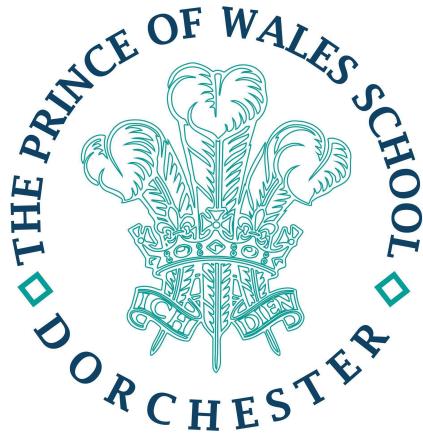


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- Pupil Premium - 2023/2024 -

IMPACT STATEMENT
(SUMMER TERM 2024)

Table of Contents -

1. Summary Information	3
2. Historic Attainment (2022/2023) -	4
3. IMPACT - OVER TIME - READING -	5
4. IMPACT - OVER TIME - WRITING -	6
5. IMPACT - OVER TIME - MATHS -	7
6. Barriers to Future Attainment	9
7. Desired Outcomes	10
8. Planned Expenditure (2022/2023)	11
9. IMPACT Attainment (2023/2024)	18

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“We aim to raise the attainment of disadvantaged children through high quality teaching and by meeting individual needs”

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1. Summary Information

School: The Prince of Wales School

Academic Year: 2023/2024

Total Number of Pupils: 156

Percentage Eligible: 17 (11%)

Stage in Cycle: AUTUMN TERM 2023
TARGET SETTING

SPRING TERM 2024
MID-YEAR REVIEW

SUMMER TERM 2024
IMPACT STATEMENT

Summary of Funding:

Pupil Premium FSM (+EVER 6) (£1,455): X 10 Children = £14,550

Post LAC (£2,530): X 5 Child = £12,650

Service (£335): X 2 Children = £670

TOTAL = £27,870

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2. Historic Attainment (2022/2023) -

	PP	Non-PP	Difference
% achieving GLD in EYFS July 2018 (PP = 5 Pupils of 33)	75%	70%	+5%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 30)	75%	77%	-2%
% achieving ARE in KS1 Reading (PP = 5 Pupils of 32)	60%	85%	-25%
% achieving GD in KS1 Reading (PP = 5 Pupils of 32)	20%	33%	-13%
% achieving ARE in KS1 Writing (PP = 5 Pupils of 32)	60%	67%	-7%
% achieving GD in KS1 Writing (PP = 5 Pupils of 32)	0%	25%	-25%
% achieving ARE in KS1 Maths (PP = 5 Pupils of 32)	60%	81%	-21%
% achieving GD in KS1 Maths (PP = 5 Pupils of 32)	0%	19%	-19%

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3. IMPACT - OVER TIME - READING -

