

Pupil premium strategy statement

This report consists of a review of the impact of our strategies in 2019/20 followed by our planned strategies for 2020/21. The planned strategies for 2020/21 are monitored during the year and the plan is updated in Jan '21 and April '21 to summarise that monitoring.

This strategy is linked to the whole Academy Development Plan (priority 1) and is referenced in that section of the ADP.

Review of 2019/20

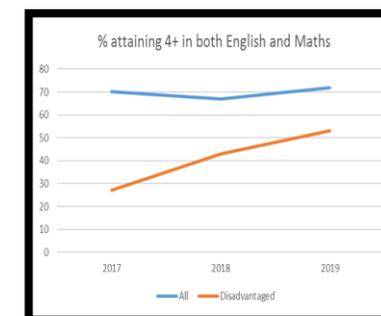
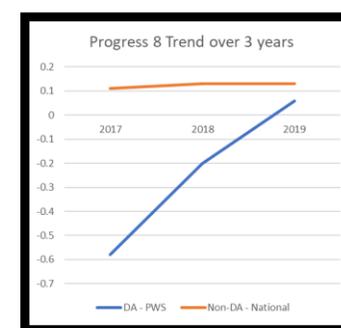
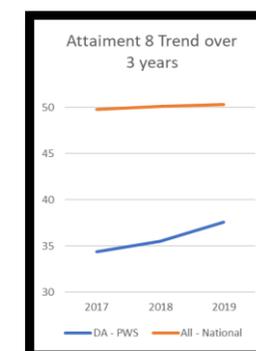
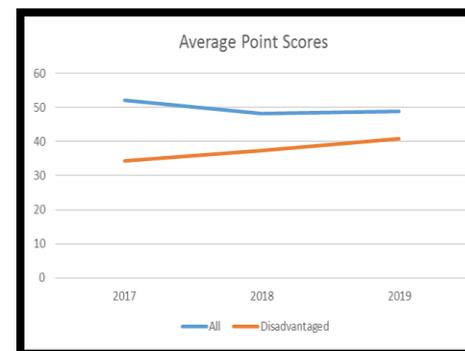
Reviewed and agreed September 2020					
Headteacher	Mrs E Dormor	School lead for Disadvantaged	Mrs K Gallagher	Governor lead for Disadvantaged	Duncan Furey

1. Summary information					
School	Prince William School		Date of review	September 2020	
Total number of pupils in school	1107	Number of pupils eligible for PP	160	Total PP budget for 2019/20	£125,000

2. Current attainment (review of GCSE outcomes)		
Due to the cancelling of exams because of COVID-19 in 2020, the outcomes for 2020 are not being used for analysis		
3. Review of attainment in 2019		
	Pupils eligible for PP	All pupils
% achieving grade 4+ in both English and Maths in 2019	53%	72%
% achieving grade 4+ in both English and Maths in 2019 boys/girls	41% / 65%	65% / 78%
Progress 8 score average (estimate)	+0.06	+0.25
Attainment 8 score average	40.87	48.83

The strategies used in 2017/18 and 2018/19 have had significant impact. The KS4 results demonstrate this:

- The gap between the Attainment 8 scores of all students in PWS and the disadvantaged students in PWS decreased from 17.6 in 2017, to 11.2 in 2018, and to 7.96 in 2019.
- The gap between the Average Point Score of all students in PWS and the disadvantaged students in PWS decreased from 17.7 in 2017, to 10.8 in 2018, and to 7.9 in 2019.
- The gap between the Attainment 8 scores of all students **nationally** and the disadvantaged students at PWS decreased from 15.4 in 2017, to 14.6 in 2018, and 12.7 in 2019.
- The gap between the % of all and DA students attaining 4+ in both English and Maths has decreased from 40% in 2017 to 24% in 2018 and just 19% in 2019.
- The gap between the Progress 8 scores of all students at PWS and the disadvantaged students at PWS decreased from 0.92 in 2017, to 0.45 in 2018, and 0.15 in 2019.
- The gap between the Progress 8 scores of **non-disadvantaged students nationally** and disadvantaged students at PWS has decreased from 0.69 in 2017, to 0.33 in 2018, and 0.07 in 2019
- The **progress 8 score of disadvantaged students in 2019 was positive, i.e. they made better progress than all students nationally, on average.**



At KS5, though the number of DA students is statistically insignificant, the attainment gaps are also closing.

