

## Pupil Premium Strategy

1. Summary information									
School	Prince Albert School								
Academic Year	2018-19	Total PP budget		£297,000	Date of most recent PP Review				
PP Distribution for whole school		Nur	Rec	Y1	Y2	Y3	Y4	Y5	Y6
		TBC	TBC	16	17	22	41	39	41
Total number of pupils	736	Number of pupils eligible for PP		176	Date for next internal review of this strategy				July 2019

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2. Current attainment			
EYFS	<i>Pupils eligible for PP</i>	<i>All pupils</i>	<i>Pupils not eligible for PP (national average 2016/2017 )</i>
% reaching the expected in Reading	<b>31%</b>	<b>54%</b>	80%
% reaching the expected in Writing	<b>44%</b>	<b>55%</b>	70%
% reaching the expected in Number	<b>44%</b>	<b>61%</b>	76%
% reaching in expected GLD	<b>31%</b>	<b>48%</b>	69%
KS1	<i>Pupils eligible for PP</i>	<i>All pupils</i>	<i>Pupils not eligible for PP (national average 2016/2017 )</i>
% reaching the expected in Reading	<b>68%</b>	<b>75%</b>	78%
% reaching the expected in Writing	<b>59%</b>	<b>72%</b>	70%
% reaching the expected in Maths	<b>64%</b>	<b>76%</b>	77%
KS2	<i>Pupils eligible for PP</i>	<i>All pupils</i>	<i>Pupils not eligible for PP (national average 2016/2017 )</i>
% reaching the expected in SPAG	<b>88%</b>	<b>86%</b>	78%
% reaching the expected in Reading	<b>81%</b>	<b>83%</b>	71%
% reaching the expected in Writing	<b>86%</b>	<b>84%</b>	79%
% reaching the expected in Maths	<b>93%</b>	<b>90%</b>	75%

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KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2016/2017)</i>
% reaching in expected standard or above in Reading, Writing and Maths	27%	73%	67%
% achieving a high level of attainment in Reading, Writing and Maths	2%	9%	11%
Average progress in Reading, Writing and Maths.	Reading - Writing - Maths -	Reading + 1.5 Writing + 1.5 Maths + 3.6	Reading - 0 Writing - 0 Maths - 0
Average scaled score in Reading and Maths	Reading – Maths – GPS –	Reading – 105 Maths- 106 GPS – 109	Reading 105.3 Maths – 104.2
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
A.	Limited speech and language skills		

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<b>B.</b>	Gaps in early experiences leading to low baseline	
<b>C.</b>	Range of learning needs	
<b>D.</b>	Lower progress and attainment in reading and writing, particularly with PP pupils on SEN register.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Lack of subject knowledge through a range of life experiences	
<b>F.</b>	Capacity for parental support	
<b>G.</b>	Regular home routines including home reading, homework	
<b>H.</b>	Pastoral issues – child protection, parents in prison. Late bedtimes, healthy diet, screen time	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To ensure all disadvantaged pupils reach their end of year targets	All disadvantaged pupils will have reached their academic end of year target in July 2018. Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these pupils in their learning
<b>B.</b>	To raise the percentage of disadvantaged pupils achieving age-related expectations at the end of each key stage	All disadvantaged pupils will have reached their academic end of year EYFS, KS1 and KS2 target in July 2018. A higher percentage of disadvantaged pupils will have achieved age-related expectations and greater depth when compared to the school's own data for 2017- 18 and national other data for 2018. Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these pupils in their learning.

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<b>C.</b>	To raise the attendance of disadvantaged pupils	The attendance of all disadvantaged pupils will be at least in line with the national average.
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### 5. Planned expenditure

<b>Academic year</b>	<b>2018-19</b>
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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 for all (CPD, training and support packages)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in the number of disadvantaged pupils in EYFS achieving GLD	Specific PLD focus on raising attainment for all pupils – focus on oral skills – reading/writing and maths skills	Low EYFSP data for two consecutive years	PLD delivered by subject specialists Monitoring cycle In class support	SLT	Half termly

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<p>An increase in the number of PP pupils in each year group reaching ARE (in line with other pupils) at the end of the year</p>	<p>PLD to focus on SDP priorities which are based on self-evaluation Staff to pupil ratio 1:15 in Nursery - Y3 (for all subjects) 'Keep up' interventions daily for targeted pupils</p>	<p>Smaller class sizes mean PP pupils have more support 'Keep up' sessions mean pupils falling behind are picked up quickly</p>	<p>Continual evaluation of provision through monitoring cycle</p>	<p>SLT</p>	<p>Half termly</p>
<p><b>ii. Targeted support (small groups and individual support)</b></p>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>ARE for disadvantaged pupils in Year 3 &amp; 5 to further improve</p>	<p>Monitoring of progress of PP pupils in these groups  Interventions groups for PP pupils as appropriate</p>	<p>Targeted support and monitoring for this group of pupils in order will enable them to address errors, misconceptions and close the attainment gap between</p>	<p>Continual evaluation of provision through monitoring cycle AHT for phases to ensure appropriate implementation</p>	<p>SLT</p>	<p>Minimum of half termly</p>

