

Pupil premium strategy statement – [Prince Albert High

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	390
Proportion (%) of pupil premium eligible students	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	13/12/2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rabia Afzal
Pupil premium lead	Rabia Afzal
Governor / Trustee lead	Billy Downie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,315.00
Recovery premium funding allocation this academic year	£58,404.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£12,147.50
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£246,866.50

Part A: Pupil premium strategy plan

Statement of intent

At Prince Albert High, we have high expectations for all students in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an age-appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to our students' outcomes both academically and socially so that our students achieve well.

All of our staff and trustees accept responsibility for 'socially disadvantaged' students 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 of when students leave PA High, they will do so with real options: to go to the best universities or pathways and succeed there.

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.

The funding will be used to narrow and close the gap between the achievements of non-pupil premium children.

As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for students Premium and others.

We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.

We will ensure children, who are high achievers, will continue to make accelerated progress.

In making provision for socially disadvantaged students, we recognise that not all students who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium Funding. It is not uncommon for our families to miss out on qualifying for the Pupil Premium by the smallest of margins. Within the communities that we serve, the difference in income between those classified as disadvantaged and those deemed not disadvantaged is minimal. Therefore, we have a duty to ensure all students who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of students that the school has legitimately identified as being socially disadvantaged.

Key interventions and approaches are adopted on a whole school level and are not only restricted to students eligible for the Pupil Premium. Some specific interventions and school

initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at PA High are committed to ensuring that all our disadvantaged students, including those who are high prior attainers receive teaching which is at least good in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year.

Challenges

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

Challenge number	Detail of challenge
1	Lower language proficiency – this includes both written, oral and vocabulary acquisition.
2	Students have limited experiences outside of their home and community. They also have limited access to books, computers, technology etc.
3	Lower attendance and higher rates of persistent absences.
4	Bespoke resources to support students who don't have access to them
5	As a free school, we have a small staff body and of those 6 teachers are ECT. The other teaching staff are all within 3-7 years of teaching so coaching of staff by the DHT is paramount. The rest of the staff body is also fairly new to teaching with 2 members of staff experiencing their first full year of teaching in 2021 due to interruptions from Covid.

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
Disadvantaged students make at least expected progress from their individual	Those students who have ‘fallen behind’ are supported and tracked closely to ensure

<p>starting points in all areas of the curriculum but especially in English and Maths</p> <p>The gap is narrowed in both progress and attainment between pupil premium and non-pupil premium</p>	<p>they make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Students have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</p> <p>Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p> <p>Weekly maths intervention on</p>
<p>The language deficit for student in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all students read regularly and develop a love of books is embedded throughout the school community.</p>	<p>All students are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum.</p> <p>Targeted students receive additional speech and language therapy and intervention.</p> <p>Parents are engaged in the development of their child's speech and language.</p> <p>Students read regularly at school and at home. They have access to high quality books for individual and guided reading.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading.</p> <p>Increased % of PP students are working at ARE or above across the school.</p>
<p>All students are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Students love learning and have access to an engaging, broad and varied curriculum</p> <p>All children have access to appropriate technology</p>	<p>The PA High curriculum will provide students with an exciting, varied curriculum.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable.</p> <p>Students will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> <p>Home learning will be offered to students who need support during lunchtime so</p>

	that they can use the internet and devices that are available in school. Students will be given regular opportunities to read
All disadvantaged students will meet national expectations for attendance and persistent absence.	Disadvantaged students will match or exceed national averages for non-disadvantaged students Monitoring of attendance and increase in PP students' attendance and a decrease in persistent absence.

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: £117,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Programme focused on practice and developing teacher habits. The CPD programme is underpinned by the latest research and evidence. We	<p>A large body of academic evidence has made it clear that the biggest factor determining the outcomes for disadvantaged students is the quality of teaching. Therefore, it suggests that CPD for teachers should be where Senior Leaders and schools invest a majority of their time and money.</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Designing_Professional_Development_for_Teacher_Change - Harry Fletcher-Wood 1.pdf</p> <p>https://www.crownhouse.co.uk/the-cpd-curriculum</p> <p>https://dylanwilliam.org/Dylan_Williams_website/Papers_files/Spectator%20talk.doc</p>	All

