



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. Pupil Premium children are those who face a disadvantage that might impact on their attainment at school, eg children in receipt of Free School Meals due to economic disadvantage.

This pupil premium strategy shows 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	181 at July 2023 Mobility since Sept 22: 30 pupils left, 28 joined
Proportion (%) of pupil premium eligible pupils	23% remains at 23% accounting for mobility
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Carolyn Stebbings
Pupil premium lead	Juliet Fraser / Natasha Wilde
Governor / Trustee lead	Carolyn Stebbings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,835
Recovery premium funding allocation this academic year	£6,644
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,479



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 (Special Educational Needs and Disabilities) data dashboard also identifies Speech, Language & Communication Needs (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 (EAL)</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 (PP) children are achieving in line with non-PP children, due to highly skilled and efficiently resourced teaching and education support staff	Measurable progress and attainment using the Sonar software for tracking and reporting Staff can identify and provide case study-style insights into the personal learning journey of their PP children
Phonics and reading standards return to pre-pandemic % of pupils achieving Age Related Expectations (ARE) in all year groups and passing the Phonics screening check in Year 1 & 2	PP children achieving expected standard in Phonics Screening Check 75% by end of Year 2 School average 75% at ARE in Reading
Writing standards improve on pre-pandemic % of pupils achieving Age Related Expectations (ARE) in all year groups	PP children achieving expected standard in Writing 65% School average 70% at ARE in Writing
Pupil Premium (PP) 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	School attendance improves – PP children average 96% Fitness levels measurably improve (using class-based measurement scales / individual targets) Emotional well-being measurably improves (whole school screening tool) The % of PP children achieving Swimming and Water Safety expected standards is in line with the school average target of 75%



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: £21,985

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-eef-guidance.php Early Year's Practitioner Qualification Level 3 to support rapid progress in the Early Years from very low starting points Makaton training School-wide training for SSP, Write Stuff	1 & 3
<i>Introduction & upgrade costs for structured programmes - including preparation for Accelerated Reader programme</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium SSP - Little Wandle Letters and Sounds The Write Stuff Maths Mastery - MathsNoProblem Accelerated Reader	1, 2 & 4

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

Budgeted cost: £18,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Lead Teacher</i>	Targeted support	1, 2 & 4

<i>Family Liaison Worker</i>	Knowledge of our families enables us to offer bespoke support and account for wider factors impacting on pupils' wellbeing and learning	3
<i>1:1 or 1:2 Tutoring</i>	National Tutoring Programme	1, 2 & 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: £24,065

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>	Opportunities arising will be assessed as required, for an evidence base of effectiveness.	1, 2, 3 & 4

Total budgeted cost: £64,479

Part B: Review of outcomes in the academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2022-23 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

Measurable progress and attainment using the Sonar software for tracking and reporting

Whilst there is considerable variation across the different cohorts of the school, it is very pleasing to see that overall in 2022-23, there is a narrow gap between Pupil Premium and Non-Pupil Premium children achieving expected levels in Reading, Writing and Maths.

2022-23 expected levels	Pupil Premium achieving in 21-22	Pupil Premium achieving in 22-23	Non-PP achieving in 22-23
Reading	35%	39%	40%
Writing	14%	32%	32%
Maths	45%	42%	43%

Last year when we extended the data set to include pupils working just below the expectations, we could see that Pupil Premium children were achieving well in line with non-PP peers. In this year's outcomes we see a narrowing of the gap between PP and Non-PP children, suggesting that the strategies supporting PP children are embedding and proving successful over the period of this plan.

Staff can identify and provide case study-style insights into the personal learning journey of their PP children
 Case Studies being collated by Inclusion Lead.

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 and Year 2 have shown a pleasing 'bounce back' but the cohort of concern last year (Year 1 achieving very poorly in the Phonics Screener) continue to be a cohort of concern in their attainment levels at the end of KS1 SATs, but performed well in the recheck of the Phonics Screening.

