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# Pupil Premium - Impact Statement - 2017/2018

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

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## 1. Summary Information

**School:** The Prince of Wales School

**Academic Year:** 2017/2018

**Total Number of Pupils:** 156

**Percentage Eligible:** 18 (11.53%)

**Stage in Cycle:** **AUTUMN TERM 2017**  
TARGET SETTING

**SPRING TERM 2018**  
MID-YEAR REVIEW

**SUMMER TERM 2018**  
END OF YEAR REVIEW

### Summary of Funding:

**Pupil Premium FSM (+EVER 6) (£1,320):** X 13 Children = £15,840

**Post LAC (£1,900):** X 1 Child = £1,900

**Service (£300):** X 4 Children = £1,200

**TOTAL = £18,940**

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## 2. Current Attainment (2016/2017)

	PP	Non-PP	Difference
% achieving GLD in EYFS July 2016 (PP = 1 Pupils of 31)	50%	71.4%	-21.4%
% achieving ARE in Y1 Phonics (PP = 6 Pupils of 31)	100%	80.6%	+19.4%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	80%	74.1%	+5.9%
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	40%	37%	+3%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	80%	63%	+17%
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	20%	18.5%	+1.5%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	80%	70.4%	+9.6%
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	40%	14.8%	+25.2%

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## 3. Barriers to Future Attainment

### In School Barriers -

- A** Gaps in basic knowledge, skills and understanding in English and Maths for PP children in current Year 1 in particular  
**SPECIAL FOCUS - Year 1 Phonics Test**
- B** Gaps in Literacy Development for PP children in current Year 3
- C** PP Boys' engagement in reading and writing, especially in Year 4 **(Continued Target)**

### External Barriers -

- D** Support and engagement for PP children to help with transition to middle school. **(Continued Target)**
- E** Attendance rates for PP children is lower than that for their non-PP peer group **(Continued Target)**
- F** PP children to participate in out of hours learning sessions or enrichment activities at the same level as their non-PP peer group **(Continued Target)**

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## 4. Desired Outcomes (In School Barriers)

**A** Gaps in basic knowledge, skills and understanding in English and Maths for PP children in current Year 1 in particular

**Attainment and progress in reading, writing and maths for PP children to be in line with their non-PP peers due to addressing the gaps in their knowledge and understanding. SPECIAL FOCUS - Year 1 Phonics Test**

**Success Criteria** - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2018. **SPECIAL FOCUS - Year 1 Phonics Test**

**B** Gaps in Literacy Development for PP children in current Year 2 and Year 3

**Attainment and progress in Literacy for Year 3 PP children to be in line with their non-PP peers due to addressing the gaps in their knowledge and understanding. Intense intervention used to close the gap.**

**Success Criteria** - No gap between the results and outcomes for PP pupils and non-PP pupils by June 2018 or PP children with an EHCP or pending an EHCP make appropriate and personalised progress comparable to non-PP children with similar EHCP or pending EHCP need.

**C** PP Boys' engagement in reading and writing, especially in Year 4 **(Continued Target)**

**Increased level of engagement with boys, especially PP boys, in reading and writing lessons and as a result there will be no significant difference in engagement and attainment between PP boys and their non-PP peers.**

**Success Criteria** - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2018

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## 5. Desired Outcomes (External Barriers)

**D** Support and engagement for PP children to help with transition to middle school.

**Opportunities for PP children to complete enhanced transition to Middle School.**

**Success Criteria** - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2018

**E** Attendance rates for PP children is lower than that for their non-PP peer group

**Increase attendance so that the gap between attendance rates for PP pupils improve.**

**Success Criteria** - No gap between the attendance rate for PP pupils and non-PP pupils by July 2018. Both figures to exceed 96% (National Figure)

**F** PP children to participate in out of hours learning sessions or enrichment activities at the same level as their non-PP peer group

More PP children to attend out of hours learning sessions and enrichment activities.