MORE RECENT DATA IN THIS FORMAT LIMITED DUE TO IMPACT OF COVID

Disadvantaged Gap Trend: The Prince of Wales School



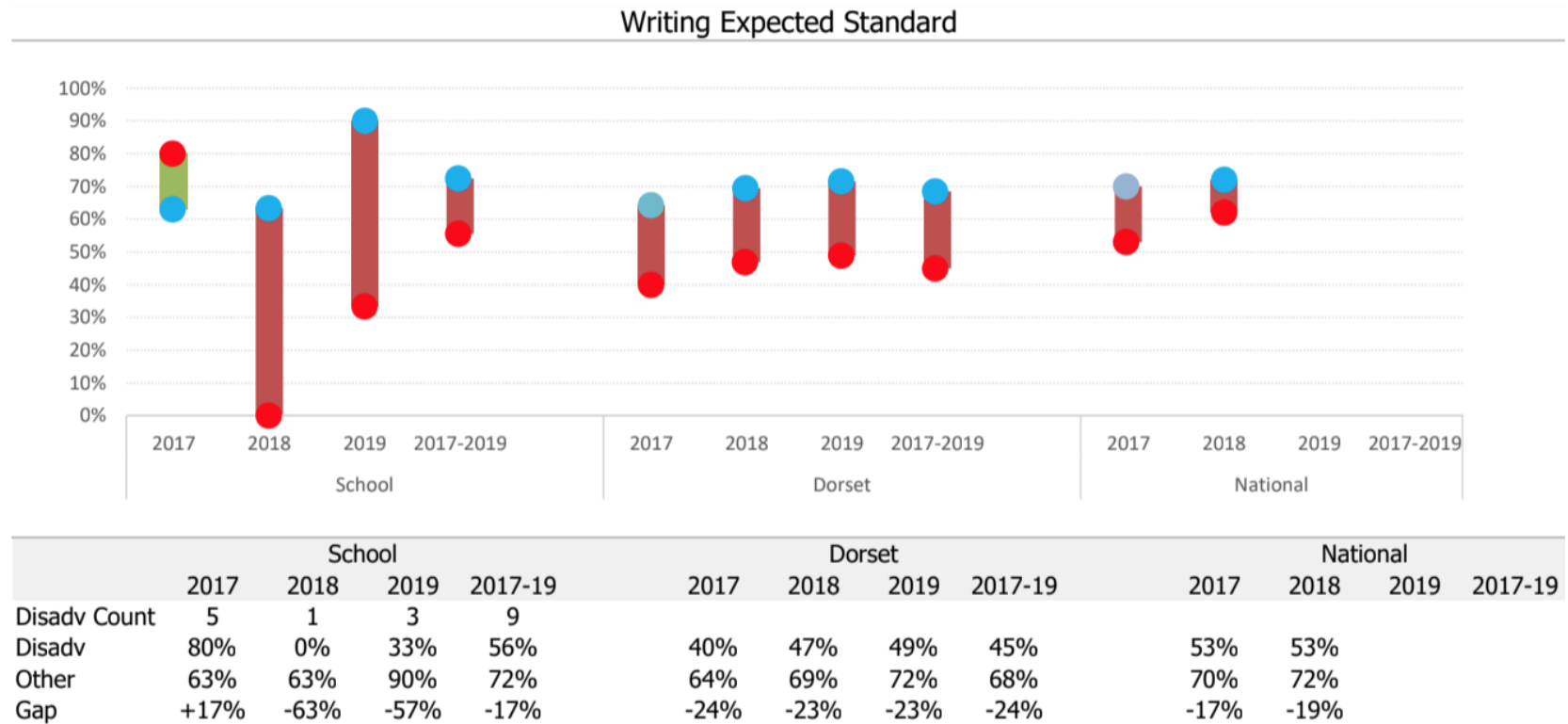
	School				Dorset				National			
	2017	2018	2019	2017-19	2017	2018	2019	2017-19	2017	2018	2019	2017-19
Disadv Count	5	1	3	9								
Disadv	80%	100%	33%	67%	52%	60%	59%	57%	62%	62%		
Other	74%	77%	93%	82%	76%	78%	79%	78%	78%	79%		
Gap	+6%	+23%	-60%	-15%	-24%	-18%	-20%	-21%	-16%	-17%		

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4. IMPACT - OVER TIME - WRITING -