	PP At Standard	All At Standard	Target 2023	Pre-Pandemic
Y 1	(2) 67%	77%	75%	77%
Y 2	(5) 100%	81%	70%	70%

The school average of achieving Age Related Expectation in Reading in 2021-22 was 56% and in 2022-23 was 47%.

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.

In 2022-23 we returned to a stricter definition of 'Securely At'. The comparison data must therefore be read with some caution.

Nevertheless, as a progress towards the target of 75% school average by 2023-24 will be a considerable challenge. The introduction of Accelerated Reader is hoped to secure better outcomes in time, but this will probably not be possible by the target date, and Reading must remain a priority into the next Pupil Premium plan.

3. Writing Standards

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

PP children achieving expected standard in Writing 65%

School average 70% at ARE in Writing

The school average of achieving Age Related Expectation in Writing in 2021-22 was 51% and in 2022-23 was 33%.

As in Reading, in 2021-22, we 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. In 2022-23 we returned to a stricter definition of 'Securely At'. The comparison data must therefore be read with some caution.

Once again, there is considerable variation across the cohorts. Whilst the data in four of the six classes suggests that Pupil Premium children are achieving in line or 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	Target by 2024
Y1	0% (of 3 pupils)	25% (of 23 pupils)	65 - 70%
Y2	43% (of 5 pupils)	12.5% (of 22 pupils)	
Y3	14% (of 7 pupils)	41% (of 18 pupils)	
Y4	0% (of 7 pupils)	33% (of 18 pupils)	
Y5	50% (of 8 pupils)	56% (of 18 pupils)	
Y6	60% (of 10 pupils)	50% (of 16 pupils)	
School Average	28%	36%	All Pupils 2023 33.3%

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

Pupil Premium children in years 1 to 6 (2022-23)

28 out of 40 Ppupils accessed at least one after school club during the year (70%).
In addition, three year 2 pupils had tutoring and nine year 6 pupils had tutoring, bringing the total up to 34 (85%).

In terms of roles such as U&K School Councillor, Eco Councillor & Learning Ambassador, 8 out of 40 Ppupils took on a role at some point during the year (20%).

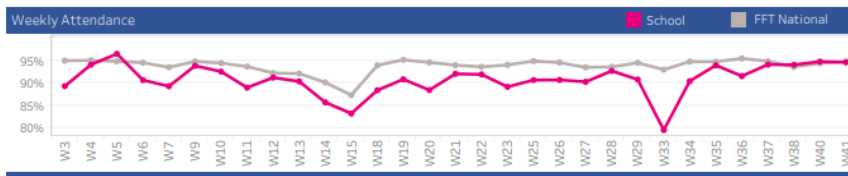
School attendance improves – PP children average 96%

Pupil Premium pupils average 89.4%%

Non-PP pupils average 91.3%

Whole School 90.5%

The gap between PP and Non-PP is of concern, but equally the school average in 2022-23 has been a great concern, and the focus of various targeted strategies. These started to have an impact in the Summer term, however, parents were still using the lack of travel in the pandemic years as an excuse to take pupils out of school for term-time holidays, together with the inflated costs at holiday times. The graphic below is taken from our FFT Attendance tracker, showing a comparison between Priory Primary in pink, and the FFT national average in grey. Strategies start to have an impact towards the end of the school year.



Attendance has become a key focus for the School Development Plan in 2023-24.

Emotional well-being measurably improves (whole school screening tool).

Analysis of pupil wellbeing screening results. Two year groups are screened every term.