**Success Criteria** - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2018

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6. Planned Expenditure (2017/2018)							
INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (End of Year Review)			
<p><b>Nurture Group (Reception Team)</b></p> <p>STAFFING BUDGET</p> <p><b>E A B</b></p>	1	£475	<p><b>SUMMARY</b> - 3 x 20 mins per week, or as and when required. Small group, nurture intervention.</p> <p><b>INTENDED OUTCOME</b> - Improved social confidence.</p> <p><b>MONITORING</b> - SEND Leader will review in discussion with intervention leader as part of her monitoring of interventions. Log to be kept in 'Reception Class: Intervention Folder'.</p>	<p><b>End of Year Review</b> - Folder now established to show impact.</p> <p><b>Recommended To Continue?</b></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><b>Learning Transition Support Worker (DMS)</b></p> <p>SLA BUDGET</p> <p><b>D</b></p>	3	£500 x 3 = £1,500	<p><b>SUMMARY</b> - Weekly visits Feb 2018 – July 2018 - Identification of Year 4 children who are likely to find the move to Middle School more difficult. This involves working with individual children and their parents and prioritises those entitled to Pupil Premium.</p> <p><b>INTENDED OUTCOME</b> - Sharing of information about vulnerable children, sharing of strategies and involvement of parents.</p> <p><b>MONITORING</b> - Support worker performance managed by Head teacher of Middle School. Feedback from ex-pupils and parents, Year 5 teaching and pastoral support.</p>	<p><b>End of Year Review</b> - Programme success at supporting children to Middle School. Discussion ongoing about format of next year's support from Middle Schools.</p> <p><b>Recommended To Continue?</b></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><b>Singing Lessons</b></p> <p>PP BUDGET</p> <p><b>F</b></p>	1	£12 per session x 38 weeks = £456	<p><b>SUMMARY</b> - Weekly singing lessons.</p> <p><b>INTENDED OUTCOME</b> - Access to 1:1 music tuition which parents/carers cannot otherwise afford.</p> <p><b>MONITORING</b> - By music tutor and liaison with Music Co-Ordinator, Class Teacher and SEND Leader.</p>	<p><b>End of Year Review</b> - Lessons continue to have a positive impact. Child is now participating in wider DASP music work.</p> <p><b>Recommended To Continue?</b></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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## Planned Expenditure (2016/2017) Continued...

INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT			
<p><b>Phonics Intervention Group (Year 1 Team)</b></p> <p><b>STAFFING BUDGET</b></p> <p><b>A</b></p>	1	£475	<p><b>SUMMARY</b> - 3 x 20 mins per week, or as and when required. Small group, phonics intervention (using Read, Write Inc Resources)</p> <p><b>INTENDED OUTCOME</b> - Improved attainment in phonic understanding.</p> <p><b>MONITORING</b> - SEND Leader will review in discussion with intervention leader as part of her monitoring of interventions. Log to be kept in 'Year 1 Class: Intervention Folder'. External scrutiny also provided by Read, Write Inc expert trainer.</p>	<p><b>End of Year Review</b> - Read, Write Inc now launched. Read, Write Inc expert trainer visiting regularly to review progress and provide external challenge.</p> <p><b>Recommended To Continue?</b></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><b>ELSA Intervention (Mrs Brooker)</b></p> <p><b>STAFFING BUDGET</b></p> <p><b>C D E</b></p>	2	£475	<p><b>SUMMARY</b> - One thirty minute session, per child, per week.</p> <p><b>INTENDED OUTCOME</b> - Improvement ability to understand and regulate emotions.</p> <p><b>MONITORING</b> - 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><b>End of Year Review</b> - Changes in timetable has supported longer sessions.</p> <p><b>Recommended To Continue?</b></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><b>1:1 Teaching (Mrs Smith)</b></p> <p><b>STAFFING BUDGET</b></p> <p><b>B C</b></p>	1	£475	<p><b>SUMMARY</b> - 1:1 teaching before school, twice a week.</p> <p><b>INTENDED OUTCOME</b> - Improved confidence and attainment in Reading, Writing and Spelling.</p> <p><b>MONITORING</b> - SEND Leader will review in discussion with intervention leader as part of her monitoring of interventions. Log to be kept in 'Year 3 Class: Intervention Folder'.</p>	<p><b>End of Year Review</b> - Positive impact.</p> <p><b>Recommended To Continue?</b></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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## Planned Expenditure (2016/2017) Continued...

INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT
<b>Free School Meals (Year 3 and Year 4)</b> <b>CATERING BUDGET</b> <b>E</b>	5	£2,650	<b>SUMMARY</b> - Provision of hot school meals. <b>INTENDED OUTCOME</b> - Pupil Premium children accessing free school meals every day. <b>MONITORING</b> - Lunchtime supervisors, office and SLT.	<b>End of Year Review</b> - N/A <b>Recommended To Continue?</b> <b>YES</b> <b>YES - With Changes</b> <b>NO</b>
<b>New Approach To Phonics Teaching (Read, Write Inc)</b> <b>DEVELOPMENT BUDGET</b> <b>A</b>	8	<b>£5,000 Contribution</b> <b>(Training and Resources)</b>	<b>SUMMARY</b> - Entirely new approach to teaching phonics (using Read, Write Inc Resources) supported by two externally led training days. <b>INTENDED OUTCOME</b> - Improved attainment in phonic understanding. <b>MONITORING</b> - 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.	<b>End of Year Review</b> - Read, Write Inc now launched. Read, Write Inc expert trainer visiting regularly to validate progress. <b>Recommended To Continue?</b> <b>YES</b> <b>YES - With Changes</b> <b>NO</b>
<b>ICT Equipment, following external ICT Assessment</b> <b>SEN/PP BUDGET</b> <b>C F</b>	1	£2000	<b>SUMMARY</b> - Provide appropriate equipment for pupil to access and record his learning effectively. <b>INTENDED OUTCOME</b> - Access to appropriate specialist equipment that the school is currently unable to provide. <b>MONITORING</b> - SEND Leader will monitor success of equipment provided in discussion with class teacher and 1:1 TA as part of termly monitoring.	<b>End of Year Review</b> - Equipment now in use. Training required. <b>Recommended To Continue?</b> <b>YES</b> <b>YES - With Changes</b> <b>NO</b>

## Planned Expenditure (2017/2018) Continued...

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INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT			
<p><b>Targeted UNIT ROLE support (personalised and often 1:1 staffing).</b></p> <p><b>Unit Role Budget</b></p> <p><b>A B D E</b></p>	4	£5,434	<p><b>SUMMARY</b> - Extra focussed support in class for PP UNIT ROLE children. 1:1 to support physical need, as appropriate.</p> <p><b>INTENDED OUTCOME - UNIT ROLE PP CHILDREN</b> receiving extra support linked to their individual learning needs. UNIT ROLE PP children making at appropriate and personalised progress comparable to non-PP children.</p> <p><b>MONITORING</b> - Class teacher will monitor progress as part of their half-termly data tracking. Assessment co-ordinator and SEND Leader will monitor as part of their tracking systems.</p>	<p><b>End of Year Review -</b> The school continues to refine it's approach on a personalised level for unit role learners.</p> <p><b>Recommended To Continue?</b></p> <table border="1"> <tr> <td>YES</td> <td><b>YES - With Changes</b></td> <td>NO</td> </tr> </table>	YES	<b>YES - With Changes</b>	NO
YES	<b>YES - With Changes</b>	NO					
<b>TOTAL</b>		<b>£18,940</b>					

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## 7. IMPACT Attainment (2017/2018)

