



## Pupil premium strategy statement

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 Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Trevor Moisey
Pupil premium lead	Juliet Fraser / Natasha Wilde
Governor / Trustee lead	Carolyn Stebbings

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,840
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,568
<b>Total budget for this academic year</b>	<b>£66,643</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The school vision is very clear in its intent – that all pupils, individually, have equal opportunity to achieve their personal potential:

#### Vision Statement

*The mission of Priory Primary School is to help all pupils achieve their personal potential by:*

- *Discovering and investing in who they are*
- *Providing irresistible learning experiences within the school curriculum*
- *Connecting with the wider community*

*We believe in our pupils and expect success.*

Recognising that, for many, there are considerable social, economic and prejudicial barriers to achieving this, our Pupil Premium Strategy seeks to build a strong, protective programme of skills, activities and experiences in order that we can meet our whole school vision.

It keeps us focused on spotting the experiences that might be missing in a pupil's 'armour', and providing:

- simple but foundational whole school experiences (what is a farm? what is it like in woodland? how do we pay for things in a shop? how should I act in a cinema or theatre? how do I explain my feelings?)
- opportunities and interventions which build pupils' speech, language and communication skills, English vocabulary, and an empowered 'pupil voice' which values their opinions, thoughts and dreams
- an accessible place of learning, where these experiences and skills can be applied, whatever their entry level, so all pupils enjoy and achieve to their personal potential

## Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication skills: On-entry baselining and observation details that our pupils are significantly below age-related developmental milestones for speech and language.</p> <p>Our SEND data dashboard also identifies SPLCN as the most prominent of primary needs amongst those with additional needs</p> <p>Throughout the school, pupils experiencing multiple deprivation factors have lacked opportunity to broaden their vocabulary, not only for subject-specific language, but also for problem-solving activities and higher level comprehension.</p>
2	<p>English as an Additional Language 80%+ pupils are learning in their second or third language</p> <p>The impact of the pandemic and periods of remote learning meant that many pupils were not immersed in the English language, particularly for social communication, as they are when in school; this has led to a much slower than normal assimilation of the language, with its knock-on impact on all learning</p>
3	<p>Social &amp; economic deprivation indicators (especially housing &amp; access to primary healthcare) which impacts on things such as:</p> <ul style="list-style-type: none"> <li>• time and space for homework, quiet reading, etc.</li> <li>• good quality sleep</li> <li>• healthy diet</li> <li>• opportunities to develop hobbies and interests</li> <li>• access to community activities, outdoor space, etc.</li> <li>• school readiness</li> </ul>
4	<p>Lost learning and life experiences due to the Covid-19 pandemic, including the impact on pupils' health, well-being and physical fitness; the inequalities already apparent (see above) have been part of the 'widening gap' evidenced from many sources during the pandemic</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2023/24**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium children are achieving in line with non-PP children, due to highly skilled and efficiently resourced teaching and education support staff	<p>Measurable progress and attainment using the Sonar software for tracking and reporting</p> <p>Staff can identify and provide case study-style insights into the personal learning journey of their PP children</p>
Phonics and reading standards return to pre-pandemic % of pupils achieving Age Related Expectations in all year groups and passing the Phonics screening check in Year 1 & 2	<p>PP children achieving expected standard in Phonics Screening Check 75% by end of Year 2</p> <p>School average 75% at ARE in Reading</p>
Writing standards improve on pre-pandemic % of pupils achieving Age Related Expectations in all year groups	<p>PP children achieving expected standard in Writing 65%</p> <p>School average 70% at ARE in Writing</p>
Pupil Premium children are able to engage fully in school life, curriculum learning and wider social opportunities as a result of positive improvements in their fitness, health and well-being	<p>School attendance improves – PP children average 96%</p> <p>Fitness levels measurably improve (using class-based measurement scales / individual targets)</p> <p>Emotional well-being measurably improves (whole school screening tool)</p> <p>The % of PP children achieving Swimming and Water Safety expected standards is in line with the school average target of 75%</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

Budgeted cost: £16,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Teacher</i>	Inclusion leadership and support ensures high quality pedagogy – evidenced in pupil progress since the creation of this role in school	1, 2, 3 & 4
<i>CPD</i>	Use of EEF recommendations in Maximising the Impact of TAs <a href="https://maximisingtas.co.uk/resources/making-best-use-of-tas-eef-guidance.php">https://maximisingtas.co.uk/resources/making-best-use-of-tas-eef-guidance.php</a> Early Year's Practitioner Qualification Level 3 to support rapid progress in the Early Years from very low starting points	1 & 3

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

Budgeted cost: £29,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Recovery Teacher</i>	See above – using Recovery Curriculum approaches <a href="https://www.evidenceforlearning.net/recoverycurriculum/">https://www.evidenceforlearning.net/recoverycurriculum/</a> and 1:1 / small group tutoring to gaps identified by class teachers	1, 2 & 4
<i>Inclusion Teacher</i>	Targeted support	1, 2 & 4
<i>Exercise Behaviour</i>	Practitioner evidences the impact on individual pupils through an individualised tracking system <a href="https://www.exercisebehaviour.com/">https://www.exercisebehaviour.com/</a>	4
<i>Pupil Voice Initiatives</i>	Providing context and opportunity for language and communication skills to be improved	1 & 2

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

Budgeted cost: £20,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Independent Social Workers</i>	Providing rapid response and sustained support to pupils adversely affected by home circumstances and/or impact of pandemic	3 & 4
<i>Initiatives to break down barriers to attendance and engagement in basic school experience</i>	Attendance Officer – support and incentives Uniform Costs Emergency Fund Transport costs	3
<i>Arts-based activities with industry professional and agencies</i>	Widening functional vocabulary, supporting mental health & well-being, enriching a broad curriculum with inspirational people and experiences	1, 2 & 4
<i>School trips and individual pupil enrichment opportunities</i>	Economic barriers exist which narrow pupils' opportunities and experiences. This is widely apparent in the baseline knowledge and language comprehension of our pupils and is the basis on which our curriculum intent is developed: putting learning into context and maximising experiential learning.	1, 2, 3 & 4
<i>Contingency to respond to unplanned opportunities</i>		

**Total budgeted cost: £66,645**