

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	553
Proportion (%) of pupil premium eligible pupils	48% December 2021 - 271 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs J. Mackinney – CEO Hales Valley Trust
Pupil premium lead	Mr K. Daley - Headteacher
Governor / Trustee lead	Mark Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,355 259 pupils @ £1345
Recovery premium funding allocation this academic year	£37,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,212
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	£410,122

Part A: Pupil premium strategy plan

Statement of intent

At Priory Primary School we strongly believe that it is our responsibility to provide our pupils with the knowledge, skills and understanding in order to develop:

Successful learners, who

Have the essential foundations required to be successful:

- High levels of attendance and 'ready' to learn
- Effective communication skills
- Able to identify and solve problems
- Have enquiring minds and are creative and resourceful
- Are aspirational and motivated to achieve the best that they can be
- Work well independently and as part of a team
- Attain the expected levels in core areas of reading, writing and maths

Responsible Citizens, who:

- 'Respect' others, act with integrity and distinguish right from wrong
- Are proud members of the school and local community and contribute positively
- Understand and tolerate different beliefs and cultures
- Discuss, debate and evaluate complex issues and develop informed opinions

Confident and resilient individuals, who:

- Have a sense of self-worth and personal identity
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Take managed risks and know how to keep 'safe'
- Recognise their talents and have ambition
- Are willing to try new things and make the most of opportunities

This intent is applicable to all learners within school. However we recognise the need for additional strategies to focus upon the progress, attainment and personal development of our disadvantaged pupils, in order to close attainment gaps, especially when considering the ongoing impact of the global coronavirus pandemic - research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns (Education Endowment Foundation [EEF], 2021).

Our priorities, therefore are:

- Pupil outcomes – accelerating pupil progress, addressing and closing gaps in learning across all areas but with a sharp focus upon core subjects
- Personal development – ensuring that pupils have the personal, social and emotional attributes needed for success
- Re-establishing all enrichment activities and engagement opportunities lost as a result of the global pandemic

We aim to address these priorities through a three-tiered approach as recommended by the EEF

1. **Improving quality first teaching** - by continually seeking to improve the quality of teaching and learning, all children in the school will make good or better progress. Through a range of professional development, monitoring activities and feedback, teachers will further develop their pedagogy and strategies to meet the needs of all learners in our school and this will support them to identify gaps in learning and respond swiftly to the needs of the children within their care and, as a result, address ongoing barriers to learning.
2. **Targeted academic support for identified pupils** - targeted intervention can support children to make accelerated progress in areas that they find difficult. We make provision for targeted academic support in small groups and on a one-to-one basis after careful diagnostic assessment of children’s areas of strength and development.
3. **The use of wider approaches** - wider approaches include an individualised approach for the child and family and include access to enrichment activities and help with the cost of educational visits.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Baseline assessments conducted in early years evidence that the percentages of children entering school at age related expectations are very low.</p> <ul style="list-style-type: none"> • Nursery 1 – 5% of children working at the expected level across all good level of development areas • Nursery 2 – 27% of children working at the expected level across all good level of development areas • Reception – 13% of children working at the expected level across all good level of development areas <p>Baseline assessments demonstrate low outcomes across all areas. However, the specific area of mathematics is identified as a particularly weak area.</p>
2	<p>Language assessments (Early Talk Boost/Talk Boost) conducted in EYFS indicates that there are large numbers of children requiring additional language intervention. There is also an ongoing language need in Key Stage 1 and 2.</p>
3	<p>Children have low starting points in phonics. Baseline data 2021 shows that:</p> <ul style="list-style-type: none"> • Children have very limited phonemic awareness on entry to reception • 25% of pupils in Year 1 are working at the expected level on the RWI programme • 20% of pupils in Year 2 are working at the expected level on the RWI programme

- As of September 2021, there are children across key stage 2 still requiring phonics provision (39 Pupils in Year 3, 13 pupils in Year 4, 3 pupils in Year 5 and 1 pupil in Year 6)

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Internal assessment at the end of the academic year 2020-21 shows attainment gaps in reading between pupil premium and non-pupil premium groups.