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For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn	Breakfast club Mentoring	To ensure all pupils have access to pastoral support To ensure pupils have access to breakfast club and/or are targeted for breakfast club if needed	Monitoring of CP, attendance and pastoral referrals	SLT	Weekly CP meetings Pastoral meetings Through half termly monitoring Daily monitoring of behaviour watch
For pupils attendance and/or punctuality to improve to at least 96%	Breakfast club First day home visits Attendance action plan in place	PP pupils whose attendance and/or punctuality is a concern will be encouraged to attend breakfast club	Half termly meetings with pastoral manager to review attendance data and implementation of action plan	HM	Half termly meetings with HT & HM

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>To continue to ensure PP pupils access enrichment experiences</p>	<p>Try to reduce the cost of visits even further by accessing public transport</p> <p>To subsidise visits as appropriate</p> <p>Ensure visits to places of worship embedded in each year group</p>	<p>Parent questionnaire evidence that parents would like more visits across the year</p>	<p>Monitoring of visits by LFL lead AHTs to monitor range of in-school experiences being offered</p>	<p>SLT</p>	<p>Termly</p>
<p>To further improve parental engagement in the work of the school</p>	<p>Learning walks for parents to support in understanding of the work of the school</p> <p>Monitoring of parents engagement in workshops</p> <p>Workshops targeted to specific groups</p>	<p>We started these last year and they were a great success – parents requested more of them with a range of translators available</p>	<p>Feedback forms from parent walks</p> <p>Monitoring of workshops</p>	<p>SLT</p>	<p>Termly</p>



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6. Review of expenditure			
Previous Academic Year		2017-2018	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For EYFS PP children to settle into school quickly and effectively in order to make appropriate progress	Settling in procedures to be followed	<p>Nursery pupils settled really well into school – phonics groups started earlier.</p> <p>Some pupils made a strong start in their phonics and were taken onto phase 2</p>	<p>Home visits and early relationship building with families continues to be beneficial</p> <p>Staggered intake means more time to settle</p>
For PP pupils throughout school to make at least expected progress and for ARE (for these pupils) to	<p>Staff to pupil ratio 1:15 in Y2 (for all subjects) and Y4 (for core subjects)</p> <p>'Keep up not</p>	<p>Throughout school all PP ARE is in line with NPP (or better than) with the exceptions of:</p> <p>Y2 and Y4 – these year groups will be targeted during the next year</p>	<p>Where PP pupils are not in line with NPP pupils (Y2/4) these pupils are also on the SEN register.</p> <p>Continue to target and monitor</p>

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For PP pupils to make (or exceed) nationally expectations for progress and attainment	Target group teaching – pupils in six groups throughout year group	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>Maths</td> <td>93%</td> <td>90%</td> </tr> <tr> <td>SPAG</td> <td>88%</td> <td>86%</td> </tr> </tbody> </table> <p>All PP children exceed national expectations</p>		PP	All	Reading	81%	83%	Writing	86%	84%	Maths	93%	90%	SPAG	88%	86%	Continue to have high expectation for all  4 weekly monitoring of progress
	PP	All																
Reading	81%	83%																
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<b>ii. Targeted support</b>																		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)															
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn	Breakfast club Pastoral team Learning mentors	Mentoring sessions have ensured pupils at risk of exclusion have had targeted support in order to ensure they work effectively with others and build relationships. This has been highly effective and there have been a minimal number of exclusions this year	Continue high quality mentoring sessions  Continue themed weeks  Ensure breakfast club is subsidised for PP pupils															
For pupils to keep up with the pace and challenge of daily learning in order to not fall behind ARE	‘Keep up not catch up’ interventions	Feedback from staff and whole school data suggests KUNCU interventions are having an immediate impact. There is still a need to continue with time specific interventions in order for pupils who are particularly behind to ensure they reach ARE	KUNCU effective in ensuring misconceptions and errors from the days learning are addressed immediately.  We will continue this approach															

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For pupils attendance and/or punctuality to improve	Breakfast club First day home visits Attendance action plan in place	PP attendance for whole year: <table border="1" data-bbox="840 375 1108 454"> <tr> <td><b>2017</b></td> <td><b>2018</b></td> </tr> <tr> <td>95.52%</td> <td>94.17%</td> </tr> </table>	<b>2017</b>	<b>2018</b>	95.52%	94.17%	Whilst punctuality improved across the year absence is still an area for improvement.  Unauthorised holidays make up the majority of the absences – spotlight has been started this year  Continue to monitor PP attendance and put appropriate actions into place	
<b>2017</b>	<b>2018</b>							
95.52%	94.17%							
<b>iii. Other approaches</b>								
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>				
To improve breakfast club provision	To employ and train staff specifically for provision of breakfast club	This is still continuing to improve – new staff have been recruited. PP pupils offered reduced fee	Continue to monitor provision of breakfast club					

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<p>To ensure PP pupils access enrichment experiences</p>	<p>To subsidise school trips and WOW experiences</p>	<p>Wow experiences were subsidised for all pupils</p> <p>A range of enrichment activities offered at a reduced rate for PP pupils</p>	<p>Continue to offer a range of enrichment activities – work with sports dept to monitor sports activities being accessed by PP pupils</p>	
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