

Prince William School's Pupil Premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Prince William School
Number of pupils in school	1420
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	01.09.2026
Date on which it will be reviewed	March 2028
Statement authorised by	Anna Hewes
Pupil premium lead	Alisha Selby
Governor / Trustee lead	Richard Fincher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275 730.61
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£275 730.61

Part A: Pupil premium strategy plan

Statement of intent

At Prince William School, our expectation is that all pupils, irrespective of their background or the challenges they face, have high aspirations and achieve excellent outcomes across the curriculum. Staff have a shared vision and responsibility for disadvantaged students making them a focus of all meetings and decision making. By raising aspirations, we will increase attendance, and in turn, attainment for our vulnerable students. Additionally, we strive to inspire all students to develop their talents within and beyond the classroom. We maintain high expectations of our disadvantaged students at all times, ensuring this is matched with high support for students to get the most out of their education.

Challenges

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

We have identified 4 key areas of challenge:

1. Attendance
2. Aspiration and engagement
3. Physical barriers
4. Closing the attainment gap

Challenge number	Detail of challenge
1. Attendance	DA students on average have lower attendance than non-DA students, and there is a higher number of persistent absentees from a DA background. Our attendance data for the last 3 years suggests on average a 4% gap between disadvantaged and non-disadvantaged students. The attendance of 'all' students over the year (to end of May, when exams started) was 93.5%. The attendance of PP students over the same period was 89.26% (up from 87.98% the previous year). Despite being above national average, we believe it is also important to close the internal attendance gap.
2. Aspiration and engagement	We have noticed a significant difference between the number of DA students applying for the sixth form compared to non-DA students. Research suggests DA students are more likely to have lower aspirations in terms of future education and employment opportunities. This academic year we have seen 7 DA students move from year 11 into the sixth form. Observations and data suggest that
3. Physical barriers	DA students are more likely to have limited access to ICT at home and are more likely to struggle to access the correct uniform, PE kit, equipment and

	specialist equipment (for music lessons etc). Disadvantaged students are also more likely to have limited access to alternative transport to attend after school clubs.
4. Closing the attainment gap	Disadvantaged students are more likely to experience an attainment drop during transition periods from year 6 to year 7 and year 9 to year 10. Disadvantaged students are more likely to be at risk of academic underachievement, contributing to the attainment gap. Our attainment gap for the previous academic year was -16.5. This academic year we are starting to see this close with our first and second set of mocks. Year 11 Mock 1 gap 2025/26 = -12.3. Year 11 Mock 2 gap 2025/26 = -14. We also have a disproportionate number of disadvantaged students not achieving a grade 4+ in English/Maths.

The challenges presented within each of the key areas are detailed below:

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
High attendance levels to school and to lessons.	2026/2027 data will show: - Attendance of pupils in all year groups will be in line with or above national average by the end of this plan. - Level of persistent absence will reduce over the period of the plan.
Increase in sixth form retention.	2026/2027 data will show: - Increased level of applications from DA students into the sixth form. - Increased interaction with the sixth form for year 11 students to raise aspirations.
Active participation of pupils in their learning across all lessons.	2026/2027 data will show: - Evidence from drop ins showing increased levels of engagement from disadvantaged students. - Evidence from book looks to show student progress. - Attainment scores in line with national average. - Gap between disadvantaged students and non-disadvantaged students closing.
High levels of wellbeing and a clear sense of belonging and inclusion.	2026/2027 data will show:

	• Behaviour points for uniform and equipment decrease. • Number of students attending breakfast club increases. • Students are able to make progress with curriculum as external barriers have been reduced.
Whole school approach to DA ensures a shared vision and that disadvantaged pupils receive support from year 7 to year 13.	2026/2027 data will show: • Attainment drop between year 6 to year 7 reduces. • Attainment drop from year 9 to year 10 reduces. • Attainment gap at GCSE closing
Disadvantaged students will have access to and attend extracurricular activities in line with non-disadvantaged students.	2026/2027 data will show: • Disadvantaged students accessing school trips increases. • Disadvantaged student participation in extra curricular clubs and house competitions increases.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £164,987.94

Activity	Evidence that supports this approach	Challenge addressed
Employment of Disadvantaged Student Lead to devise and oversee this strategy. Employment of Teaching and Learning Lead to oversee staff training and monitoring of effective classroom practice through drop ins.	The fourth Key Principle from the EEF Pupil Premium Strategy stresses the importance of strategic planning and implementation.	Aspiration and engagement
Employ two Student Wellbeing Officer, an Assistant Student Welfare Officer, an Attendance Officer, and an Assistant Attendance Officer. Allocate proportion of leadership time for Assistant Head for Community and	The Link between Absence and Attainment, DfE, February 2015 <i>'At KS4, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.'</i>	Attendance