Year group	Pupil Premium	Non-Pupil Premium
1	39	62
2	53	52
3	64	75
4	48	64
5	49	62
6	31	54

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Internal assessment at the end of the academic year 2020-21 shows attainment gaps in writing between pupil premium and non-pupil premium groups.

Year group	Pupil Premium	Non-Pupil Premium
1	10	31
2	30	38
3	11	21
4	21	28
5	0	0
6	2	0

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Internal assessment at the end of the academic year 2020-21 shows attainment gaps in maths between pupil premium and non-pupil premium groups.

Year group	Pupil Premium	Non-Pupil Premium
1	51	56
2	56	57
3	31	42
4	27	36
5	36	41
6	25	46

7	Attendance data over the last three years demonstrates gaps between pupil premium and non-pupil premium groups (see table below).			
		2018-19	2019-20	2020-21
	Overall attendance	93.28	89.54	93.35
	Pupil premium attendance	91.84	88.85	93.18
	Non-pupil Premium attendance	94.44	90.77	93.47
Pupil premium groups of pupils make up a significant proportion of our persistent absentees. This proportion is often above the proportion that you would expect given our school profile.				
8	As of September 2021, there are 77 children within the school that we would consider to be vulnerable who require ongoing monitoring and support through safeguarding and pastoral provision.			
9	Discussions with disadvantaged pupils indicates that they are happy and well supported in school but they would like to be provided with a range of additional enrichment opportunities through the implementation of a range of clubs beyond the school day.			

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Accelerated progress in EYFS from starting points	Outcomes at the end of the year across EYFS shows rapid progress from starting points, with gaps between school and with national outcomes closing.
2. Improved language skills	<p>A comprehensive language pathway is implemented within school which includes rapid screening and the implementation of evidence-based approaches.</p> <p>Training of staff is evident in the implementation of effective language provision.</p> <p>Effective language provision facilitates improved language skills and reduced numbers of pupils requiring further intervention as they progress through school e.g. lower number of pupils requiring intervention in year 1 as a result of effective intervention in Early Years.</p>

<p>3. Improved outcomes, accelerated progress in phonics across the school</p>	<p>Percentage of children attaining at the expected standard is consistently in line with national outcomes.</p> <p>Percentage of children working at age related expectations, and therefore accessing wider reading provision increases year on year.</p>
<p>4. Improved outcomes, accelerated progress in reading and the narrowing of the gaps between disadvantaged and non-disadvantaged groups</p>	<p>Accelerated progress ensures improved outcomes in reading across the school and at the end of Key Stage 2.</p> <p>Outcomes at the end of Key Stage 2 improve and gaps with national outcomes are closing by 2025.</p>
<p>5. Improved outcomes, accelerated progress in writing and the narrowing of the gaps between disadvantaged and non-disadvantaged groups</p>	<p>Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2.</p> <p>Outcomes at the end of Key Stage 2 improve and gaps with national outcomes are closing by 2025.</p>
<p>6. Improved outcomes, accelerated progress in maths and the narrowing of the gaps between disadvantaged and non-disadvantaged groups</p>	<p>Accelerated progress ensures improved outcomes in maths across the school and at the end of Key Stage 2.</p> <p>Outcomes at the end of Key Stage 2 improve and gaps with national outcomes are closing by 2025.</p>
<p>7. Improved attendance figures across school and the narrowing of the gaps between disadvantaged and non-disadvantaged groups</p>	<p>Attendance data indicates overall improvement and gaps between disadvantaged and non-disadvantaged groups are closing.</p> <p>Attendance data shows evidence that gaps with national outcomes are closing by 2025.</p>
<p>8. Effective provision in place for children across the school who are vulnerable</p>	<p>Highly effective safeguarding procedures are evident in school and vulnerable pupils have a regular platform to share their concerns.</p> <p>Concerns are swiftly identified and actions taken. Pupil and parental voice indicate that they feel well supported by the school.</p>
<p>9. Range of out of school hours enrichments provided in areas of music, sports and art</p>	<p>Annual calendar of enrichment opportunities in place beyond the school day which capture a range of additional opportunities for pupils to access. Evidence of musical, art and sporting opportunities.</p> <p>Access to and enjoyment of clubs reflected in pupil voice outcomes.</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: £204,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-class based Assistant Headteacher and EYFS SLE supporting the development of teaching across early years as well as the development of RWI across school.	Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu)	1-9
Assistant Headteacher teaching core subjects in Year 6 across the academic year.	EEF research suggest that smaller class sizes has a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	4-9
Engagement with St. John Bosco English Hub as an intensive support school. Purchase of RWI development days with RWI consultant. Purchase of resources to support the effective delivery and implementation of RWI.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1-5
Subscription to online portal to access RWI training, resources and parental support via targeted homework videos.	EEF finds that set twice a week homework has a positive impact on average 3+ months as long as it is purposeful. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3&4

