



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
Total budget for this academic year	£66,643

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:</p> <p>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</p> <p>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 & economic deprivation indicators (especially housing & access to primary healthcare) which impacts on things such as:</p> <ul style="list-style-type: none"> ● time and space for homework, quiet reading, etc. ● good quality sleep ● healthy diet ● opportunities to develop hobbies and interests ● access to community activities, outdoor space, etc. ● school readiness
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 Lead 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 https://maximisingtas.co.uk/resources/making-best-use-of-tas-eeef-guidance.php 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 https://www.evidenceforlearning.net/recoverycurriculum/ and 1:1 / small group tutoring to gaps identified by class teachers	1, 2 & 4
<i>Inclusion Lead Teacher</i>	Targeted support	1, 2 & 4
<i>Exercise Behaviour</i>	Practitioner evidences the impact on individual pupils through an individualised tracking system https://www.exercisebehaviour.com/	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

Part B: Review of outcomes in the academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021-22 Progress on Intended Outcomes by 2024

1. Pupils (PP) achieving in line with peers

Pupil Premium children are achieving in line with non-PP children, due to highly skilled and efficiently resourced teaching and education support staff

Whilst there is considerable variation across the different cohorts of the school, it is noticeable that non-Pupil Premium children are still more likely to achieve expected levels, than Pupil Premium in Reading and Writing. Maths is showing that the mastery approach which has been in place for 3 years, is benefitting Pupil Premium children.

2021-22 expected levels	Pupil Premium achieving	Non-Pupil Premium achieving
Reading	35%	40%
Writing	14%	15%
Maths	45%	38%

(NB when we extend this data set to include pupils working just below the expectations, but still successfully accessing the year group curriculum - see Writing data section below - Pupil Premium children are achieving well in line with non-PP peers. This suggests that the strategies supporting PP children enable them to access the curriculum successfully but that more focus is needed to 'get them over the line' to be secure in the Age Related Expectations.

However, the introduction of precisely focused schemes such as Maths Mastery, Little Wandle Letters and Sounds Revised and The Write Stuff has given structure and support which, teachers report, is building the skills and we are confident that these levels will be accelerated across the school, as pupils reach the skill level of the Age Related Expectations. In other words, these headline figures do not demonstrate the smaller steps of progress that are apparent when you look at work in books. This is backed up by regular book scrutiny and internal assessments.

2. Phonics and Reading Standards

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

The phonics results for Year 1 were lower than any previous year, though in line with this cohort's levels on completion of the EYFSP. The new phonics scheme provides rapid catch up programmes which start in Autumn 2022. The Year 2 results bring that cohort up to an 88% success rate, which is already in line with the pre-pandemic levels.

Reading levels -

In 2021-22, as the first full 'post-pandemic' year, we acknowledged that our pupils were amongst those most impacted by the requirement for remote learning. We therefore considered the data not just for those 'securely at' but also 'just at' Age Related Expectations (ARE) as a reasonable expectation for end of year attainment. Across the school, an average of 56% pupils 'working at' or 'securely at' ARE.

	working at	securely at	total 2022	pre-pandemic comparison
Year 1	25%	20.8%	45.8%	
Year 2	14.3%	61.9%	76.2%	52%
Year 3	20.8%	25%	45.8%	
Year 4	41.7%	37.5%	79.2%	
Year 5		40%	40%	
Year 6		48%	48%	55%

3. Writing Standards

Writing standards improve on pre-pandemic % of pupils achieving Age Related Expectations in all year groups

As in Reading the following data is drawn from both 'just at' and 'securely at' levels. Across the school, an average of 51% pupils were 'working at' or 'securely at' ARE.

Once again, there is considerable variation across the cohorts. Whilst the average across the school suggests that Pupil Premium children are achieving above their non-PP peers, we need to continue the efforts to accelerate progress and achieve our targets by 2024.

	Pupil Premium	Non-PP peers	School target by 2024
Year 1	60%	47.4%	65 - 70%
Year 2	50%	41.2%	
Year 3	42.9%	29.4%	
Year 4	55.5%	66.7%	
Year 5	70%	46.7%	
Year 6	28%	33%	
School Average	51.2%	44%	

4. Engaging fully in school life

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

In 2021-22, of the PP pupils in year 1-6 who did not take part in a sports club or other physical activity, all except one pupil were involved in a different after school club such as cookery or German, the school council, eco council , U & K council or had extra provision such as sessions with the Recovery Teacher or Independent Social Worker.

In total:

Exercise Behaviour: 12 pupils

Boxing: 4 pupils

Independent Social Worker: 5 pupils

Recovery Teacher: 9 pupils

Inclusion Teacher (SENDCO) : 5 pupils

Private Speech and Language Therapist: 3 pupils

After school sports club: 24 pupils

Other after school club: 9 pupils

Attendance - 91% overall

Pupil Premium children attendance - 88% (6% authorised absence / 6% unauthorised absence of which 2% were due to late arrival after the register closed)

Based on our experiences during 2021-22, we have created the new role of Family Liaison Worker to work with predominantly Pupil Premium families to establish

supportive relationships with them and tackle the deeper issues which cause absences. A TAF has also been started for one pupil in Reception for whom this is a persistent issue.

Physical Well Being / PE / Swimming standards

In 2021- 22, 24 out of 39 pupil premium pupils (Yrs 1-6) attended at least one after schools sports club. Of those pupils who did not attend a sports club, 9 took part in exercise behaviour or boxing during school hours.

Across the school, 25% of pupils achieved the expected standard in swimming (up from 7% in the previous year).

Mental Well Being

All pupils in years 1-6 were screened during the year using a questionnaire developed by the Recovery and Inclusion Teachers. Pupils scoring low were provided with individual or small group support.

The Recovery Teacher continued to work with children to increase wellbeing, as well as academic skills.

In addition, the Independent Social Worker increased his hours at the school to respond to demand.

Wellbeing Survey results:

Yr1 - 5 pupils: all within healthy range

Yr2 - 5 pupils: 1 monitoring/ intervention needed, 4 within healthy range

Yr3 - 7 pupils: 5 within healthy range (2 absent)

Yr4 - 8 pupils: 1 monitoring/intervention needed, 5 within healthy range

Yr 5 - 10 pupils: 1 monitoring/ intervention needed, 9 within healthy range

Yr6 - 8 pupils: 3 monitoring/intervention needed, 5 within healthy range

No pupil premium pupils scored 10 or below out of 21 which would trigger immediate action.

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
Maths Mastery (scheme)	MathsNoProblem
Maths Mastery (professional support)	Enigma Maths



The Write Stuff	Jane Considine, The Training Space
Little Wandle Letters and Sounds Revised	
Exercise Behaviour	Peter Thompson, SkipBeatz