MORE RECENT DATA IN THIS FORMAT LIMITED DUE TO IMPACT OF COVID

Disadvantaged Gap Trend: The Prince of Wales School

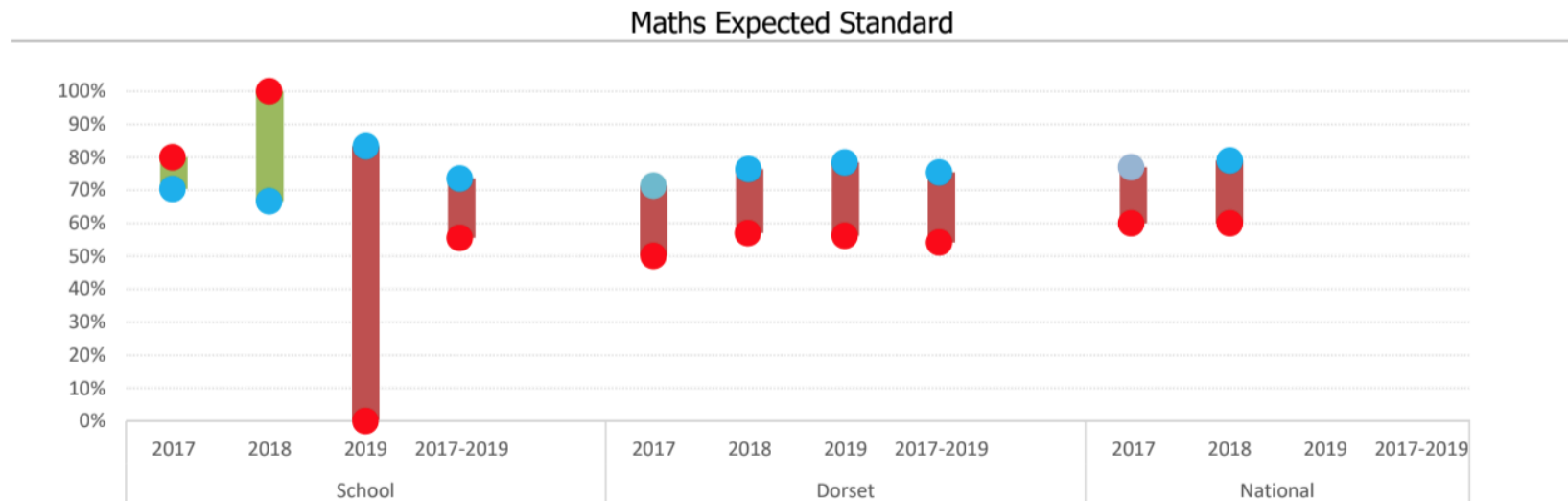


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5. IMPACT - OVER TIME - MATHS -

MORE RECENT DATA IN THIS FORMAT LIMITED DUE TO IMPACT OF COVID

Disadvantaged Gap Trend: The Prince of Wales School



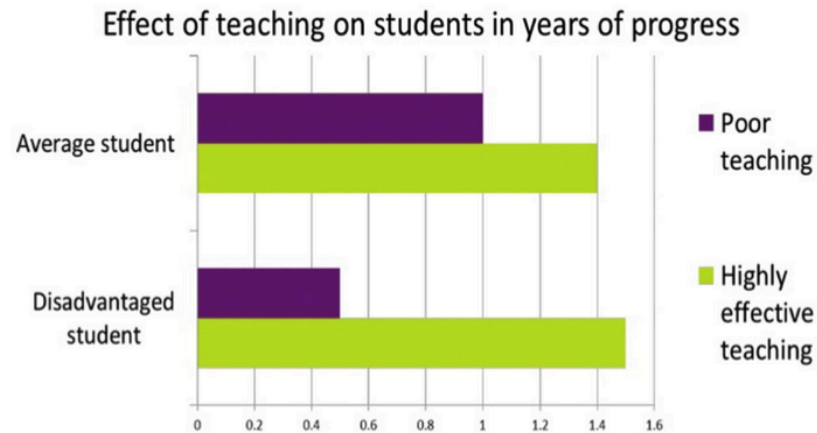
	School				Dorset				National			
	2017	2018	2019	2017-19	2017	2018	2019	2017-19	2017	2018	2019	2017-19
Disadv Count	5	1	3	9								
Disadv	80%	100%	0%	56%	50%	57%	56%	54%	60%	60%		
Other	70%	67%	67%	74%	71%	76%	78%	75%	77%	79%		
Gap	+10%	+33%	-67%	-18%	-21%	-19%	-22%	-21%	-17%	-19%		

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A CHANGE IN APPROACH -

Following the Headteacher's attendance of the **Dorset Pupil Premium Conference**, the Senior Leadership Team have reflected considerably on their approach to the spending of Pupil Premium Funding.

At the conference, Sir John Dunford (Formally National Pupil Premium Champion) advocated for the importance of 'relentlessly focusing on the quality of Teaching and Learning'. Sir John made reference to the Sutton Trust (2011) research -



Source: Sutton Trust (2011)

This has challenged our thinking and has helped shape our approach to Pupil Premium expenditure.