<p>Class-based leaders have release time to monitor, evaluate and further develop quality first teaching in core subject areas – half a day weekly for core subjects, wider subject areas on a rota system.</p>	<p>Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu)</p>	<p>1-9</p>
<p>All senior leaders in school maintain a focus upon improving quality first teaching through a range of leadership activities:</p> <ul style="list-style-type: none"> • Monitoring and evaluation • Leading CPD • Conducting Pupil Progress Meetings 	<p>Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu)</p> <p>Leading professional development and implementation of provision in line with a range of guidance reports published by the Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports?gclid=EAlaIqobChMIrdquyKDX9AIVEL_tCh1nWQ54EAAYASAAEgKvn_D_BwE</p>	<p>1-9</p>
<p>Coaching model implemented across school to improve teaching and learning.</p>	<p>Instructional coaching and deliberate practice has an impact on teaching technique and practice.</p> <p>Goleman’s research on leadership styles highlights the positive effect of a coaching approach in comparison to other leadership approaches.</p>	<p>1-6</p>
<p>Resources to support effective teaching and learning</p> <ul style="list-style-type: none"> • WRM resources and subscription • Manipulatives • The Write stuff resources • Assessment materials (Standardised assessment in reading) 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1-6</p>
<p>Embedding Voice 21 dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1-6</p>

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

Budgeted cost: £93,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Application for academic mentors to support educational recovery.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (Education Endowment Foundation, 2021)	1-6
Use of tutors to support educational recovery.	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (Education Endowment Foundation, 2021)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (Education Endowment Foundation, 2021)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (Education Endowment Foundation, 2021)</p> <p>EEF research suggest that smaller class sizes have a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1-6
Phonics intervention for lowest 20% across the whole school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3&4
Language interventions across early years and key stage 1.	Talk Boost KS1 is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention. (https://ican.org.uk/media/1970/tb_what_who_why_ofsted.pdf)	2
Additional interventions across school – phonics 1:1 tuition, century learning platform, rapid writing	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (Education Endowment Foundation, 2021)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (Education Endowment Foundation, 2021)</p> <p>EEF research suggest that smaller class sizes have a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1-6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £199,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring via attendance officer.	Research shows that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions. (The link between absence and attainment at KS2 and KS4 2012/13 academic year DFE Research report, February 2015)	7
Safeguarding support led by Assistant Headteacher and supported by safeguarding officers.	High percentage of our vulnerable pupils are entitled to pupil premium therefore provision must be implemented in this area to meet individual needs.	7&8
The development of pupil roles within school to include playground buddies, junior leadership team.	The evidence of outstanding leadership points strongly to the commitment of outstanding primary headteachers and governors not simply to distribute leadership but to develop it at all levels among adults and children in the school. (Freedom to lead: a study of outstanding primary school leadership in England, Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu)	9
Further development of lunchtime provision and resources.	A significant percentage of behavioural incidents within school occur during lunchtimes therefore action to address this need to take place.	9
Pastoral Support Staff and provision.	High percentage of our vulnerable pupils are entitled to pupil premium therefore provision must be implemented in this area to meet individual needs.	7&8
Hub staffing and provision – The Hub is our in-school provision for pupils with complex social, emotional and mental health needs	High percentage of our vulnerable pupils are entitled to pupil premium therefore provision must be implemented in this area to meet individual needs.	8
Further enrichment of the curriculum through the provision of out-of-school hours learning opportunities in across sports and arts areas.	Pupil voice (November 2021) indicates the desire of pupils to engage in a wider range of clubs provided by the school. Extra-curricular clubs had a range of positive impacts upon pupils including their academic performance, personal development and reduce risky behaviours (https://sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html)	9