Red - 0-10 - immediate action required

Yellow - 11-15 - some low areas - intervention/guidance required

Green - 16-21 - healthy wellbeing level

	2021-22	2022-23
Yr 1	Red 3.84% 1 pupil Yellow 26.92% 7 pupils Green 69.23% 18 pupils	Red 0% Yellow 8.7% 2 pupils Green 91.3% 21 pupils
Yr 2	Red 0% Yellow 19.23% 5 pupils Green 80.79% 21 pupils	Red 0% Yellow 25% 6 pupils Green 75% 18 pupils
Yr 3	Red 5% 1 pupil Yellow 20% 4 pupils Green 75% 15 pupils	Red 4% 1 pupil Yellow 24% 6 pupils Green 72% 18 pupils
Yr 4	Red 0% Yellow 39.13% 9 pupils Green 60.87% 14 pupils	Red 0% Yellow 25% 6 pupils Green 75% 18 pupils
Yr 5	Red 0% Yellow 18.52% 5 pupils Green 81.48% 22 pupils	Red 3.84% 1 pupil Yellow 30.77% 8 pupils Green 65.38% 17 pupils
Yr 6	Red 7.41% 2 pupils Yellow 22.22% 6 pupils Green 70.37% 18 pupils	Red 0% Yellow 32% 8 pupils Green 68% 17 pupils
Total	Red 2.68% 4 pupils Yellow 24.16% 36 pupils Green 72.48% 108 pupils	Red 1.36% 2 pupils Yellow 24.49% 36 pupils Green 74.15% 109 pupils

Overall a slight improvement, especially in regard to 'red' scores which have halved. This suggests that pupil wellbeing has remained stable, despite the loss of our Recovery Teacher.

Comparison of cohorts:

Yr 1 2021-22	Red 3.84% 1 pupil Yellow 26.92% 7 pupils Green 69.23% 18 pupils	Yr2 2022-23	Red 0% Yellow 25% 6 pupils Green 75% 18 pupils	Increase
Yr2 2021-22	Red 0% Yellow 19.23% 5 pupils Green 80.79% 21 pupils	Yr3 2022-23	Red 4% 1 pupil Yellow 24% 6 pupils Green 72% 18 pupils	Decrease
Yr3 2021-22	Red 5% 1 pupil Yellow 20% 4 pupils Green 75% 15 pupils	Yr4 2022-23	Red 0% Yellow 25% 6 pupils Green 75% 18 pupils	Slight increase
Yr4 2021-22	Red 0% Yellow 39.13% 9 pupils Green 60.87% 14 pupils	Yr5 2022-23	Red 3.84% 1 pupil Yellow 30.77% 8 pupils Green 65.38% 17 pupils	Mixed
Yr5 2021-22	Red 0% Yellow 18.52% 5 pupils Green 81.48% 22 pupils	Yr6 2022-23	Red 0% Yellow 32% 8 pupils Green 68% 17 pupils	Decrease

These results show a mixed picture.

Wellbeing interventions/ support 2022-23

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Forest School	2 pupils (1 PP)	6 pupils	6 pupils (2 PP)	5 pupils (1 PP)	6 pupils (1 PP)	6 pupils (3 PP)
Parent Liaison Worker Nurture/ parent & child cookery		7 pupils (2 PP)	5 pupils (2 PP)	2 pupils	7 pupils (3 PP)	1 pupil (PP)
Inclusion Leader/SENDCO - recognising & dealing with emotions					3 pupils (1 PP)	
Independent social worker - Talking therapy				3 pupils (2 PP)	3 pupils (2 PP)	2 pupils (1PP)
CAMHS						1 pupil (PP)
CHUMS- Encore Music Therapy					5 pupils (2 PP)	3 pupils (2 PP),
MHST - therapy programmes with parents/		1 pupil (3)				3 sessions

children		sessions with parent)				with all pupils - preparing for transition						
<p>The % of PP children achieving Swimming and Water Safety expected standards is in line with the school average target of 75%</p> <table border="1"> <tr> <td>2021-22</td> <td>2022-23</td> <td>Target by 2024</td> </tr> <tr> <td>25%</td> <td>44%</td> <td>75%</td> </tr> </table>							2021-22	2022-23	Target by 2024	25%	44%	75%
2021-22	2022-23	Target by 2024										
25%	44%	75%										

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	Wandle and Little Sutton English Hubs
Accelerated Reader	Renaissance Learning