Belonging to improve attendance and reduce PA.	<i>The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20% of KS4 lessons.'</i>	
DA Lead to attend ASCL: Leading Effective Disadvantaged Provision for Secondary Programme	The programme will support effective planning for disadvantaged pupils in primary and secondary schools. The programme begins by looking at evidence-based research, showing how to measure the impact of strategies and consider what is working well in your own setting and how this might be improved.	All challenges
Staff training to be focused on inclusion and meeting the needs of the most vulnerable students. A whole school approach to DA established. DA lead has regular input on inset days.	<i>The third Key Principle from the EEF Pupil Premium Strategy focuses on 'quality teaching helps every child.' 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i> The EEF Pupil Premium Strategy June 2019 highlights that: <i>'Teaching should be the top priority, including professional development, training & support for early career teachers, & recruitment & retention.'</i>	Aspiration and engagement
Target list to highlight most vulnerable and in need of support to ensure staff awareness. DA wave referrals system, including for behaviour, to enable support for more challenging students who need support from pastoral or SEND team.	According to the EEF, <i>'the most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.'</i>	Aspiration and engagement
Staff supported to develop their knowledge of DA students to be able to support their learning effectively through staff training sessions. Use of Edukey Passports to identify appropriate strategies based on barriers identified for each student.	The EEF Pupil Premium Strategy June 2019 suggests that: <i>'Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i>	Closing the attainment gap
DA students have a priority when it come to SEND referrals/screenings (including the Educational		

Psychologist), supported by SEND admin team.	The EEF states: <i>'The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.'</i>	
Reading tests completed so all staff have access to student reading ages and phonics intervention in follow up.	The EEF Teaching and Learning Toolkit has identified that reading comprehension strategies are <i>'Very high impact for very low cost'</i> . Additionally, <i>'On average, reading comprehension approaches deliver an additional six months' progress.'</i>	Closing the attainment gap
Reading books for guided reading in tutor lessons		

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

Budgeted cost: £30,851.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting students with academic materials, such as revision guides and ingredients for food lessons, to enable and support their learning.		Physical barriers
Introduction of an in-house Scholars Programme for year 9 students to give them a taste of higher education.	The Higher Education Access Tracker (HEAT) suggests that <i>'A larger proportion of Free School Meal learners with 'average' prior attainment, who participated in attainment-raising outreach, achieved standard and strong passes in Maths and English than their non-participating peers. This suggests that learners eligible for Free School Meals with 'average' attainment at Key Stage 2 benefitted the most from participating in attainment-raising outreach'</i>	Closing the attainment gap & Aspirations and engagement
Provide access to homework club to complete homework. Homework club laptops to ensure work can be completed efficiently.	From the EEF: <i>'Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection'</i>	Physical barriers

	<i>and may receive less parental support to complete homework and develop effective learning habits.'</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £81,003.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of residential trips including Long Town and the Big Camp Out to enable disadvantaged students to engage in cultural capital.	The EEF suggests that: <i>Many pupils, particularly those underperforming academically or with additional behavioural, attendance, or wellbeing needs, can benefit from programmes that develop non-cognitive skills such as self-regulation, resilience, and teamwork. Evidence suggests that similar adventure-learning approaches may improve non-cognitive outcomes such as self-efficacy, and self-regulation. They may also play an important part in the wider school experience through improved wellbeing and relationships.</i>	Aspirations and engagement and Physical Barriers
Raise aspirations of DA students by providing good careers advice and opportunities to consider pathways such as university and giving some the opportunity to benefit from the Scholar's Programme from year 9 to year 11.	The EEFs review of careers education suggests that: <i>'Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.'</i>	Aspiration and engagement
Provide free breakfast foods for DA students before school starts	The EEF Review of evidence on free school breakfast provision suggests that, <i>'Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment.'</i>	Physical barriers
Employ pastoral and mental health staff and student welfare officers to support the emotional needs of students. Mental Health Lead in post so students find school a safe environment to be.	EEF Teaching and Learning Toolkit highlights the following about Social and Emotional learning: <i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have</i>	Attendance

Staff training and use of expert therapists to support improvements in SEMH of students	<i>an average overall impact of four months' additional progress on attainment.'</i>	
Use of The Bridge and specialised programmes such as CHAT counselling and MHST to help get students back into school and provide necessary support.		
'Bookbuzz' resources for Y7 & 8 DA students to encourage reading for pleasure by receiving a free book.	The EEF Teaching and Learning Toolkit has identified that reading comprehension strategies are ' <i>Very high impact for very low cost</i> '. Additionally, ' <i>On average, reading comprehension approaches deliver an additional six months' progress.</i> '	Closing the attainment gap

Total budgeted cost: £198 263

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 2024-2025 academic year.