The DA/non-DA gap in the Level 3 Value Added was -0.37 in 2018 and -0.25 in 2019.

Additionally, internal progress tracking shows that the gaps between the progress of disadvantaged and non-disadvantaged students in other year groups is reducing rapidly – and is negligible in the youngest year groups.

The attendance of students eligible for PP has improved (see table) but this is an area that needs to improve further.

% attendance	2017/18	2018/19
Pupil Premium	91.9	92.0
Free school meals	85.8	89.3

4. Review of expenditure in 2019/20

Strategy	Target students	Intended actions and impacts	Cost
Quality teaching	(All staff costs calculated as a proportion of salary based on estimate of time devoted to supporting DA students.)		
Cost of Edukey and staff time to complete profiles for DA students.	All Disadvantaged students	Profiles for all DA students with support strategies. Improving staff knowledge of needs of individuals and strategies that help each to improve. Rapid closing of attainment gaps between disadvantaged and non-disadvantaged students.	£4,600
Use of AHT, T&L time and staff training time/resources/courses to improve quality of teaching & learning across the school (half year)	All Disadvantaged students	Improved quality first teaching for all and particular strategies to support the disadvantaged. (Targeted questioning, introduction of the Prince William Way to support better consistency of teaching and marking)	£4,300
Use of SLT time to monitor written feedback to DA students (half year)	All Disadvantaged students	DA students benefit from best marking and make better progress as a result.	£2,000
Quality teaching total			£10,900
Strategy	Target students	Intended actions and impacts	Cost
Targeted support	(All staff costs calculated as a proportion of salary based on estimate of time devoted to supporting DA students.)		
Use of DHT time to meet with DA students' parents. Rewards.	All Disadvantaged students	Improved attendance of Disadvantaged students	£5,750
Employment of Mental Health lead and assistant	Students in all years with emotional or mental health needs	Additional support for students with emotional and mental health needs. Facility to reintegrate into 'mainstream' lessons gradually. Referrals to CAMHS and/or Ed Psych as necessary.	£23,500
Employment of 2 Student Welfare Officers	Students in all years needing additional support	Support with diffusing day-to-day problems that create barriers to learning.	£21,370
Revision sessions and revision materials	Y11 students	The school was closed due to COVID-19 before the extra revision sessions took place. Revision guides had already been bought and given out, but students never sat exams	£200
Ensuring students are supported through exam season	Y11 students	The school was closed due to COVID-19 before the exam period took place.	
Creating a tutor group for vulnerable students (Half year)	Identified Y11 students	Daily monitoring and mentoring for the most vulnerable students in the cohort. Regular contact with home to ensure best possible all-round support.	£985
Specialist support (itemised spreadsheet available)	Identified students in all years	Financial support with purchase of materials to aid learning/attendance. For example, items of uniform, ingredients for Food Tech lessons, art materials, music books, kit for	£8,150

		D of E expeditions, memory sticks, school trips, revision guides, occasional bus fares to facilitate attendance at revision sessions, etc. (Itemised expenditure available)	
Alternative provision	Identified students	Students provided with college courses and similar in order to motivate and engage them with learning.	£4,500
Distribution of 52 laptops and 5 dongles to DA students to use during period of school closure	All DA students in need of IT equipment	Laptops and dongles provided. Staff time to prepare laptops and deliver to individual students' houses. Staff time to provide students with technical support. Most laptops are still in students' possession in readiness for possible further remote learning. Cost estimates 50% of laptop costs to account for deterioration of equipment by time it is returned to school	£78,000
Staff time for distribution of supermarket vouchers to families eligible for Free School Meals	All students eligible for Free School Meals	Staff purchased and posted vouchers. Staff time setting up government's email voucher system. Staff time to do shopping for isolating families / deliver food hampers.	Staff costs incorporated in costs above.
Staff time to phone/contact all DA students at least once a fortnight.	All DA students	Staff phoned allocated students fortnightly so all DA students were monitored through school closure period.	
Targeted support total			£137,280
Strategy	Target students	Intended actions and impacts	Cost
Other approaches			
Adviser Track Days	Students in Y9, 11 & 13 who are DA and/or at risk of being NEET	Did not happen before school closure period due to delays in securing advisers availability.	
My concern subscription	All DA students	All incident are linked so patterns are seen and dealt with quickly. Links to siblings in primary schools so strategies can be considered for whole families	£3,600
Recruitment strategies	All DA students	Recruitment drive to ensure no posts are filled with supply teachers from Sept '19. DA students suffer particularly when being taught by supply teachers	£4,000
Subscription to 4 Matrix, EduLink, and PIXL.	All DA students	4Matirx enables precise tracking of DA students and groups within the DA group to facilitate precise intervention work. EduLink enables better communication with home. PIXL provides opportunity to share best practice nationally.	£12,640
Other approaches total			£20,240
Total expenditure for 2019/20			£168,420

