

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	7682
Proportion (%) of pupil premium eligible pupils	36% (244 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	Sept 2022
Date on which it will be reviewed	July 2023
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	£340,710.00
Recovery premium funding allocation this academic year	£35,670.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,432.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£390,812.00</b>

# 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.
2	A number of staff are new to year group and there are five teacher in first two years of teaching.
3	There are a number of children facing barriers to their learning, including children with complex needs. 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.
4	Levels of persistent absence are currently high.

## 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 Writing.	Increased ARE compared to 21/22
Narrow the gap between disadvantaged and other pupils in KS2 outcomes in writing and maths.	Gap is narrowed
Increase % of disadvantaged pupils achieving GDS in writing/maths and combined at the end of KS2.	Increased % of disadvantaged pupils achieving GDS and combined
Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes.	Gap is narrowed

Increased attendance at extra-curricular clubs and breakfast club provision.	Increased % of pupils attending extra-curricular clubs and breakfast club provision.
Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%	Attendance at National Average

## 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: £150,685 (PP) £20,600 (RP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics.</p> <p>To develop the practise of ECTs/new to YG staff in these areas.</p>	<p>(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)</p>	1, 2,
<p>To continue to deliver a well-planned non-core curriculum which supports progress and attainment for all disadvantaged pupils. Ensure subject leaders receive the training to impart subject knowledge to teachers and refine non-core curriculum. Develop practise of ECTs using specialists eg PE.</p>	<p>(Creating a culturally rich curriculum)</p>	1, 2,

Alternative curriculum for disadvantaged pupils that cannot access full-time mainstream learning. To seek support from specialist agencies such as EP.	(EEF – Special Educational Needs in Mainstream Schools)	3
To ensure teaching staff have appropriate SEND training and Inclusion Team receive specialist training.		1
To ensure disadvantaged pupils have access to a range of extra-curricular activities, trips and experiences.		

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

Budgeted cost: £110,255 (PP) £15,070 (RP)

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

<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 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 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>

<b>Activity</b>	<b>Evidence that supports this</b>	<b>Challenge number(s)</b>
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	approach	addressed
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,770 (PP)

To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils and overcome barriers to learning. To continue to develop restorative practice across school.	(EEF – Improving behaviour in schools) (EEF – Learning behaviours)	3
To ensure that attendance is improving with persistent absence addressed so that it decreases and the school's overall attendance improves. Identify pupils with low attendance to receive additional learning sessions.	(EEF – Working with parents to support learning)	3, 4
To minimise the frequency of lateness to schools for disadvantaged pupils.	(EEF – Working with parents to support learning)	4

**Total budgeted cost: £376,380.00**

## 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 2021 to 2022 academic year.

Aim	Outcome
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<p>Improve outcomes against ARE in all year groups in Reading, Writing and Maths</p>	<p>Significant increase in ARE across all year groups and subject areas.</p> <p>End of year data ARE 2020/2021 - 2021/2022</p> <p><b>Reading</b> Y6 – 35% - 81%, Y5 – 35% - 69% Y4 – 35% - 63%, Y3 – 35% - 62% Y2 - 35% - 80%, Y1 - 73%</p> <p><b>Writing</b> Y6 - 15% - 67%, Y5 – 23% - 67% Y4 – 30% - 63%, Y3 – 47% - 58% Y2 – 54% - 77%, Y1 - 67%</p> <p><b>Maths</b> Y6 – 19% - 65%, Y5 – 27% - 66% Y4 – 35% - 66%, Y3 – 53% - 72% Y2 – 54% - 80%, Y1 - 63%</p>
<p>Narrow the gap between disadvantaged and other pupils in KS1 and KS2 outcomes</p>	<p>Gap has narrowed in KS2 outcomes, particularly reading (81% PP/90% NPP) In KS1 – % of PP children achieving ARE was higher than Non-PP children.</p>
<p>Increase % of disadvantaged pupils achieving GDS at the end of KS2</p>	<p>Significant increase in % of pupils achieving GDS in reading (27%) and in maths (16%)</p>
<p>Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes</p>	
<p>Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%</p>	<p>Attendance at the end of last year was 91.51% compared to 93.38% non-PP.</p>

## 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