

Pupil premium strategy statement

School overview

Metric	Data
School name	Prince Albert School
Pupils in school	168/180
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£75000
Academic year or years covered by statement	2021/2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mr Matthew Douglas
Pupil premium lead	Miss Rabia Afzal
Governor lead	tbc

Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
Percentage of Grade 5+ in English and maths	N/A

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Attainment 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	July 2022
Percentage of Grade 5+ in English and maths	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	July 2022
Attendance	Ensure attendance is in line with National Average	July 2022
Ebacc entry	Projected better than national average EBacc entry for all pupils	July 2022

Teaching priorities for current academic year

Measure	Activity
Outcomes 85% 9-4	To ensure quality first teaching by focusing on feedback in all subjects and develop the practise of ECT (EEF – feedback)
High Prior attainers (as per GL data) 70% 9-5 (PP)	Team teaching from SLT
	To ensure a well-planned non-core curriculum supports progress and attainment for all disadvantaged pupils (Creating a culturally rich curriculum)
Barriers to learning these priorities address	All staff and children receive high quality instruction and gaps identified are closed soon
Projected spending	<i>AHTS 50% working in class to support ECT.</i> DHT leads on planning for HPA High quality reading materials including class texts required to teach the curriculum. PLD linked to specific areas of staff development

Targeted academic support for current academic year

Measure	Activity
Small group intervention	Ensure reading intervention is delivered with fidelity to the programme (EEF – Oral reading instruction) (EEF – Guide to pupil premium) (EEF - Reading comprehension strategies)
Barriers to learning these priorities address	Close any reading gaps that may have widened over the Pandemic.
Projected spending	High quality resources for SRA AHT teaches 100% of the reading instruction programme

Wider strategies for current academic year

Measure	Activity
Behaviour and mental health	To provide mentoring and pastoral support, as well as support for staff; to develop effective learning behaviours in pupils. Two SLT assigned to Behaviour, Culture and ethos to closely monitor and support all identified children. (EEF – Improving behaviour in schools)
Attendance	To ensure that attendance is improving with persistent absence addressed.

	(EEF – Working with parents to support learning)
Punctuality	To significantly reduce the frequency of lateness to schools for disadvantaged pupils (EEF – Working with parents to support learning)
Barriers to learning these priorities address	Ensuring children are attending school daily and that absence is monitored closely with children’s academic and emotional well-being taken into account. Ensuring children who are regularly absent are fully supported to attend school regularly. Working with parents to ensure that children’s attendance and punctuality is good and learning is not missed. Ensuring children are developing the learning behaviours that will enable them to make good progress Specific interventions and support is provided to those children with challenging home circumstances: financial hardship, safeguarding concerns, bereavement
Projected spending	Pastoral Lead Culture and Ethos Lead – AHT Salary

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure all teachers receive adequate training given the curriculum design and delivery	Use of additional training days, leveraging our partnership work with KE Foundation, ECT mentoring by Deputy Head, AHT and experienced middle leads. Rigorous monitoring cycle Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching and delivery. Pupil progress tracking and monitoring. IPG process and actions
Targeted support	Significant variance in reading ability given Pandemic	Use NGRT to provide data for streaming purposes, daily implementation of direct reading instruction programme, half-termly review.
Wider strategies	Our transition programme has revealed that there is increased	Use existing transition data to build profiles for all children in

	<p>mental health and pastoral related support for our cohort. The 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. Attendance has been affected by children being home educated.</p>	<p>need. Self-referral processes from children and staff. Training staff on identifying signs, enrichment opportunities both during the school day (break and lunch) and after school. Access to wider support from the Trust.</p>
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Review: last year's aims and outcomes

Aim	Outcome
N/A	N/a
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