Pupil Premium Strategy Statement – plans for 2020/21

Strategy agreed September 2020					
Headteacher	Mrs E Dormor	School lead for Disadvantaged	Mrs J Bennett	Governor lead for Disadvantaged	D Furrey

1. Summary information					
School	Prince William School		Planned date of review	September / October 2021	
Total number of pupils in school	1205	Number of pupils eligible for PP	169	Estimated budget for 2020/21	£163,242

2. Barriers to future attainment (for pupils eligible for PP)	
A	Poor prior progress – aggravated further by period of school closure
B	Low attendance – aggravated further by impact of lockdown
C	Poor organisation skills
D	Poor communication with home
E	Emotional and anxiety issues – aggravated further by impact of lockdown
F	Equipment and lack of opportunity for enrichment activities

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
Improved attendance	Attendance for FSM 93% and all PP 95%+
Improved progress across the entire curriculum	Reduced achievement gaps in all subjects
Improved emotional/mental wellbeing	Reduced number of repeat referrals.
No student disadvantaged because of lack of equipment	DA students have equipment needed.
Improved links with the community – parents/carers and primary schools	Positive feedback; coordinated strategies across the cluster.

4. Planned expenditure for 2020/21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Continue to improve quality of teaching and spreading of good practice regarding disadvantaged students.	List of DA students is accurate, complete and includes dominant need.	Staff have accurate info about individuals and their barriers to learning. Raised profile of DA students	Monitor teachers' use of profiles using drop ins.	JBT	Jan'21: List is in place as a 'live' document, updated by staff regularly for all subjects. Includes named member of staff who contacts them during closures and what equipment has been loaned. April '21:
	All DA students have profile on spreadsheet and strategies to support them is updated regularly	Tutors know DA students especially well. Teacher use support strategies in profiles in lessons so students make better progress.		JBT	
	Provide support and training as necessary to staff – especially within 100-min lessons	All staff know how to provide strategies which are effective for a range of different barriers to learning.	Respond to requests for training and monitoring through drop-ins and lesson observations		Training on 100-min lessons provided in July and Sept '20.
Improving vocabulary to ensure all can access curriculum fully and tailor written responses to topic and audience more expertly.	Implement a whole-school approach to teaching tier 2 and tier 3 words	The specific teaching of tier 2 and tier 3 words has been shown to benefit all, but especially benefit DA students.	Monitor with drop ins and use department 'experts' to support embedding of practices.	EDO	Jan '21: Training on teaching of tier 2 and tier 3 words provided Jan '21. PowerPoints of words provided and tutors teaching them in tutor time. April '21
Continue to ensure quality of feedback for all, especially disadvantaged students.	Revised assessment policy including 'best marking' for disadvantaged students	Marking DA students' books after the first 6 – 8 (once common mistakes have been identified) will ensure they receive the highest quality feedback.	Book scrutinies and lesson drop-ins.	JBT/EDO	Jan'21: Book scrutinies conducted over the Autumn term found DA students were receiving good feedback. Any issues were identified and addressed. April '21:
	Regular book scrutinies of DA students' work to be part of monitoring procedures	To check on quality and consistency of feedback	Team of staff do scrutinies to get consistent approach to scrutinies.		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Spread best practice	Analysis of progress of DA students in each subject's area. Most successful departments asked to share successful strategies.		Share best practice in meetings. Monitor implementation of strategies though LM meetings and drop ins.	JBT	Jan'21: Ideas shared through DA spreadsheet on staff drive. April '21:

