

# Pupil premium strategy statement for 2020 - 2023

School Year 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Priory School
Number of pupils in school	788
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 -2021 2021 - 2022 2022 - 2023
Date this statement was published	September 2020
Date on which it will be reviewed	September 2021
Statement authorised by	Hannah Foster
Pupil premium lead	TBC
Governor / Trustee lead	Gillian Duncan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,405
Recovery premium funding allocation this academic year	£24, 219
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£224,624
<b>Predicted spend</b>	£231,585

## Part A: Pupil premium strategy plan

### Statement of intent

At Priory School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

At Priory we want all DP pupils to make expected progress and many to make accelerated progress so that we reduce and ultimately close the attainment gap. We understand that for all pupils to effectively engage in school they need to have their basic physical and emotional needs met first.

Our pupil premium strategy plan ensures that all children not only receive high quality teaching and learning opportunities, but we also make sure that they come to school regularly, they have access to breakfast club, extracurricular activities, and uniform. We also support the child's development through supporting the family with trips, music lessons and stationary costs if needed.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance – persistent absentees
2	Mental health concerns
3	Bereavement / loss
4	CP concerns
5	Low starting points
6	Pupils with SEND and DP

## 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>Teachers rigorously monitor those pupils identified as DP in their class using regular and accurate formative assessments, identifying gaps and misconceptions providing pupils with targeted intervention and clear and developmental feedback.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make very good progress</li> <li>• Knowledge and understanding of key concepts are retained</li> <li>• All year groups have a clear plan to raise attainment of pupils with disadvantage and reduce the gap.</li> <li>• Teachers are using questioning effectively to assess pupils' understanding</li> <li>• Teachers routinely adapt lessons in response to pupils learning</li> <li>• Teachers have a good understanding of each pupil and what their next steps are</li> <li>• Teachers use their assessment data to ensure that gaps are identified, and intervention is timely and targeted</li> <li>• Teachers use assessment data to effectively track vulnerable groups of children to ensure the best possible outcomes for them – particularly our disadvantaged pupils and boys.</li> <li>• Staff are particularly mindful of the barriers to learning for those pupils identified as SEN and DP and ensure every opportunity for catch up or experience is offered to those pupils.</li> </ul>
<p>To improve pupil punctuality and attendance by having a clear long-term plan to manage the effects of Covid and to be clear on our expectations of attendance.</p>	<ul style="list-style-type: none"> <li>• Increase overall attendance from 94.5% (2018/19)</li> <li>• Reduce the number of persistent absentees from 21%</li> <li>• Reduce the attendance gap between DP and non-DP (increase from 90% to 95%)</li> <li>• Everyone in school knows they have a role to play in improving attendance and punctuality.</li> <li>• The school rigorously follows up and challenges absence.</li> <li>• Pupils report that they want to be in school.</li> </ul>
<p>To embed a high-quality approach to the teaching of reading so that all pupils, especially those with DP have access to high quality teaching of reading to ensure accelerated progress.</p>	<ul style="list-style-type: none"> <li>• There is a robust, effective, and systematic approach to the teaching of phonics</li> <li>• All staff in EYFS and KS1 feel confident in delivering Phonics</li> <li>• EYFS and KS1 teachers and TA's understand how to teach early reading skills in a way that is systematic and consistent</li> <li>• Priory demonstrates fidelity to the teaching of the SSP and all KS2 teachers and Tas are confident in delivering phonics intervention/ catch up.</li> <li>• There is quick identification of children falling behind and a robust monitoring of their progress.</li> <li>• Children are correctly and quickly identified with SEN through the graduated response.</li> </ul>

	<ul style="list-style-type: none"> <li>• The graduated response appropriately matches intervention to need so that we see good progress for our pupils with SEN. (At least 4 points progress over the year)</li> <li>• Children identified as pupil premium make at least the expected amount of progress (increase on 74% of DP to make 6 steps progress in KS2 and 19% in KS1)</li> <li>• Pupil surveys show that most pupils read widely and often.</li> </ul>
<p>To ensure high quality opportunities for writing across the curriculum, improving our approach to the teaching of writing and to provide varied experiences on which to base their writing on, developing more independent writers and raising the attainment and progress of writing for our disadvantaged group.</p>	<ul style="list-style-type: none"> <li>• There is a robust and consistent approach to the teaching of writing.</li> <li>• All staff feel confident in using The write stuff and power of reading to improve the quality of writing that is produced.</li> <li>• Teachers feel confident when making judgements about children's writing.</li> <li>• Children are provided with a variety of experiences that they can base their writing on.</li> <li>• Children are writing across all curriculum subjects.</li> <li>• There is quick identification of children falling behind and a robust monitoring of their progress.</li> <li>• Children are correctly and quickly identified with SEN through the graduated response.</li> <li>• The graduated response appropriately matches intervention to need so that we see good progress for our pupils with SEN. (At least 4 points progress over the year)</li> <li>• All staff are confident when they have a child whose writing development is emerging, and the school has a consistent approach to the teaching of emerging writing.</li> <li>• All teachers understand the direct link between children's fine and gross motor development and the physical development of writing.</li> <li>• KS1 boys show a positive attitude to writing so more boys (increase on 28%) make expected progress.</li> <li>• Children identified as pupil premium make at least the expected amount of progress (increase on 66% of DP to make 6 steps progress in KS2 and 6% in KS1)</li> <li>• KS2 analysis of pupil premium progress show a positive points score (0.3 or more)</li> </ul>
<p>To have a clear plan to overcome lost learning, embed the mastery approach and identify gaps and misconceptions quickly.</p>	<ul style="list-style-type: none"> <li>• Subject leads have a clear plan to ensure a robust coverage of content to reduce gaps in learning.</li> <li>• All staff are confident to deliver maths mastery approach to teaching</li> <li>• Subject leader has clear overview of quality of provision and can identify where support is needed</li> <li>• Children identified as pupil premium in KS2 make at least the expected amount of progress (increase on 76% of DP to make 6 steps progress)</li> <li>• Teachers use AfL to identify misconceptions and can quickly address them within the unit of work</li> <li>• There is quick identification of children falling behind and a robust monitoring of their progress.</li> <li>• The graduated response appropriately matches intervention to need so that we see good progress for our pupils with SEN. (At least 4 points progress over the year)</li> <li>• Teachers plan 'using and applying' activities in all lessons to ensure challenge for all</li> </ul>