Total budgeted cost: £ 497,191

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the Covid-19 pandemic, and the unprecedented cancellation of all statutory assessments and tests for primary School pupils in Summer 2020 and 2021, there is no external performance data to evidence the impact of the school's work against the targets of our 2020-21 pupil premium strategy.

Pupils in year 2 completed the phonics screening check in September 2020 and achieved a percentage of 94% at the expected level. There is no national data published as yet but this represents the highest outcomes that school has had.

Work on attendance closed the gap between disadvantaged pupils (93.18%) and non-disadvantaged pupils (93.47%) to just 0.29 percentage points. This was the narrowest gap in the past three years.

Despite the challenges posed by covid, there was a successful implementation of the pupil premium strategy across the year which included:

- RML phonics training for EYFS and KS1 staff
- RML fully resourced: Get Writing, Fresh Start, Ditties
- Regular RML audit of teaching
- Accelerated Reader in place Y2 – Y6
- Phonic catch-up in place across all KS2, including Y6
- Writing training for all teaching staff: Jane Considine 'The Write Stuff'
- Jane Considine resources in place and being used to ensure better quality writing outcomes
- 'Now Press Play' resources in place and being used to inspire writing
- Pivotal Behaviour training whole staff
- New behaviour policy across whole school
- SEMH paths ways document developed and implemented
- Nurture provision developed and implemented: Cove & Hub: We have seen a huge reduction in the number of fixed term exclusions over the last 3 years.
 - 2018-19 - 38 exclusions (74.5 days)
 - 2019-20 – 26 exclusions (36.5 days)
 - 2020-21 – 17 exclusions (29 days)
- Support programme in place from Sycamore Outreach Provision
- Attendance monitoring in place
- Daily pastoral updates with SLT
- Powermaths in place and fully resourced from EYFS to Y6 – after evaluation through lockdown the school has decided to move forward with White Rose Maths and has created a comprehensive progression document to support staff.
- Targeted use of KS1 and KS2 libraries
- Targeted use of Century

- NELI intervention for Reception
- Talk Boost intervention EYFS
- Wellcomm assessment EYFS and resulting intervention
- Master-class in each year group for pupils not working at age-related expectations
- The Hub provision in place, well-resourced and running in line with whole class provision for pupils at risk of permanent exclusion.
- The Cove provision in place, targeted support for class-based pupils with SEMH needs.

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
The Pivotal Behaviour Approach	Pivotal Education
The Write Stuff	Jane Considine
Accelerated Reader Programme	Renaissance
Century Online Learning	Century Tech
Early Talk Boost/Talk Boost	I Can
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Engagement with the local research school in a project to raise attainment in writing across Key Stage 2.
- Leaders in school to engage in collaborative networks to share best practice across the Hales Valley Multi Academy Trust.
- Engagement in additional professional development to improve teaching and learning as well as the new National Professional Qualification in Leading Behaviour and Culture.
- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.