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6. Barriers to Future Attainment

- THREE YEAR (YEAR ONE OF THREE): LONG-TERM -

A Increase % children meeting (and exceeding) ARE in all outcomes measures

B Increase % children working at a Greater Depth in Maths

C Children to LOVE READING in all it's forms

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7. Desired Outcomes

A Increase % children meeting (and exceeding) ARE in all outcome measures

Plans To Address -

- Use of ELSA to promote a pro-social approach. Ensuring that all children are ready to learn.
- Increase Expectation + Increase Challenge of the curriculum for ALL CHILDREN.
- Embed SPAG Scheme (Ruth Miskin Spelling Scheme)

B Increase % children working at a Greater Depth in Maths

Plans To Address -

- Develop Maths provision still further with expert support
- Engagement with the Jurassic Maths Hub (Maths Mastery Project)
- Launch Mastering Number programme across Reception and Key Stage One

C Children to LOVE READING in all it's forms


Plans To Address -

- Embed reading in all it's forms across the curriculum. Ensuring reading stock is challenging, relevant and inspiring!

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8. Planned Expenditure (2022/2023)						
EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SUMMER TERM 2024 - IMPACT STATEMENT			
<p>ELSA Intervention</p> <p style="text-align: center;">A</p>	£15,270	<p>SUMMARY - Deliverer OUTSTANDING ELSA provision.</p> <p>INTENDED OUTCOME - Improve childrens' ability to understand and regulate emotions. Promote a pro-social approach. Ensuring that all children are ready to learn.</p> <p>MONITORING - Baseline questionnaire. Review questionnaire at the end of the intervention. SEND Leader will review in discussion with ELSA as part of her monitoring of interventions.</p>	<p>ELSA continues to promote a pro-social approach. Ensuring that all children are ready to learn. Baseline questionnaires have been undertaken and SEND Lead continues to review ELSA provision through regular meetings. Exit questionnaires show immediate impact and lack of re-referrals indicate sustained impact over time.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				
<p>Three free clubs a week for all PP children.</p> <p style="text-align: center;">A</p>	£3,000	<p>SUMMARY - All PP children are entitled to access three free extra-curricula clubs per week.</p> <p>INTENDED OUTCOME - Pupil Premium children accessing a rich range of extra-curricula clubs, weekly. Promotes a pro-social approach.</p> <p>MONITORING - Office and SLT.</p>	<p>PP uptake in extra-curricula clubs is VERY HIGH. Most PP children are accessing at least two free clubs per week.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				
<p>1:1 Teaching</p> <p style="text-align: center;">A B C</p>	£6,400	<p>SUMMARY - 1:1 teaching available after school through the ROCKET CLUB programme.</p> <p>INTENDED OUTCOME - Improved confidence and attainment in Reading, Writing, Spelling and Maths.</p> <p>MONITORING - SEND Leader will review in discussion with the intervention leader as part of her monitoring of interventions.</p>	<p>Rocket Club has been a HUGE SUCCESS - especially for PP children. Programme is rich, varied and above all CONSISTENTLY HAPPENING - week on week.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				

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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SUMMER TERM 2024 - IMPACT STATEMENT			
 <p>Purchase and develop still further the 'Power Maths' Scheme of Work, Training and Supporting Resources</p> <p style="text-align: right;">B</p>	<p>£600 + Maths Hub Matched Funding</p>	<p>SUMMARY - Continue to resource 'Power Maths' Scheme</p> <p>INTENDED OUTCOME - Children to master 'Maths Mastery'. Over time the impact of Power Maths to show accelerated progress for all learners including % of PP children achieving Greater Depth in Y2 Maths to increase by 25%.</p> <p>How will success be measured? Through analysis of half-termly data reports and external visits. Use of Pupil Voice.</p> <p>Who will measure success? Headteacher / Committee B. Maths Link Governors.</p> <p>When will success be measured? Half-Termly.</p>	<p>The continued resourcing of the 'Power Maths' scheme has contributed to improved outcomes for PP children, with noticeable progress in mastering maths concepts. While results have improved, we are committed to achieving even better outcomes moving forward. Success is measured through half-termly data reports, external visits, and feedback gathered via Pupil Voice. Monitoring by the Headteacher, Committee B, and Maths Link Governors ensures accountability. The next steps include further strengthening of interventions to accelerate progress.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				

N.B - Why Power Maths?

We chose to adopt 'Power Maths' following our 2018/2019 involvement with the Maths Hubs Teaching for Mastery Programme. This programme made us eligible to claim textbook match-funding.

The scheme suited our setting because it is a whole-class mastery programme designed to spark curiosity and excitement (key ingredients for success at The Prince of Wales School). We believe Power Maths will nurture confidence in maths for all our learners.