Total budgeted cost	£10,000
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ii Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Improved progress of all DA students across all years.	Catch up sessions for students who are furthest behind following the school closure period	Small group, intensive work enables catch up on missed/weaker knowledge and builds confidence. Support with HW		SWO	Jan'21: DA students invited to after school catch-up sessions. Students have made 0.16 – 0.48 grades of progress across various subjects.
Attendance of students eligible for Pupil Premium, especially those eligible for Free School Meals, improves further.	Letters to parents of students whose attendance is poor. Meetings with parents/carers and DP and governor for those with very poor attendance.	Students need to be in school to make good progress.	Monitoring of attendance data, notes of meetings and other actions taken. DP meetings with HoY and HoY11 DP and governor meetings with some parents/carers	AKE/JCR	Jan'21: PP students' attendance = 92.17% in Autumn term 2020 (compares with 92.81% last year) Proportion of PP students who were PA in Autumn 2020 = 24.1% (compared with 22.2% last year)
	Rewards for good attendance eg. non-uniform Information in planners about importance of good attendance. Y11 reduced ticket to the Prom if attendance is good.	Shifting the focus onto importance of good attendance and rewards for good attendance.			Proportion of FSM students who were PA in Autumn 2020 = 30.6% (compared with 38.0% last year) April '21:

	Mentoring meetings with tutor for students with attendance below 95%. Meetings with HoH and AKE if attendance below 90%	Meetings with students (<95%) and parents with students (<90%) to help them realise the importance of good attendance and the consequences of poor attendance	Monitoring of attendance data		
	Students using The Hub are monitored closely to try to limit the length of time spent in there and encourage them back into 'mainstream lessons' as quickly as possible.	Ensuring students are supported to attend better, but also encouraged to return to full timetable of lessons over time.	Monitoring of number using The Hub and their needs and progress toward full re-integration	ZDA	Jan'21: The Hub was well used in the Autumn term and supported many students' return to school post-lockdown. April '21:
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Support Y11 DA group to improve progress.	Y11 DA students in a separate DA tutor group and provided with additional support	Tutor gets to know them thoroughly and can support them throughout the year Students in DA tutor group use PiXL build-up and other on-line resources to support rapid catch JBT to mentor and support with revision strategies Y11 DA tutor group gets additional support with English, Maths, & Science.	Monitor progress data	JBT	Jan'21: Tutor group established and tutor delivers revision techniques and supports organisation etc. Ma, Sci and Eng taught specifically to groups of students within this group on specific days. Laptops also provided so they can access Tassomai easily. April '21:
Students prepared for exams well and have thorough knowledge of good revision strategies.	Extra-curricular revision sessions in term-time and in school holidays. Revision guides provided as available. 'How to revise effectively' session	Targeted revision improves performance in exams. Improved motivation and a better understanding of how to revise effectively improves exam performance.	Revision timetable distributed in advance. Attendance recorded. Phone calls to parents to ensure attendance as necessary. Lead practitioners presented revision session for students and parents.	KHO HME	Jan'21: Tutor group taught revision techniques. Many DA students invited to extra catch-up sessions after school. All DA students attended 'How to revise effectively' session in October. April '21:

	Revision and learning techniques during tutor time	Improved learning and revision skills enables students to learn well and remember more	Student progress data	JBT	
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Students are well prepared for exams throughout the exam season	Member of staff checking on Y11 DA students daily as they go through the exam season.	Giving students a feeling of support and an opportunity to raise concerns, get essential exam equipment (pens, etc.)	Feedback from students and better progress for DA students	NMA	Jan'21: Tutor supported DA students throughout mock exam period. April '21 Covid-safety prevented distribution of croissants before exams.
	Daily text message to DA students throughout the exam season.	Giving students a feeling of support as well as reminding them of revision priorities.	Feedback from students and better progress for DA students	CBY	
	Provide croissants (or similar) to all DA students before each morning exam (mocks and actual) if possible within COVID-19 safety measures.	Students are not hungry during exams.	Feedback from students and better progress for DA students	EDO	
Improved communication with parents/carers	Invite parents/carers of DA students to a drop-in session (and a free cup of chocolate or similar!) in a venue local to them (Oundle, Thrapston, Corby).	Parents/carers well-informed about their child's progress and happy to discuss what would help them further.	Records of all communications sent. Records of parents/carers who attend. Additional information added to EduKey	JBT	Jan'21: Drop-ins sessions have not been possible due to Covid restrictions. Use of EduLink for communications has been successful, with much positive feedback from parents for emails and for parent evenings. April '21
	Promote the use of EduLink as an improvement system of communications with parents/carers	Parents/carers appreciate being well-informed and take more of an interest in their child's progress at school.			