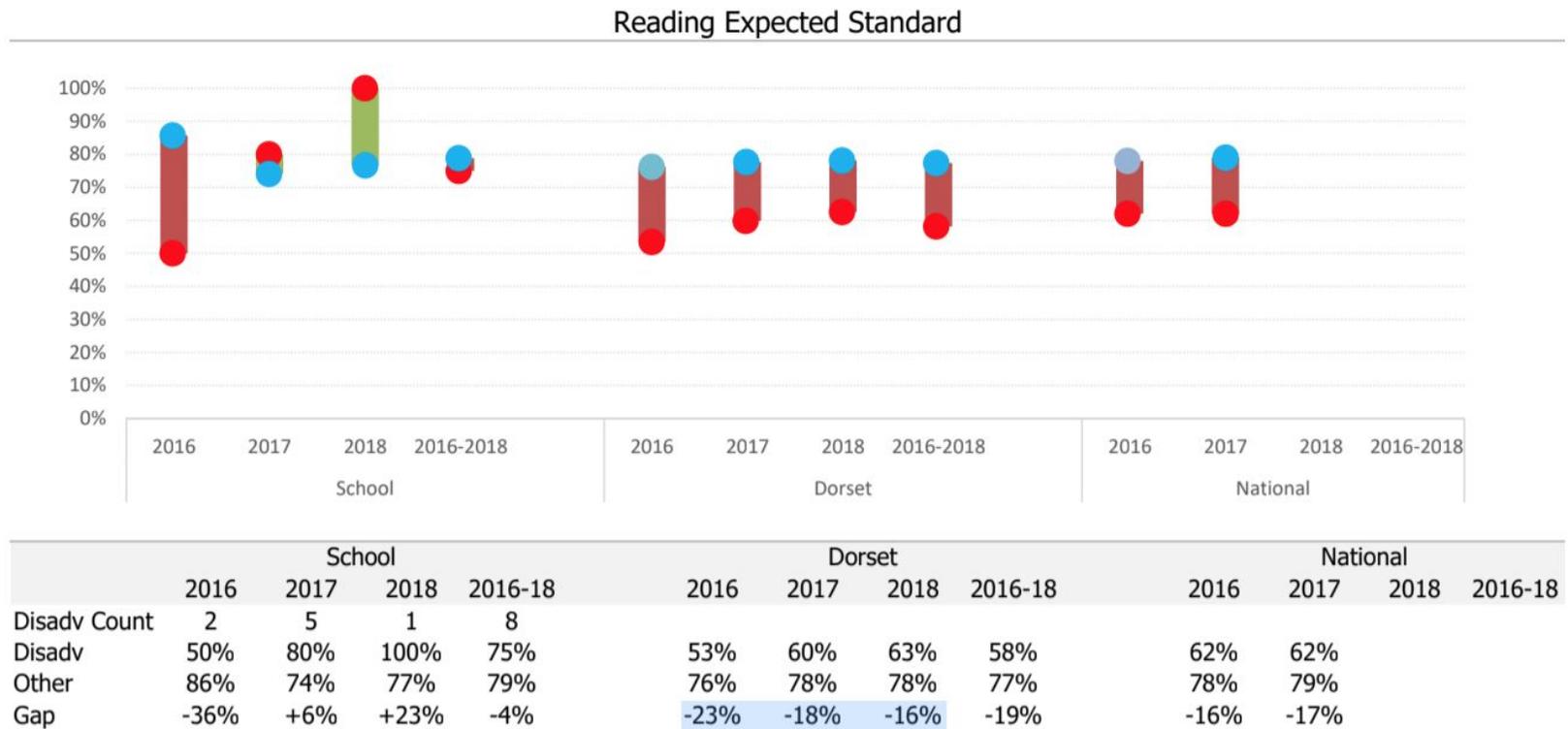
2016/2017				VS	2017/2018				
	PP	Non-PP	Difference			PP	Non-PP	Difference	17-18 GAP
% achieving GLD in EYFS July 2017 (PP = 4 Pupils of 32)	50%	71.4%	-21.4%		% achieving GLD in EYFS July 2018 (PP = 2 Pupils of 30)	100%	75%	+25%	+46.4%
% achieving ARE in Y1 Phonics (PP = 1 Pupils of 32)	100%	80.6%	+19.4%		% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	75%	89.3%	-14.3%	+5.1%
% achieving ARE in KS1 Reading (PP = 5 Pupils of 32)	80%	74.1%	+5.9%		% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	25%	79.31%	-54.31%*	-60.21%
% achieving GD in KS1 Reading (PP = 5 Pupils of 32)	40%	37%	+3%		% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	17.24%	-17.24%*	-20.24%
% achieving ARE in KS1 Writing (PP = 5 Pupils of 32)	80%	63%	+17%		% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	0%	64.3%	-64.3%*	-81.3%
% achieving GD in KS1 Writing (PP = 5 Pupils of 32)	20%	18.5%	+1.5%		% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	14.3%	-14.3%*	-15.8%
% achieving ARE in KS1 Maths (PP = 5 Pupils of 32)	80%	70.4%	+9.6%		% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	25%	67.9%	-42.9%*	-52.5%
% achieving GD in KS1 Maths (PP = 5 Pupils of 32)	40%	14.8%	+25.2%		% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	10.7%	-10.7%*	-35.9%