At the heart of Power Maths is the belief that all children can achieve. The programme is built around a child-centred lesson design that models and embeds a growth mindset approach to maths.

We also chose to adopt 'Power Maths' as we feel it best reflects the research informed guidance outlined by the EEF in 'Improving Mathematics in Key Stage Two and Three: Guidance Report' (2017) →

IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE
Guidance Report



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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SUMMER TERM 2024 - IMPACT STATEMENT			
<p>Embed STAR Reading Assessment and Accelerated Reading (AR)* Scheme,</p> <p style="text-align: center; font-size: 2em;">C</p>	<p>£300</p>	<p>SUMMARY - Continue to embed STAR Reading Assessment and Accelerated Reading (AR) Scheme.</p> <p>INTENDED OUTCOME - Children to re-discover the love of reading. Over time Accelerated Reader STAR Reading Tests show accelerated progress for all learners including % of PP children achieving ARE in Y2 Reading to increase by 10%.</p> <p>How will success be measured? Through analysis of half-termly data reports and external visits. Use of Pupil Voice.</p> <p>Who will measure success? Headteacher / Committee A. Literacy Link Governors.</p> <p>When will success be measured? Half-Termly.</p>	<p>Children love reading, as identified by our March 2024 Ofsted Report -</p> <p>'Reading is a high priority. A love of reading is promoted by all staff who use a range of creative approaches, such as parents reading books as a 'mystery reader'. The library area is at the heart of the school. There, pupils are immersed in a unique sensory reading experience loved by all. The school is determined for all pupils to learn to read. Staff receive training to teach phonics well. This includes bespoke training to support pupils with complex needs, such as using British Sign Language to support understanding'.</p> <p>Recommended To Continue?</p> <table border="1" data-bbox="1541 1054 2136 1114"> <tr> <td data-bbox="1541 1054 1709 1114">YES</td> <td data-bbox="1709 1054 1991 1114">YES - With Changes</td> <td data-bbox="1991 1054 2136 1114">NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				

* See EEF efficacy trial of Accelerated Reader below -

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EEF Projects

Accelerated Reader 16th March, 2018

Accelerated Reader

This page covers the first (efficacy) trial of Accelerated Reader, which tested whether it could work in schools under best possible conditions. To read about the second (effectiveness) trial - testing a scalable model under everyday conditions in a large number of schools - [click here](#).

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

Broadgreen High School, Thornaby
Academy, Tideway

Independent Evaluator
Durham University

Pupils	Schools	Grant
349	4	£147,000

Themes

B Behaviour

L Language and Literacy

+3



EEF Summary

Accelerated Reader is widely used in England, but much of the evidence for the approach comes from the US. The EEF funded this evaluation to see if it could have an impact in English secondary schools. This is one of a number of small trials developed by EEF and designed to improve outcomes for struggling readers at the transition from primary to secondary school.

The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.

Based on the promising findings from this small study, EEF has now funded an effectiveness trial, to see if the results can be replicated for a larger number of schools.

For more information, tools & supporting resources, please visit:
<https://educationendowmentfoundation.org.uk/>

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Research Results

Outcome/Group	Impact - the size of the difference between Accelerated Reader pupils and other pupils	Security - how confident are we in this result?
Reading	+3 Months' Progress	
Reading (FSM)	+5 Months' Progress	N/A

Were the schools in the trial similar to my school?

The project involved four urban, mixed gender, secondary schools. Three of them were rated by OFSTED as "requiring improvement", while the final school was rated as "good".

Around 35% of the pupils in the project schools were eligible for free school meals.

Could I implement this in my school?

Accelerated Reader is available from Renaissance Learning.

For the intervention tested here, 15 staff (teachers, TAs and literacy co-ordinators) from each school attended one day of training.

Accelerated Reader requires space in the timetable for independent reading and schools may also need to increase the number of books in the school library.

delivered by
 **Teachers**

participant group
 **Individuals**

intervention length
 **22 Weeks**

How much will it cost?

Accelerated Reader costs £450 per year for 50 pupils, or £9 per pupil per year. This covers the annual licence needed for each participating pupil (the minimum subscription is for 50 pupils), one day of teacher training and year-long access to a free hotline telephone service.

