

# Pupil premium strategy statement for 2023 - 2026

School Year 2023 - 2024

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	648
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 -2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Hannah Foster
Pupil premium lead	Javairia Mohammed
Governor / Trustee lead	Gillian Coffey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,425.00
Recovery premium funding allocation this academic year	£33,231
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£196,75731
<b>Predicted spend</b>	

## Part A: Pupil premium strategy plan

### Statement of intent

At Priory School, we follow a nurturing and trauma - informed approach and believe that this will support our children on their emotional wellbeing, social skills, and how ready they are to engage in school and the wider community. By focussing on positive and trusting relationships, teachers can help pupils to develop the social skills they need to thrive, and the confidence and resilience to deal with whatever life throws at them – not just at school, but for the rest of their lives.

We will follow the tiered approach to pupil premium spending on the following areas:

**1, High quality teaching, assessment and a curriculum that responds to the needs of the children.**

**2, Targeted academic support.**

**3, Wider strategies to support pupil's social, emotional and behavioural needs.**

At Priory we want all disadvantaged pupils to make progress so that we reduce and ultimately close the attainment gap. We understand that for all pupils to effectively engage in school we need to focus on wellbeing and relationships and a drive to support the growth and development of children and young people, many of whom come from areas of disadvantage and require additional targeted support to close the equity gap.

The key principles of our strategy are to:

- Develop High Quality Teaching strategies through research and training to target academic attainment.
- Improve attendance by building on parent communication and relationships.

Use a relationship – Informed approach to prioritise positive relationships with pupils to enable early intervention.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> - attendance data last academic year showed a gap between disadvantage and non-disadvantage pupils. Attendance for non-disadvantage was 91.2 % and attendance for disadvantage was 43.5%. Furthermore, there are pupils who are finding it challenging to attend school due to anxiety.
2	<b>Attainment</b> – assessment data highlights that the attainment gap between disadvantaged pupils and their non-disadvantaged peers is too wide.
3	<b>SEND</b> - Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The number of disadvantaged children who also have a SEND last academic year was 45.5%.

## 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><b>Challenge 1</b></p> <p>To having a whole school approach to improving attendance and punctuality.</p>	<ul style="list-style-type: none"> <li>• Increase overall attendance from 91.74% (2022 –2023)</li> <li>• Reduce the number of persistent absentees from 29.32%(2022-2023)</li> <li>• Reduce the number of children arriving late 4883 (2022-2023)</li> <li>• Reduce the attendance gap between DP and non-DP so that the difference is less than 5%</li> <li>• All staff know that attendance is everyone’s responsibility</li> <li>• The school rigorously follows up and challenges absence.</li> <li>• Pupils report that they want to be in school through the pupil voice.</li> <li>• Events will be strategically placed to encourage children to attend school.</li> <li>• Staff actively engage with the pupil premium provision map and the attendance policy.</li> </ul>
<p><b>Challenge 2 and 3</b></p> <p>Teachers rigorously monitor those pupils identified as disadvantaged pupils 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 at least 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> </ul>

	<ul style="list-style-type: none"> <li>• Staff are particularly mindful of the barriers to learning for those pupils identified as SEN and disadvantaged pupils and ensure every opportunity for catch up or experience is offered to those pupils.</li> <li>• Staff are able to use the pupil premium provision map and review targets termly.</li> <li>• Children who are meeting expectations are challenged to aspire to greater depth.</li> <li>• Eligible pupils are identified and invited to attend before or after school tuition (not NTP).</li> </ul>
<p><b>Challenge 2 and 3</b></p> <p>To embed a high-quality approach to the teaching of reading so that all disadvantaged pupils have access to High Quality Teaching of reading to at least good 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 TLA's understand how to teach early reading skills in a way that is systematic and consistent</li> <li>• Priority priorities fidelity to the teaching of the SSP and all KS2 teachers and TLAs 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> <li>• The graduated response appropriately matches intervention to need so that we see good progress for our pupils with SEN.</li> <li>• The attainment gap between disadvantaged and non-disadvantaged pupils is reduced.</li> <li>• Teachers will use scaffolds, intervention, pre-teaching and consolidation to help expose pupils to information, vocabulary or experiences that they may not have been exposed to due to their disadvantage.</li> </ul>
<p><b>Challenge 2 and 3</b></p> <p>To ensure High Quality Teaching opportunities for writing across the curriculum and to provide varied experiences on which to base their writing, 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> </ul>