\* NOTE BELOW - ONE OF THE FOUR CHILDREN HAD AN EHCP FOR COMPLEX NEEDS

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## 8. IMPACT - OVER TIME - READING

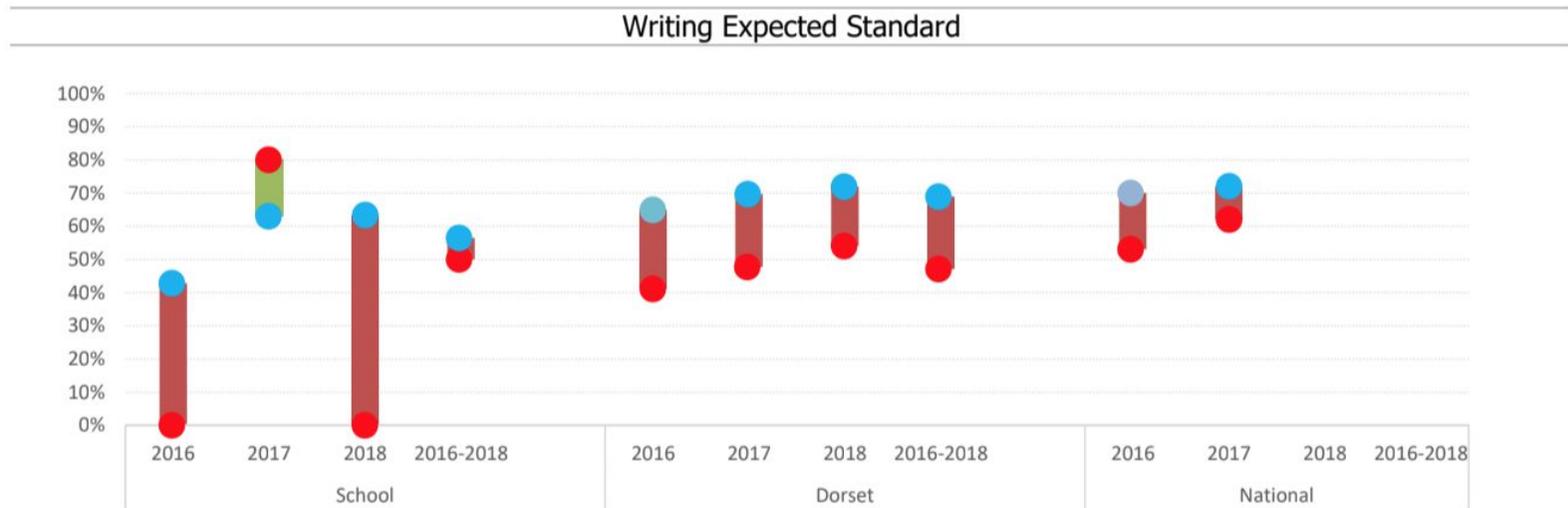
### Disadvantaged Gap Trend: The Prince of Wales School