Cost per pupil
 **£9**

Training time per staff member
 **1 Day**

Schools	Pupils	Key Stage
4	349	Key Stage 3
Start date	End date	Type of trial
January 2012	January 2015	Efficacy Trial

Evaluation Conclusions

1. Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.

For more information, tools & supporting resources, please visit:
<https://educationendowmentfoundation.org.uk/>

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EEF Projects

Accelerated Reader 16th March, 2018

2. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.
3. Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books.
4. Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.

For more information, tools & supporting resources, please visit:
<https://educationendowmentfoundation.org.uk/>

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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SUMMER TERM 2024 - IMPACT STATEMENT					
<p>Phonics Teaching (Read, Write Inc)</p> <p>AC</p>	<p>£2,300 Contribution</p> <p>(Training and Resources)</p>	<p>SUMMARY - Continue to invest in our approach to teaching phonics (using Read, Write Inc Resources) supported by two externally led advisor days.</p> <p>INTENDED OUTCOME - Improved attainment in phonic understanding.</p> <p>MONITORING - Literacy Leader will review in discussion with intervention leader as part of her monitoring of Read, Write Inc. External scrutiny also provided by Read, Write Inc expert trainer.</p>	<div data-bbox="1541 464 2145 815" style="border: 1px solid black; padding: 5px;"> <p>Despite continued investment in our phonics teaching approach, using Read, Write Inc. resources and supported by two externally led advisor days, attainment in phonics has decreased. Ongoing monitoring by the Literacy Leader and the intervention leader highlighted areas where implementation could be strengthened. External scrutiny from the Read, Write Inc. expert trainer has provided valuable feedback, and adjustments are being made to address identified gaps and improve outcomes. Further targeted interventions and professional development will be prioritised to support staff and boost phonics attainment moving forward.</p> </div> <div data-bbox="1541 850 2145 890" style="border: 1px solid black; padding: 5px;"> <p>Recommended To Continue?</p> </div> <table border="1" data-bbox="1541 890 2145 957" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1541 890 1765 957">YES</td> <td data-bbox="1765 890 2042 957" style="background-color: yellow;">YES - With Changes</td> <td data-bbox="2042 890 2145 957">NO</td> </tr> </table>			YES	YES - With Changes	NO
YES	YES - With Changes	NO						

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9. IMPACT Attainment (2023/2024)

2022/2023 - HISTORIC DATA				VS	2023/2024 - DATA (SUMMER TERM TWO 2024)				
	PP	Non-PP	Difference			PP	Non-PP	Difference	23-24 SWING
% achieving GLD in EYFS July 2024 (PP = 5 Pupils of 33)	75%	70%	+5%		% achieving GLD in EYFS July 2025 (PP = 2 Pupils of 33)	50%	71%	-21%	-26%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 30)	75%	77%	-2%		% achieving ARE in Y1 Phonics (PP = 4 Pupils of 33)	25%	79%	-54%	-52%
% achieving ARE in KS1 Reading (PP = 5 Pupils of 32)	60%	85%	-25%		% achieving ARE in KS1 Reading (PP = 4 Pupils of 30)	75%	77%	-2%	+23%
% achieving GD in KS1 Reading (PP = 5 Pupils of 32)	20%	33%	-13%		% achieving GD in KS1 Reading (PP = 4 Pupils of 30)	0%	27%	-27%	-14%
% achieving ARE in KS1 Writing (PP = 5 Pupils of 32)	60%	67%	-7%		% achieving ARE in KS1 Writing (PP = 4 Pupils of 30)	75%	62%	+13%	+20%
% achieving GD in KS1 Writing (PP = 5 Pupils of 32)	0%	25%	-25%		% achieving GD in KS1 Writing (PP = 4 Pupils of 30)	25%	23%	+2%	+27%
% achieving ARE in KS1 Maths (PP = 5 Pupils of 32)	60%	81%	-21%		% achieving ARE in KS1 Maths (PP = 4 Pupils of 30)	100%	81%	+19%	+40%
% achieving GD in KS1 Maths (PP = 5 Pupils of 32)	0%	19%	-19%		% achieving GD in KS1 Maths (PP = 4 Pupils of 30)	0%	31%	-31%	-12%