



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 spent the funding last 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	188
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024 -2027
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	£61,715
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	£61,715



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 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 childhood experiences
- 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 Communication & Interaction 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>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
<p>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>	<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>
<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>	<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>
<p>Writing standards improve the % of pupils achieving Age Related Expectations (ARE) in all year groups</p>	<p>School average 65% at ARE in Writing</p>
<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>	<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 the academic year 2024-25

This details how we spent our pupil premium **academic year 2024-25**, to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **23,630**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Inclusion Leader	Inclusion leadership and support ensures high quality pedagogy – evidenced in pupil progress since the creation of this role in school	1, 2, 3 & 4
CPD	Use of EEF recommendations in Maximising the Impact of TAs https://maximisingtas.co.uk/resources/making-best-use-of-tas-eeef-guidance.php SEND and Inclusion training	1 & 3 3 & 4
Costs for structured programmes	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium SSP - Little Wandle Letters and Sounds Maths Mastery - MathsNoProblem Accelerated Reader Ed Shed Purple Mash	1 & 2

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

Budgeted cost: £ **7,615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Inclusion Leader	Targeted support	1, 2 & 4
Intervention Tutor	Knowledge of our families enables us to offer bespoke support and account for wider factors impacting on pupils' wellbeing and learning	1, 3 & 4



	Specific support to Upper KS 2 pupils	
Pupil Voice Initiatives	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: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent Social Worker Independent Speech & Language Therapist Play Therapist	Providing rapid response and sustained support to pupils adversely affected by home circumstances and/or other deprivation factors	3 & 4
Initiatives to break down barriers to attendance and engagement in basic school experience	Attendance Officer – support and incentives Uniform Costs Emergency Fund Transport costs	3 & 4
Arts-based activities (eg music, dance, drama) with industry professional and agencies	Widening functional vocabulary, supporting mental health & well-being, enriching a broad curriculum with inspirational people and experiences	1, 2 & 4
School trips and individual pupil enrichment opportunities	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
Contingency to respond to unplanned opportunities	Opportunities arising will be assessed as required, for an evidence base of effectiveness.	1, 2, 3 & 4
Provision of Free School Meals + £17,575		3 & 4

Total budgeted cost: £ 66,320

Part B: Review of outcomes in the academic year 2024-25

Pupil premium strategy outcomes

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

2024-25 Progress on Intended Outcomes by 2027

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. Measurable attainment in Reading, Writing and Maths at KS2 SATs.

2024-25 expected levels	Pupil Premium achieving in 23-24	Non-PP achieving in 23-24	Pupil Premium achieving in 24-25	Non-PP achieving in 24-25
Reading	30%	44%	32.5%	47%
Writing	13%	23%	15%	22.5%
Maths	35.5%	43.5%	37.5%	43.5%

Key Stage 2 Outcomes:

2024-25	Pupil Premium pupils achieving EXS KS2 SATs	Non-Pupil Premium pupils achieving EXS KS2 SATs	All pupils achieving EXS KS2 SATs
Reading	71%	56.25%	58%
Writing	71%	75%	75%
Maths	37.5%	81.25%	67%
RWM	37.5%	62.5%	50%

2. Phonics and Reading Standards

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

	All pupils At Standard 2025	Non-PP At Standard 2025	PP At Standard 2025
Y 1	73%	72.7%	75%
Y 2	88.5%	94.7%	71.4%

3. Writing Standards across the school

Writing standards improve the % of pupils achieving Age Related Expectations (ARE) in all year groups

At end of 2024-25:

22.8% of all pupils Secure at ARE for Writing

15% Pupil Premium pupils Secure at ARE for Writing

4. Engaging fully in school life

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 95%

Engagement in extracurricular activities (within & beyond school) shows equality of opportunity for PP children.

Emotional well-being sustains the recent positive results (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%

2021-22	2022-23	2023-24	2024-25
25%	44%	15%	36%



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
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Accelerated Reader	Renaissance Learning