

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Prince Albert School
Number of pupils in school	734
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Douglas
Pupil premium lead	Mel Davies
Governor / Trustee lead	Nigel Oram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,912
Recovery premium funding allocation this academic year	£27,913
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£286,825

Part A: Pupil premium strategy plan

Statement of intent

At Prince Albert, we believe that a happy child is a successful one. We aim to ensure that every child leaves Prince Albert Junior and Infant School as a well-rounded, confident and responsible individuals who aspires to achieve their full potential.

We aim to do this through creating a school environment which is not only positive, safe and stimulating, but also promotes the importance of respect and inclusion. Our broad and balanced curriculum provides the foundations for lifelong learning by developing creative, resilient, aspirational learners ready to meet the challenges of today and tomorrow. We intend to equip our pupils with the skills and mindset to thrive and then take on the world.

All of our staff and trustees accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium and recovery premium funding will support us in achieving our vision.

For disadvantage pupils the challenges faced in achieving these aims are greater. We look to the best evidence available when making decisions about using Pupils Premium funding to overcome challenges. The challenges are varied and there is no 'one size fits all', so we provide a varied range of support for our pupils depending on the need.

Pupil premium funding enables us to provide additional educational support to improve progress and raise the attainment of pupils in receipt of pupil premium as well as narrowing any gaps between these pupils and those who are not in receipt of pupils premium funding.

Pupil premium funding also enables the school to address wider issues that may be a barrier to academic achievement for example, through the use of pastoral support.

We also recognise that not all pupils receiving pupil premium funding face the same levels of disadvantage and that many pupils who experience disadvantage are not in receipt of pupil premium funding. There are a number of other, additional ways in which the school may identify a child as being disadvantaged or in need of additional support in their social, pastoral or academic school life and the school takes seriously its duty of care to all pupils where this may apply.

We recognise that we therefore have a responsibility to all pupils to support them to achieve their potential at school, irrespective of whether or not they may be classed, by receipt of pupil premium, as disadvantaged or not.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There are a high number of children that require additional support in their learning, particularly in the first instance, core subjects. Children have fallen further behind due to C19 and there are significant gaps within the core curriculum.
2	New to year group and less experienced teachers, who have missed significant development due to the C19 pandemic, can be supported to develop their practice. 26% of teaching staff are in the first 3 years of their teaching career.
3	There are a high number of children facing barriers to their learning. Demand for mentoring is very high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high.
4	Attendance has been affected by the pandemic and requires consistent and rigorous monitoring to improve levels against national average.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve outcomes against ARE in all year groups in Reading, Writing and Maths	Increased ARE compared to 20/21
Narrow the gap between disadvantaged and other pupils in KS1 and KS2 outcomes	Gap is narrowed
Increase % of disadvantaged pupils achieving GDS at the end of KS2	Increased % of disadvantaged pupils achieving GDS
Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes	Gap is narrowed

Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%	Attendance at National Average
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,665 (PP) £17,400 (RP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics To develop the practise of ECTs/new to YG staff in these areas.	(EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day)	1, 2,
To ensure a well-planned non-core curriculum supports progress and attainment for all disadvantaged pupils	(Creating a culturally rich curriculum)	1, 2,
Alternative curriculum for disadvantaged pupils that cannot access full-time mainstream learning	(EEF – Special Educational Needs in Mainstream Schools)	3
To ensure staff use effective teaching interventions		1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74,255 (PP) £10,600 (RP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To provide targeted interventions and additional support for identified children in Reading and/or Phonics.</p> <p>To further develop support staff's impact in delivering high-quality Reading and/or Phonics interventions</p> <p>To provide related resources and materials which will enable pupils to catch up and keep up.</p>	<p>(EEF – Using Pupil Premium)</p>	<p>1</p>
<p>To provide targeted interventions and additional support for identified children in Writing</p> <p>To further develop support staff's impact in delivering high-quality Writing interventions</p> <p>To provide related resources and materials which will enable pupils to catch up and keep up.</p>	<p>(EEF – Using Pupil Premium)</p>	<p>1</p>
<p>To provide targeted interventions and additional support for identified children in maths</p> <p>To further develop support staff's impact in delivering high-quality maths interventions</p> <p>To provide related resources and materials which will enable pupils to catch up and keep up.</p>	<p>(EEF – Using pupil premium)</p>	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,430 (PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils and overcome barriers to learning</p>	<p>(EEF – Improving behaviour in schools) (EEF – Learning behaviours)</p>	<p>3</p>
<p>To ensure that attendance is improving with persistent absence addressed so that it decreases and the schools overall attendance improves post pandemic</p>	<p>(EEF – Working with parents to support learning)</p>	<p>3, 4</p>
<p>To minimise the frequency of lateness to schools for disadvantaged pupils</p>	<p>(EEF – Working with parents to support learning)</p>	<p>4</p>

Total budgeted cost: £290,350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Ensure that oral language skills develop rapidly in KS1 and EYFS	NELI intervention implemented Due to C-19 lockdown and regular bubble closures true impact was not measurable
Ensure the knowledge gap missed due to school closure begins to close	Second lockdown mitigated the effectiveness of strategies implemented to close the gap. Trust essential skills delivered to ensure that the most appropriate and necessary knowledge and skills were delivered to support the current curriculum and the curriculum of the next academic year
Ensure the progress and attainment gap between SEN disadvantaged pupils and non-SEN pupils is closing for Reading and Writing	Whole school intervention overview Which targeted identified SEN pupils both disadvantaged and disadvantaged. Progress as seen through whole school end of year outcomes. Significant progress made in Reading with fluency for children who had fallen behind In Years 3,4,5,6. High focus on spelling and application of spelling into writing. Outcomes as seen through end of year intervention reviews.
Increase attendance so that it is in line with national	Outcome affected by C-19
Decrease the number and frequency of lateness	Outcome affected by C-19
Increase parental engagement so that parents are able to support their children	COVID restrictions have prevented parents from coming into school for workshops.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

How will we monitor and implement the strategy?

1. Teaching

Careful planning of PLD and development.

Rigorous monitoring cycle

Senior Leaders timetabled to work 1:1 with identified staff

Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment

Pupil progress tracking and monitoring.

IPG process and actions

2. Targeted support

Designated staff to target specific individuals and groups.

Precise planning for interventions

Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.

Investment in appropriate resources that support the delivery of interventions.

Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders

3. Wider strategies

Senior leaders in school are all DSL trained and this training is maintained.

The school has a pastoral team who work across the school with identified pupils and groups.

All school staff receive extensive training in all aspects of safeguarding.

A Pastoral hub launched to support parents with engaging in school-life and supporting their children's learning