## 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: £167,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• All class teachers and support staff are aware of our disadvantaged group.</li> <li>• Regular CPD focusses on how to improve the outcomes for our vulnerable pupils.</li> <li>• Year leaders create a strategy to identify pupils who are DP, consider the barriers to learning and a devise a plan to ensure accelerated progress.</li> <li>• Pupil progress meetings focus on our DP group and the gender gap.</li> <li>• Regular informative assessment is used to identify gaps and implement intervention</li> <li>• Subject leads/SENCOs/ Year leaders engage parents to support them with their child's learning through workshops (consider connect)</li> <li>• Action research project focusses on engagement of boys in the classroom - this can also focus on our DP group.</li> <li>• Consider afterschool tuition for DP group.</li> </ul>	<p>EEF toolkit - feedback +6months</p> <p>EEF toolkit - parental engagement +4 months</p> <p>EEF toolkit - metacognition and self-regulation +7 months</p> <p>Ofsted education inspection framework</p>	<p>2,5,6</p>
<ul style="list-style-type: none"> <li>• Share the schools shared teaching of reading vision.</li> <li>• Annual audit of books to ensure enough high-quality texts relevant to age and stage.</li> <li>• Every class to have a dedicated reading area.</li> <li>• Books to be bought for the school library to appeal to a younger audience - consider a reorganisation to that there is a dedicated space for KS1 readers.</li> <li>• Monitor the effectiveness of the teaching of reading through learning walks.</li> <li>• Regular staff training to ensure the confidence of staff is high.</li> <li>• Action research project to focus on boys engagement in the classroom.</li> <li>• Explore ways to bring reading to life through immersive experiences, invite special guests to come into school to read.</li> <li>• Early reading team to monitor the teaching of reading and support staff where required.</li> <li>• Survey to parents about their experience of children reading at home.</li> <li>• Buy and prepare to launch the SSP.</li> </ul>	<p>EEF toolkit - phonics +5 months</p> <p>EEF toolkit - teaching assistant interventions +4 months</p> <p>EEF toolkit - reading comprehension strategies +6 months</p> <p>EEF toolkit - social and emotional learning +4 months</p> <p>Ofsted education inspection framework</p>	<p>2,5,6</p>

<ul style="list-style-type: none"> <li>• Launch SSP – Little Wandle</li> <li>• Early reading team monitor the regularity of assessments and support staff to deliver effective interventions to help keep children on track.</li> <li>• INSET dedicated to Little Wandle SSP so that all staff can use the programme effectively. Including all staff in The Orchard.</li> <li>• SENCOs have a clear and robust graduated response to ensure that all children who have an additional need are quickly identified.</li> <li>• To review the teaching of reading in The Orchard and to embed a consistent and robust reading scheme.</li> <li>• Regular training around the core domains of reading for staff in The Orchard</li> <li>• Those with SEN are rigorous monitored to ensure progress.</li> <li>• Pupils with SEN have a clear personalised provision map that provides them with the support they need for reading.</li> <li>• Early reading leads ensure they know who our disadvantaged group are and that they are monitoring the effectiveness of targeted support.</li> <li>• Class teachers and support staff know who the DP group are and ensure that this group of children have more access to targeted reading support.</li> <li>• Conduct a survey to gauge how much children enjoy reading.</li> </ul>		
<ul style="list-style-type: none"> <li>• Share the schools shared teaching and learning vision.</li> <li>• Teachers plan to make learning as active and as immersive as possible to bring to life their texts.</li> <li>• Provide opportunities and experiences for children on which they can base their writing.</li> <li>• Monitor the effectiveness of the teaching of writing through learning walks.</li> <li>• Regular staff training to ensure the confidence of staff is high.</li> <li>• Action research project to focus on boys' engagement in the classroom.</li> <li>• English lead to monitor the teaching of writing and support staff where required.</li> <li>• English lead to monitor the regularity of assessments and support staff to deliver effective interventions to help keep children on track.</li> <li>• Moderation of writing takes place regularly within phases and cross phases.</li> <li>• English leads/ year leaders engage parents to support their children with writing through workshops, information home and face to face conversations.</li> <li>• SENCOs have a clear and robust graduated response to ensure that all children who have an additional need are quickly identified.</li> </ul>	<p>EEF toolkit – teaching assistant interventions +4 months</p> <p>EEF toolkit – social and emotional learning +4 months</p> <p>Ofsted education inspection framework</p>	5,6

