



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	182
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 2023
Date on which it will be reviewed	November 2024
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	£61,100
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,100



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.

	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	<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 (ARE) 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 (ARE) 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 (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	<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: £27,702

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: £13,174

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: £21,574

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: £62,450

Part B: Review of outcomes in the academic year 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2023-24 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 Year 1 to Year 6

The data reported over the 3 years showed a narrowing of the gap in the first two years, but widening again in the third year. Please note that a rigorous standardisation exercise in 2023-24 meant a readjustment and more accurate reflection of our data.

2023-24 expected levels	Pupil Premium achieving in 21-22	Pupil Premium achieving in 22-23	Pupil Premium achieving in 23-24	Non-PP achieving in 23-24
Reading	35%	39%	30%	44%
Writing	14%	32%	13%	23%
Maths	45%	42%	35.5%	43.5%

When we expand the data to include pupils 'Just At' – that is, *achieving some but not all of the expected standards*, it shows a much narrower gap in Reading and Writing. This tells us that in English, Pupil Premium children are more likely to be just below achieving a secure grade, and we need to focus on ensuring they get picked up early in the academic year so they can have a better chance of reaching the 'expected'.

2023-24 Just At, Securely At, Above expected levels	Pupil Premium achieving in 23-24	Non-PP achieving in 23-24
Reading	66.5%	64.5%
Writing	48.5%	45.5%
Maths	58%	70%

Key Stage 2 SATs Outcomes:

In each of the 3 years, there is a different picture, demonstrating that, particularly with a small cohort, the data can be very volatile year to year. Nevertheless, it is very pleasing to see that, in the summer of 2024, our Year 6 Pupil Premium children responded so well to the reading fluency interventions, resulting in them being statistically more likely to achieve than their non-PP counterparts. The difference in Maths is not significant (where one PP pupil is 12.5% and one non-PP pupil is 5.5%). The gap apparent in Writing is of concern, and remains a major focus in our school development plans.

2023-24	% of Pupil Premium pupils achieving EXS KS2 SATs	% of Non-Pupil Premium pupils achieving EXS KS2 SATs	All pupils achieving EXS KS2 SATs
Reading	62.5%	50%	54%
Writing	37.5%	56%	54%
Maths	62.5%	67%	65%
RWM	37.5%	44%	42%

Staff can identify and provide case study-style insights into the personal learning journey of their PP children

2024: Case studies show the specific interventions put in for pupils and the impact. A chart has also been created to monitor the progress, interventions and impact of all PP pupils during the academic year.

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

There was a recovery of the phonics results for Year 1 and Year 2 after poor results in 2022. In 2024, there was a dip in Year 1 but success in Year 2 showing 100% of the cohort achieving the expected standard - this included four pupils with an EHCP.

	PP At Standard 2023	All pupils At Standard 2023	PP At Standard 2024	All pupils At Standard 2024	Pre-Pandemic
Y 1	(2) 67%	77%	(5)	69%	77%
Y 2	(5) 100%	81%	(4)	100%	70%

3. Reading and Writing Standards across the school

Whilst the KS2 SATs outcomes showed steady improvement in Reading and Writing results over the period of this Pupil Premium plan, it falls short of our target percentage,

as do the levels of all pupils achieving Age Related Expectations in Reading (75%) and Writing (70%). We are not discouraged that it is taking longer than hoped, and the steady improvements give us confidence that we are using effective strategies. It will remain a central focus of school improvement and the Pupil Premium plan for 2024 - 2027.

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%).

Pupil Premium children in years 1 to 6 (2023-24)

PP pupils overall participation in clubs (accessed at least 1 club during the year): 24/38 = 63%

NB: 4 pupils who did not attend clubs access other additional provision e.g play therapy, musical instrument lessons, forest school).

PP pupils overall participation in school roles: 8/15 = 53.3%

School attendance improves – PP children average 96%

Pupil Premium children's average percentage attendance in 2023-24 was 91.4% compared to the overall percentage of 94.2%. Whilst this was below our target, it was in line with the National average. It will remain a focus of school development and the Pupil Premium strategy for 2024 - 27.

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

Please see attached report of the impact of well-being initiatives and the screening tool used to identify needs and support. The data and experiences of staff is that this is an effective tool that is manageable for workload, and we recommend that it continues in its current format into the next strategy plan.

The % of PP children achieving Swimming and Water Safety expected standards is in line with the school average target of 75%

2021-22	2022-23	2023-24
25%	44%	61% (safe self-rescue) 15% range of strokes



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