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## 9. IMPACT - OVER TIME - WRITING

### Disadvantaged Gap Trend: The Prince of Wales School

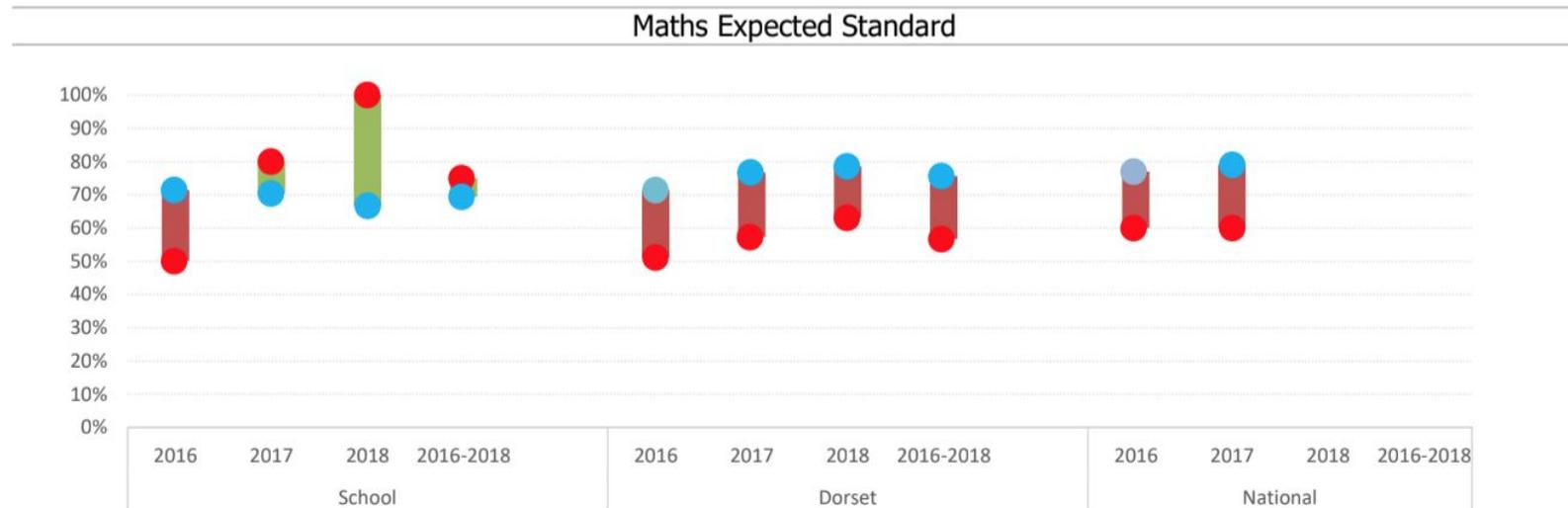


	School				Dorset				National			
	2016	2017	2018	2016-18	2016	2017	2018	2016-18	2016	2017	2018	2016-18
Disadv Count	2	5	1	8								
Disadv	0%	80%	0%	50%	41%	48%	54%	47%	53%	53%		
Other	43%	63%	63%	56%	65%	70%	72%	69%	70%	72%		
Gap	-43%	+17%	-63%	-6%	-24%	-22%	-18%	-22%	-17%	-19%		

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## 10. IMPACT - OVER TIME - MATHS

### Disadvantaged Gap Trend: The Prince of Wales School



	School				Dorset				National			
	2016	2017	2018	2016-18	2016	2017	2018	2016-18	2016	2017	2018	2016-18
Disadv Count	2	5	1	8								
Disadv	50%	80%	100%	75%	51%	57%	63%	57%	60%	60%	60%	60%
Other	71%	70%	70%	69%	71%	77%	79%	76%	77%	79%	79%	79%
Gap	-21%	+10%	+30%	+6%	-20%	-19%	-15%	-19%	-17%	-19%	-19%	-19%