Closing the attainment gap: Strong progress

In 2025 we have seen our DA gap begin to close by 2.9. This is a significant closure and one which is down to the whole school approach to DA this academic year. Year 11 DA students took part in mentoring with members of staff as well as some students receiving mentoring by sixth formers in English and maths. The students who engaged well with staff mentoring have seen an increase in their results from the February mocks to the final exams. Of the 7 students who received tailored maths mentoring with the sixth form, 5 went on to get a 4+ in the final exam.

Our end of year 10 DA results were also very positive. 8/31 DA students in year 10 are already working above target grade with 11 of the remaining 31 working less than 1 grade away already. As we tend to see DA students make the most progress later in the year, typically between the Feb mocks and final exams, it is suggesting we will see the DA gap close further next academic year.

At the end of the academic year 68% of our DA year 7 students (42 students) were working on or above their target grade which suggests a very positive start to the academic year. This is also supported by the fact that 72% of students who are DA and SEND (22 in total) are working on or above their target by the end of the year. 56% of our year 8 DA cohort (60 students) are also working on or above their target by the end of the academic year.

	Attainment 8				
	2019 Result	2022 Result	2023 Result	2024 results	2025 Result
Disadvantaged	40.4	34.6	42	33.6	35.7
Non Disadvantaged	50.7	53.5	50.3	51.7	50.9
Difference	-10.3	-18.9	-8.3	-18.1	-15.2

	% Achieving 4+ in English and Maths				
	2019 Result	2022 Result	2023 Result	2024 Results	2025 Result
Disadvantaged	51	37	52	43	43
Non Disadvantaged	76	83	79	81	80
Difference	-25	-46	-27	-38	-37

	% Achieving 5+ in English and Maths				
	2019 Result	2022 Result	2023 Result	2024 Results	2025 Result
Disadvantaged	32	30	38	27	24
Non Disadvantaged	57	57	54	56	56
Difference	-25	-27	-16	-29	-32

Improving attendance data: Strong progress

The attendance of 'all' students over the year (to end of May, when exams started) was 93.5% and 15.7% of 'all' students were Persistently Absent. The attendance of PP students over the same period was 89.26% (up from 87.98% the previous year) and PP persistent absence was 30.28%. This is slightly higher than the previous years figure of 29.19% which is due to the complex nature of our SEND and DA students on part-time timetables. The almost 2% increase in DA attendance this academic year is a huge success and one which we hope to continue into the new academic year. This is down to the use of a target list to ensure focus remains on the students who struggle to attend school every day.

Improving the attendance of the disadvantaged students has always been a key priority and this was the focus of the entire pastoral and attendance teams this academic year. This work will continue in order to narrow the gap between the attendance of the PP compared to the whole cohort.

Eliminating physical barriers: Good progress

In 2024-2025, 97% of PP students had accessed at least 3 extracurricular activities in terms 1-5. PP students took part in activities such as charity fundraising events, careers fairs, PE fixtures, leadership opportunities, Matilda the Musical, trips to Kew Gardens, chess club, book club, dungeons and dragons club, first aid workshops, STEM potential visits, the Scholars Programme and an ABBA concert.

The Scholars Programme involved students undertaking a mini EPQ style project. They picked a topic of their choice to base the project around. This focused on developing English and communication skills as well as independent research skills. Students wrote a 2000-word EPQ style essays and gave presentations to members of staff to show what they had learnt. All students who took part in the Scholar Programme were working on or above their English target level at the end of year 9.

Increasing aspiration and engagement: Good progress

In 2024-25 all students, including DA students continued to access 'futures' lessons in year 7, year 9 and year 11. Year 7 students participate in the £1 Challenge, where a local business sponsors each child a pound, with the challenge to undertake

fundraising and increase this amount. All DA students in year 10 have a careers meeting in the summer term and a further careers meeting whilst in year 11 with an independent adviser. Parental engagement has been undertaken through invitations to the year 8 evening career workshop, and the year 10 'World of Work day'. Year 11 students were given workshop sessions on revision techniques, visits to universities and presentational talks from colleges. Those students identifying an apprenticeship as their post GCSE pathway participate in five apprenticeship workshops with the careers adviser as part of the academic component to maximise impact on motivation.

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
CHAT Youth Counselling MHST The Opal Project	