	<ul style="list-style-type: none"> <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> <li>• Teachers will use scaffolds, intervention, pre-teaching and consolidation to help expose pupils to information, vocabulary or experiences that they may not have been exposed to due to their disadvantage.</li> </ul>
<p><b>Challenge 1 and 4</b></p> <p>To have a clear plan to overcome the lost learning through:</p> <ul style="list-style-type: none"> <li>- Social anxieties</li> <li>- Parental attitudes towards attendance and poor attendance</li> <li>- Emotionally Based School Avoidance</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have a good understanding of how the school approached social and school anxieties which enables them to identify and support children and their families who meet these criteria.</li> <li>• A robust graduated response approach allows all staff to identify the different needs and implement a referral process to the correct agency such as the Mental Health Support Team.</li> <li>• Teachers ensure that if a child has been absent they have the opportunity to catch up on core learning to enable them to progress to the next lesson.</li> <li>• Individual students who have been identified as having persistent absence are invited to core catch up sessions.</li> <li>• Children identified as pupil premium in KS2 make at least the expected amount of progress.</li> <li>• Teachers effectively use AfL to identify gaps in knowledge and can quickly address them within the unit of work by adapting their planning.</li> <li>• Whole school staff are able to use strategies from the EBSA training and implement it.</li> <li>• Staff are able to use the <b>school avoidance flow chart</b> to help improve attendance.</li> <li>• Staff follow a relationship informed approach with children to help overcome attendance linked to emotional school avoidance.</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: £**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• All staff use Zones of Regulation strategies to teach self-regulation strategies.</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 coffee morning workshops.</li> <li>• Provide afterschool tuition for year 6 DP group.</li> <li>• Commission an early years review to ensure that best practice is in place in reception leading to an increased number of children achieving GLD.</li> <li>• Educational Psychologist will deliver attachment training to help staff understand how best to support children with ACE and SEND and childhood trauma.</li> <li>• Pupil Premium Lead to work with Getting Help Team (CAMHS) to deliver training on Emotional based school avoidance and anxiety based school avoidance.</li> <li>• Pupil Premium Lead to deliver training on attendance and introduce parent communication interventions.</li> </ul>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p> <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>Special Educational Needs In Mainstream - Guidance Report EEF</p> <p>Attendance Interventions: Rapid Evidence Assessment 2022</p>	<p>1,2,3 and 4</p>

<ul style="list-style-type: none"> <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.</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>• 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>• School partnership with White Knights English Hub. 6 literacy specialist visits including coaching for staff and the Phonics Lead.</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 and referred to the correct professionals.</li> <li>• SENCOs advise staff of interventions and adaptations to support pupils in reading.</li> <li>• To embed the teaching of early reading using Little Wandle SEND programme.</li> <li>• Children are rigorously monitored to ensure progress.</li> <li>• Pupils with SEN and/or DP have a clear personalised provision map that provides them with the support they need which follows the assess, plan, di review process.</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>	<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>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice – EEF 5 a day principle</p>	<p>2,3</p>
<ul style="list-style-type: none"> <li>• Reinforce 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> </ul>	<p>EEF toolkit – teaching assistant interventions +4 months</p> <p>EEF toolkit – social and emotional learning +4 months</p>	<p>2,3</p>

