

Pupil premium strategy statement



Priory Primary School 2024 - 2027

This statement details our school's use of pupil premium 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	181 (YR to Y6)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Carolyn Stebbings
Pupil premium lead	Juliet Fraser / Natasha Wilde
Governor / Trustee lead	Jo Travi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,200

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 vision 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 one of 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>In time, we believe that bi-lingual and multi-lingual young people will have a social and economic advantage in the world. In school, however, with all learning mediated through the English language, we must be aware of the cognitive load this places on the majority of our pupils, and provide support accordingly.</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 • childhood / life experiences
4	<p>Mobility (over the last three years has averaged 15% per year) means that many of our pupils join us in the middle of their school career, and whilst some come from local schools to join their siblings in Priory, the majority of in-year admissions have recently arrived in the UK.</p> <p>Adjustment to different schools, adjustment to life in the UK, a hostile environment for some families and the comparatively early start to schooling in the UK compared to home countries, all cause additional stresses to pupils and families, and can impact on pupils' mental health & well-being.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027**, 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. Measurable attainment in Reading, Writing and Maths at KS2 SATs.</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 improve to be closer to national average % of pupils achieving Age Related Expectations (ARE) in all year groups and equal to national average in passing the Phonics screening check in Year 1 & 2	<p>PP children achieving expected standard in Phonics Screening Check 80% by end of Year 2</p> <p>School average 70% at ARE in Reading</p>
Writing standards improve the % of pupils achieving Age Related Expectations (ARE) in all year groups	<p>School average 65% 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 95%</p> <p>Engagement in extracurricular activities (within & beyond school) shows equality of opportunity for PP children.</p> <p>Emotional well-being sustains the recent positive results (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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Senior Inclusion Leader</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 SEND and Inclusion training	1 & 3 3 & 4
<i>Costs for structured programmes</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium SSP - Little Wandle Letters and Sounds Maths Mastery - MathsNoProblem Accelerated Reader	1 & 2

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

Budgeted cost: £ 8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Senior Inclusion Leader</i>	Targeted support	1, 2 & 4
<i>Parent & Pupil Learning Mentor</i>	Knowledge of our families enables us to offer bespoke support and account for wider factors impacting on pupils' wellbeing and learning Specific support to Upper KS 2 pupils	1, 3 & 4

<i>Pupil Voice Initiatives</i>	Providing context and opportunity for language and communication skills to be improved	1 & 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Independent Social Worker Independent Speech & language Therapist Play Therapist</i>	Providing rapid response and sustained support to pupils adversely affected by home circumstances and/or other deprivation factors	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 & 4
<i>Arts-based activities (eg music, dance, drama) 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
<i>Provision of Free School Meals</i>		3 & 4

Total budgeted cost: £ 60,000