

Pupil premium strategy statement – Prince Albert High School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	570
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Head of School
Pupil premium lead	Manjit Harvey-More
Governor / Trustee lead	Billy Downe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 251,555.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£76,452.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£328,007.00

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 3 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 pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>NGRT assessments on entry have indicated that 26% of our students are below their chronological reading age. Disadvantaged students make up 50% of that cohort.</p>
2	<p>Students have limited experiences outside of their home and community. They also have limited access to books, computers, technology etc. This has impacted on their ability to complete homework.</p>
3	<p>Lower attendance and higher rates of persistent absences.</p> <p>During the previous academic year, students eligible for PPG funding have an attendance on average 3.3% less than their non-disadvantaged peers.</p>
4	<p>Baseline assessments have shown that pupil premium students have gaps in their prior knowledge.</p>
5	<p>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.</p>

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
<p>Disadvantaged students make at least expected progress from their KS2 baseline.</p>	<p>Our termly data drops indicate that all pupil premium students are in line with their KS2 scaled scores.</p>

<p>The gap is narrowed in both progress and attainment between pupil premium and non-pupil premium.</p>	<p>Termly data indicates that there is a narrowing of the attainment gap, in particular across EBacc subjects.</p> <p>Termly data indicates that students in both English and maths, are achieving in line with their KS2 scaled scores.</p>
<p>All disadvantaged students are the right and rigorous KS4 pathway.</p>	<p>All HPA/disadvantaged students are undertaking a Ebacc pathway.</p> <p>All disadvantaged students are exposed to a full options pathway.</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>There is a 15% increase in the number of disadvantaged students at their chronological reading age.</p>	<p>Students have tier 2 and 3 vocabulary explained explicitly during lessons.</p> <p>Fresh Start and Lexia intervention groups are formed and the programmes implemented robustly using a constant model of implement and review.</p> <p>The % of students using the library is in line with the % of students eligible of pupil premium funding.</p> <p>All teachers have easy access to students chronological reading age.</p>
<p>All disadvantaged students will meet national expectations for attendance and persistent absence.</p>	<p>Disadvantaged students will match or exceed national averages for non-disadvantaged students</p> <p>Monitoring of attendance and increase in PP students' attendance and a decrease in persistent absence.</p> <p>All staff at PA High can speak about attendance data with accuracy and confidence.</p> <p>All teachers are provided with attendance data so they can notice trends and intervene early.</p>

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: £100,397.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD Programme focused on practice and developing teacher habits. The CPD programme is underpinned by the latest research and evidence. We 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.</i></p> <p><i>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.</i></p> <p><i>Each staff member will be allocated a coach who will undertake weekly coaching and allocate the highest leverage action step.</i></p>	<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://dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Spectator%20talk.doc</p> <p>Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p>

<p><i>Recruitment of a new Assistant Headteacher who is in sole charge of teaching and learning.</i></p>		
<p><i>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.</i></p> <p><i>All departments have centralised resources to support with their planning. Move towards curriculum booklets and textbooks where appropriate.</i></p> <p><i>Increase in the pastoral team to centralise behaviour e.g. detentions and parental communication.</i></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>
<p>Coaching of teachers to ensure that the quality of teaching and learning remains outstanding.</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%20seeks,bite%2Dsize%20steps%20for%20improvement</p>	<p>1,4, 5</p>
<p>Data reviews after each summative assessment to lean more on the content of the curriculum rather than surface level conversations</p>	<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</p>	<p>1,4, 5</p>

<p>purely on the data.</p>	<p>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>Data conversations will focus more on the quality of the curriculum and teaching and learning rather than data crunching.</p> <p>https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/</p> <p>Data's veil of ignorance – A Chemical Orthodoxy</p>	
<p>Oracy</p>	<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 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> <p>What is 'Oracy' anyway? (theconfidentteacher.com)</p>	<p>1,4, 5</p>

<p><i>Quality of teaching and learning defined by research.</i></p>	<p>The creation of new PA High T&L handbook which is grounded in academic research. Teaching and learning will be led by principles which can be adapted by subjects.</p> <p>Is effective teaching more about good relationships than anything else? – Carl Hendrick</p> <p>suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	<p>All</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,025.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fresh Start and Lexia interventions.</p>	<p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 2</p>
<p>Appointment of two reading instructors to run reading interventions. One from a primary school to support with phonics training and the delivery of Lexia training.</p>	<p>Closing the Literacy Gap Free Guide (routledge.com)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools.</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 4, 2</p>
<p>Use of NGRT to support with baseline testing.</p>	<p>All students will undertake a NGRT test on entry so we can assess their chronological reading age.</p> <p>Using NGRT in primary schools - GL Assessment (gl-assessment.co.uk)</p>	<p>1,2</p>

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

Budgeted cost: £ 165,687.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewrite of the PA High Attendance action plan to ensure it is more individualised and in line with the most recent evidence and best practice.	<p>Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk)</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK (www.gov.uk)</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	5
Participating with Testing the delivery of a place-based funded project at PA High.	<p>YST to support with a project that will improve the physical health of our students. YST will provide additional capacity to provide extra curricular activities.</p> <p>Research review series: PE - GOV.UK (www.gov.uk)</p> <p>Physical health and mental wellbeing (Primary and secondary) - GOV.UK (www.gov.uk)</p>	2
Recruitment of a new pastoral lead and two assistant pastoral leads.	<p>Provide additional capacity to support with students mental health and well-being.</p> <p>How we're helping look after the mental health of children and young people - The Education Hub (blog.gov.uk)</p>	2
New Assistant Headteacher leading on enrichment and trips.	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Against the odds report.pdf (publishing.service.gov.uk)</p>	2

Total budgeted cost: £ 329,110.31

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on NGRT testing and our internal summative and formative assessments. The data demonstrated that gaps in reading and progress are closing across EBacc subjects. KS3 assessments track student progress relative to their KS2 percentile ranking. The summative assessment % shows how many students are inline to make progress against their scaled score:

- There has been an 8% of disadvantaged students reading at their chronological reading age.
- 14% of all disadvantaged students have made significant progress in from their baseline chronological reading age.
- The attainment gap has not increased in maths, science, history and geography has not increased in Year 7.
- Disadvantaged students outperform their non disadvantaged peers across art, PE and DT in Year 7 and 8.
- There has been a 1.8% closing of the gap in Year 8 across core subjects.
- The gap has significantly narrowed across history and geography across key stage 3.
- Gap has narrowed by an average of 3.2% across Year 9 core subjects.

The data shows that the move towards direct instruction and a more knowledge led curriculum is supporting our disadvantaged student's close knowledge gaps. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that disadvantaged students are above national for their attendance to school. A proportionally higher % of disadvantaged students attend extracurricular activities.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that the focus on increasing teacher quality through highly effective CPD particularly effective. We will strive to use increased levels of academic knowledge to refine and improve the quality of teaching received by our students.

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