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Improved transition for DA students moving to PWS from primary schools.	Lead for DA to be part of transition process.	Better collating of information about DA students coming up to school, so it can be shared with staff before the beginning of the academic year.	-Student profiles in place and circulated to staff	JBT	April '21:
	Provide a transition event for DA students in Y6→7	Help DA students to feel settled, make friends, and build confidence before they start in September	Feedback after the event.		July '21:
Additional expert support for students who need it. Advice to enable effective intervention and support.	Employment of Educational Psychologist (sessions).	Support with mental health and anxiety issues.	Feedback from students, families and staff.	ABU	Jan '21: Some students have had a remote session with Ed Psych. April '21:
Additional support for those with emotional/anxiety/ mental health issues.	Employment of 2 Student Welfare Officers.	Support with diffusing day-to-day problems that create barriers to learning.	Tracking of progress and attendance data	AKE	Jan'21: SWOs have supported students on daily basis when in school and when students have had to isolate. They also deliver food vouchers and laptops as necessary. The Hub continues to provide high quality support for students with emotional and mental health needs. April '21:
	Employment of Mental Health Lead and Assistant in 'The Hub'	Support with emotional and mental health needs. Referrals to CAMHS, Ed Psych, etc as necessary.	Track number of students who use The Hub and how quickly they reintegrate into lessons.	ZDA	
	Analyse school's strengths and weaknesses and meeting students' mental health needs and implementing strategies in response to findings	Growing body of research that students' mental health needs are not being met by schools and that this is affecting attendance and performance of DA students	Use of Targeted Mental Health in School Programme analysis tools & training, and implement strategies in response to findings and recommendations	ZDA	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Financial support with purchase of materials to aid learning/attendance.	Specialist/individual support	No student should be disadvantaged by lack of equipment or opportunity to access enriching activities	EDO to authorise all purchases taking advice from staff about what is needed for individuals.	EDO	Jan'21: £881 spent by 31 Oct '20 £3,417 spent by 12 Jan '21 April '21:
Improved motivation and curriculum offer for specific individuals.	Alternative provision for identified individuals as necessary	Motivation and engagement of identified students so they can experience success and build on it.	EDO to authorise taking advice from staff about what is needed for individuals.	EDO	Jan'21: No PP students needing alternative provision to date. April '21:
Total budgeted cost					£120,000

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Communication with parents is easier and more effective. Students can access information about homework etc easily.	Subscription to Edulink. Phone calls to disadvantaged students' parents/carers to ensure they are confident in using it.	Gaining parental support is important in motivating students.	Monitor and provide additional staff training as necessary. Monitor use by parents/carers (disadvantaged taking priority).	SWO	Jan'21: EduLink is used well by parents and more accessed parent evening because of using EduLink for that too. April '21
Students provided with independent guidance and advice over careers and pathways through KS3, KS4 and beyond.	Adviser Track Days	Students motivated by vision of future career pathways. Raised aspirations.	Use of known providers and feedback from students.	MCO	Jan'21: Y11 students provided with independence careers advice to support and motivate. Interviews ongoing in Jan '21. April '21:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Rigorous and accurate tracking of data will enable early identification of students in need of intervention.	Subscription to 4 Matrix.	Rigorous tracking enables constant focus on student progress and accurate identification of interventions needed.	Data produced at every data drop inspected at every Line Management meeting by HoDs/SLT.	SWO	Jan'21: Gaps between DA and non-DA: Y8 -0.26 grades Y9 -0.43 grades Y10 -1.19 grades April '21:
Improved progress of disadvantaged students. Achievement gap closing.	Subscription to PiXL and attendance at meetings to acquire new ideas and strategies.	Nationwide sharing of strategies that support rapid progress of disadvantaged students.	Implementation of strategies considered to be the most effective for our students.	SWO	Jan'21: Gap between DA and non-DA student in Y11 mocks = 0.32 of a grade. Gap at same point last year was 0.35 of a grade. Considering impact of lockdown, this is pleasing. April '21:
	Leadership time for SLT and Middle Leaders to track progress and organise interventions.	Constant focus on the progress of disadvantaged promotes focus on quality teaching for this group.	The achievement of disadvantaged students is on the agenda of every Line Management meeting.	EDO	
Better tracking of incidents (behaviour and safeguarding) from primary through PWS	Use of 'My concern'	All incidents are linked to patterns are seen more quickly and dealt with effectively	Incidents & safeguarding linked & analysed through variety of different student groups	AKE	Jan'21: AKE able to track any concerns with DA students easily. April '21:
Total budgeted cost					£34,000