<ul style="list-style-type: none"> <li>• The teaching of writing in The Orchard is reviewed to increase teacher confidence and pupil participation.</li> <li>• English Leads/ SENCOs provide support and training so that all teachers are equipped to teaching pupils at the emergent stage in writing.</li> <li>• There are opportunities in class to develop children's fine and gross motor skills.</li> <li>• Those with SEN are rigorous monitored to ensure progress.</li> <li>• Pupils with SEN have a clear personalised provision map that provides them with the support they need for reading.</li> <li>• English lead to ensure they know who our disadvantaged group are and that they are monitoring the effectiveness of targeted support.</li> <li>• Class teachers and support staff know who the DP group are and ensure that this group of children have more access to targeted writing support.</li> <li>• Curriculum leads to ensure creative opportunities are available and support class teachers in planning writing opportunities into the wider curriculum.; including for those in the orchard.</li> </ul>		
<ul style="list-style-type: none"> <li>• Math's leads to provide year groups with an overview of medium-term planning to ensure that lost learning is covered across the year.</li> <li>• Monthly maths mastery workshop – e.g. questioning around the hook, AfL and using and applying to achieve greater depth - teachers bring own examples to work through and apply</li> <li>• Subject leader and year group leaders to identify and support staff who are still developing their own knowledge and understanding of the mastery approach.</li> <li>• Maths leads identify Maths Hubs to members of staff.</li> <li>• Low stakes interval testing is used consistently to check retention of knowledge and understanding</li> <li>• Subject leader to monitor the quality of teaching through a regular cycle of monitoring to include monthly book looks and half termly learning walks</li> <li>• Example of good practice and high-quality teaching are identified and shared.</li> <li>• Math's leads to monitor the level of challenge offered to pupils and offer support to teachers to plan these in.</li> <li>• Challenge days, events, projects and interventions for more able pupils.</li> </ul>	<p>EEF toolkit – mastery learning +5months</p> <p>EEF toolkit – collaborative learning approaches +5months</p> <p>Ofsted education inspection framework</p>	<p>5,6</p>

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

Budgeted cost: £7288

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school tuition/ Easter school tuition	EEF toolkit – small group tuition +4 months	5,6,
Catch up teacher for 3 terms of intervention	EEF toolkit – small group tuition +4 months EEF toolkit – reducing class size +2 months	5,6

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

Budgeted cost: £57,204 + clubs, photocopying and trips, stationery etc

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Review and revise the school's attendance and punctuality policy and republish so that all staff, parents and pupils have a clear understanding of expectations.</li> <li>All staff reward attendance, challenge absence</li> <li>Termly recognition for good attendance – class awards</li> <li>DDSLs to manage develop action plans for pupils whose absenteeism reaches threshold for PA.</li> <li>No holiday time authorised.</li> <li>Fines will be issues where necessary.</li> <li>SLT and DDSL team to regularly report on attendance to parents to keep raise awareness of good attendance.</li> <li>Parents are informed of the impact of arriving late/ missing school.</li> </ul>	<p>Ofsted education inspection framework</p> <p>ETI Good Practice Report 2016</p> <p>DfE report 2014</p>	1,2,3,4
<ul style="list-style-type: none"> <li>Breakfast Club</li> </ul>	<p>Institute for Fiscal Studies report 2016</p> <p>DfE report 2017</p>	1,2,3,4



<ul style="list-style-type: none"> <li>Free trips, clubs and extracurricular activities, uniform</li> </ul>	<p>EEF toolkit - extending school time +3 months</p> <p>EEF toolkit - physical activity +1 month</p> <p>Oxford Home Schooling report 2018</p>	<p>1,2,3,4</p>
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**Total budgeted cost: £231,585**

## 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 2020 to 2021 academic year.

Progress	Score 2019	2021 (internal score)	Difference
Reading	0.76	0.3	-0.46
Writing	-1.61	0.3	+1.31
Maths	-2.31	0.2	+2.1

Attainment	Score 2019	2021 (internal)	Difference
Meeting expected standard at KS2	34%	64%	+30%
Achieving high standard at KS2	0	6%	+6%

Attendance	2018/19	2019/20 (Covid)	2020/21 (Covid)
DP	91.5%	78.6%	90.1%
Non-DP	94.3%	81.9%	95%

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

### 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 pupils, that is not dependent on pupil premium or recovery premium funding.*