<ul style="list-style-type: none"> <li>• Regular staff training to ensure the confidence of staff is high.</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>• SENCOs have a clear and robust graduated response to ensure that all children who have an additional need are quickly identified and referred to the correct professionals.</li> <li>• SENCOs share teaching strategies to support children with Specific Learning Difficulties.</li> <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>• All children are rigorously monitored to ensure progress.</li> <li>• Pupils with SEN and/or DP 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>	<p>Ofsted education inspection framework</p>	
<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>• 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 staff who can benefit from Maths Hub training.</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> </ul>	<p>EEF toolkit - mastery learning +5months</p> <p>EEF toolkit - collaborative learning approaches +5months</p> <p>Ofsted education inspection framework</p>	<p>2,3</p>

<ul style="list-style-type: none"> <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>		
--	--	--

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

#### Budgeted cost:£

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school tuition/ Easter school tuition	EEF toolkit - small group tuition +4 months	2
HLTA to target SEND and DP pupils who are working below in reading, writing and maths in small groups.	EEF toolkit - small group tuition +4 months EEF toolkit - reducing class size +2 months	2,3
Phonics Lead will assess and support the lowest 20% through regular interventions.		2
Occupational Therapist to provide 1-1 support for in class teaching and learning strategies. Promote strategies for sensory and emotional regulation.  Educational Psychologist will complete cognitive assessments to inform teachers of barriers and strategies.  Speech and Language Therapist will assess children and then inform teachers and support staff on how to best teach the child in class.		3,4
Speech Link and Language Link Interventions and assessments.		2,3
Pupils who are showing traits of dyslexia and struggling with spellings and reading attend Nessy club.	Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers.  Using Digital Technology to Improve	2,3

	Learning: Evidence Review December 2019	
Nurture practitioners to set up nurture room and identify children using Boxhall profiles to include in the nurture programme.	“Nurture groups are grounded in attachment theory (Bennathan & Boxall, 2000), and they represent a clearly-targeted intervention for addressing the emotional and behavioural issues of children with major difficulties in the development of secure attachments. Possible relationships between attachment and academic outcomes have been demonstrated in several studies of children and young people of various ages (Jacobsen & Hofmann, 1997; Marcus & Sanders-Reio, 2001; Moss & St-Laurent, 2001).”	1,4
School subscription to Times Tables Rockstars and Numbots	An evaluation of Improving Numeracy and Literacy (computer games focusing on logical principles) found that pupils who participated in the intervention made an estimated three months' additional progress when compared with pupils who were in the control group.  Using Digital Technology to Improve Learning: Evidence Review December 2019	2

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

**Budgeted cost:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>All staff are aware that <b>Attendance is Everyone's Responsibility</b></li> <li>Catch up clubs targeted at pupils who are persistent absentees.</li> </ul>	Ofsted education inspection framework	1

<ul style="list-style-type: none"> <li>• Attendance Administrator to manage and 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 Attendance Administrator 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>ETI Good Practice Report 2016</p> <p>DfE report 2014</p>	
<ul style="list-style-type: none"> <li>• Free and subsidised 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</p>

Total budgeted cost:

## 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 2022 to 2023 academic year.

#### End of KS2 2023

	All Pupils	DP	Not DP	Gap	Gap 2022
Reading	68%	48%	75%	-27%	-29%
GPS	72%	59%	76%	-17	-32%
Maths	70%	62%	73%	-11	-37%
Writing (TA)	62%	41%	68%	-27	-36%
Combined RWM	54%	38%	59%	-21	

The gap between disadvantaged pupils and their non-disadvantaged peers was significantly reduced from 2022 data.

#### End of KS1 2023

	All Pupils	DP	Not DP	GAP	GAP 2022
Reading	53%	33%	60%	-27%	-18%
Writing	54%	33%	61%	-28%	-21%
Maths	62%	33%	72%	-39%	-14%
Combined	49%	33%	54%	21%	

The gap between disadvantaged pupils and their non-disadvantaged peers increased from 2022. This may, in part, be attributed to the high levels of SEND in the cohort.

#### Phonics Screening Check 2023

	All Pupils	PP	Not PP	Gap	GAP 2022
All Pupils	79%	78%	79%	-1%	-24

Outcomes for disadvantaged pupils are in line with those for their non-disadvantaged peers.