<p>will review our provision every academic year to ensure that our CPD offer is in line with what research says will close the attainment gap.</p> <p>Whole staff CPD will run two out of three weeks for staff. CPD will focus on whole school strategies as identified in our Teaching and Learning Handbook.</p> <p>Each staff member will be allocated a</p>		
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<p>coach who will undertake weekly coaching and allocate the highest leverage action step.</p>		
<p>Teacher retention is high through centralised school systems, reductions and a feedback policy that allows departments to decide how to best move students forward in their respective subjects.</p> <p>All departments have centralised</p>	<p>The Department for Education has produced the School workload reduction toolkit and this has guided our overarching strategic principles in the school. Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>All</p>

resources to support with their planning.		
Coaching of teachers to ensure that the quality of teaching and learning remains outstanding.	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of. Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert, will be able to guide their improvement in those areas.</p> <p>https://samsims.education/2019/02/19/247/</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/#:~:text=Instructional%20coaching%20of%20teachers%20see%20bite%2Dsize%20steps%20for%20improvement</p>	All
Data reviews after each summative assessment to learn more on the content of the curriculum rather than surface level conversations purely on the data.	<p>At Prince Albert, we believe that all children should enjoy lives of choice and opportunity. This means equipping them with the knowledge, skills, attitudes, behaviours and experiences that will both enrich their current lives and prepare them for the next stage of life. At the centre of this mission is the curriculum, which sets out exactly what, as a school, we promise to pass onto our pupils. We are always reviewing and adapting our curriculum to ensure that it's best serving the needs of our students.</p> <p>At Prince Albert High, we consider the curriculum a process and not an event. It is an ongoing conversation, under constant debate, review and improvement. Curriculum is the conversation of humankind, and we invite our pupils, our families and everyone else to join it.</p> <p>https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/</p>	All
Oracy	<p>At PA High we believe that learning happens through discourse. We probe our students to speak in full sentences and with projection. We use universal probes to ensure students build and challenge on responses that have been expressed in the classroom.</p> <p>Researchers are in agreement that effective oracy provision is vital to the success of students, both in relation to students' cognitive</p>	All

	<p>development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with the core Reach vision of preparing students for lives of choice and opportunity. This responsibility includes giving students the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of ‘structured talk’ as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy, therefore, must be treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
2XAHT teaching 50% of timetable	High quality teaching and instruction –EEF	All
DHT coaching of all staff new to profession and new to school – cost of cover	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	All
Head teacher teaching	High quality teaching and instruction –EEF A.Quigley’s work on closing the vocabulary gap – 2018) (EEF – preparing for Literacy)	All
Data and standards lead appointment to close pp gaps	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	All

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

Budgeted cost: £109,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months	All
Additional speech and language support and intervention.		All
Catch-Up Tutor (1:1 and small group support)		All

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

Budgeted cost: £ 30,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform and equipment	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	2 and 4
Trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	2

Total budgeted cost: £ 216,404

Part B: Review of the previous academic year

Outcomes for disadvantaged students

As a free school which opened in September 2021, we only had one year group last year.

On entry, we tested our students with NGRT and CAT4. Our whole cohort was below National Average. Their standardised age (SAS) on entry was 99.0. At the end of the academic year, the whole cohort SAS was 101.3. This meant that students made +2.3 progress over the course of one academic year in reading and decoding of a text. Of these, Of the above, 38 PP students made progress against their starting point in reading. These students SAS score at the end of Y7 was in the National range despite being below National at the beginning of the year.

Our attendance (91.4%) was above national average even after a period of Covid. Despite the significant impact on students' mental health our suspensions were significantly below National Average sitting at

Our externally benchmarked tests revealed that progress tests in English and Maths showed steady progress of all students but especially PP.

Progress Tests in Maths Year 8

Score	Percentages	Additional notes
9 – 7	10%	There are grade 9 tendencies in English not in Maths highest is 8.
9 – 4	76.6%	

Progress tests in English - Year 8

Score	Percentages	Additional notes
9 – 7	8.1%	There are four grade 9s within this cohort.
9 – 4	51%	
3	24%	37 students who are currently on a grade 3. This is higher than in maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible students

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.