



# Pupil premium strategy statement – Priory Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alyson Thompson Headteacher
Pupil premium lead	Alyson Thompson Headteacher
Governor / Trustee lead	Ann Matthews Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£148,000.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We are a caring and cooperative Trust Academy school and our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We are aware that there has been significant progress made in ensuring children are making accelerated progress in their learning and 'plugging gaps' following the period of educational disruption. We continue to focus on ensuring our children make good or better progress through quality first teaching in their class, with a carefully planned focus on key learning, balanced with a curriculum that supports our children's mental and physical health and continues to provide experiences that address deficits in cultural capital. This is delivered within a curriculum which is broad and balanced.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through effective teaching in F1, pupils make good progress from significantly low starting points to enter F2 still below their expected stage for their age. Having narrowed the gap, a significant number of children are working in the 3-4 years band of development in the EYFS curriculum on entry to F2. Children's social skills, independence, communication and interaction across the whole school continues to be an area of focus. The intention of this report on spending is to illustrate our approach to addressing the needs of the whole child, including developing positive mental health, resilience and good levels of well-being to support academic learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in their learning to achieve well acting early in providing intervention when a need is identified
- Ensure that all children feel valued and can be heard in a safe and caring environment where they can thrive
- Ensure quality first teaching and high expectations for all pupils, irrespective of disadvantages or challenges children may face, children are encouraged to take responsibility for their learning and have high aspirations for themselves

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from the Foundation Stage through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. Our GLD outcomes are lower than national average with Communication and Language being a focus area for improvement in the early years and beyond. We are working hard to further enrich our language development and vocabulary, both orally and in our writing.
2	Assessments, observations and discussions suggest that disadvantaged pupils enter school with a lower level of oral skills which impacts on their ability to make progress in phonics and negatively impacts on their development as readers. Our phonics outcomes are good and we continue to work to develop these skills in reading and comprehension lessons.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class the majority of pupils both non disadvantaged and disadvantaged pupils arrive significantly below age-related expectations compared to national. This gap is great initially but this steadily reduces towards the end of KS2
4	Our assessments, observations and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils continue to exhibit delays due to partial school closures in the past when they were in the Early Years of school or as infants. These findings are supported by national studies.

	<p>This has resulted in gaps in knowledge and fewer cultural experiences. We are continuing to support children to plug any gaps to avoid pupils falling further behind age-related expectations, especially in language acquisition, phonics, reading and writing across the school.</p>
5	<p>Our assessments, parent and pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and physical and mental well-being.</p> <p>Teacher referrals for support for children have markedly increased. Out of 105 disadvantaged pupils there are currently 35 (34%) pupils requiring additional support for SEN needs and 59 (56%) with social and emotional needs, through Advotalk support, School Nurse, bereavement support, Mental Health Practitioners or bespoke Wellness Action Plans.</p>
6	<p>Attendance is usually in line with the national average. This is as a result of an ongoing commitment from the pastoral team to maintain and sustain good attendance for all pupils. A range of strategies targeted at families with persistent absence reduced the overall percentage of persistent absences. We continue to struggle to achieve attendance levels in line with national. This is due to recurrent illnesses and parents prioritising holidays. We work hard to support our families to improve their attendance figures, ensuring that there is an understanding of the importance of good attendance and celebrating attendance when it is good and improving.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Y1 phonics screening outcomes show that an increased % Pupil Premium can achieve the expected standard.

	<p>KS1 reading outcomes for PP children is in line with national outcomes</p> <p>KS2 reading outcomes in 2024/25 will show that the gap between disadvantaged children and non-disadvantaged children has narrowed</p>
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the gap between disadvantaged children and non-disadvantaged children has narrowed
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 73% (national) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Increasing and sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• positive behaviour evident in the classroom and during unstructured time</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line with each other</li> <li>• the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being in line with their peers.</li> </ul>

## 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: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment tests</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<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><a href="#">Testing</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to secure subject leadership and an enhanced language rich curriculum with quality texts and books, which we will purchase as needed</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, working with learning partners and including a focus on oral rehearsal are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Strong Foundations in the first years of school</a></p> <p>There is strong evidence that an engaging curriculum, one which is progressive and ensures deep learning with rich language usage, supports vocabulary acquisition.</p>	<p>1</p>

<p>Replenish and expand usage of RWI <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Purchase of ongoing CPD programme for RWI, to secure best practice in the delivery of the programme.</p> <p>Enhance the reading scheme and library with updated and relevant books and work with the Library Service to provide excellent resources and activities to support literacy and oracy.</p>	<p>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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Literacy in KS1</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>We will continue our Maths Pre Learning groups in our KS2 classes which have previously had a significant impact on the progress and attainment of children</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Meaningful Maths</a></p> <p><a href="#">Number sense</a></p> <p><a href="#">NCTM Research</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

who have been a part of these groups.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Staff wellbeing charter</a></p> <p><a href="#">ACES Research</a></p> <p><a href="#">End Violence- White Ribbon</a></p>	5

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2



<p>Continue with a comprehensive programme of interventions to support children to achieve the most positive outcomes. A significant proportion of the pupils who receive intervention support will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p>	<p>4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on positive behaviour management and approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>   <a href="#">Trauma informed approaches</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Working together to improve school attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Positive relationships and supportive staff ensure that parents engage readily with school if they are in need of support.</p>	<p>6</p>

<p>Ensure a member of staff has the responsibility for supporting families to get children into school regularly.</p>		
<p>The School Nurse provides a range of support for our pupils and their families. A significant proportion of the pupils who receive support from the nurse will be disadvantaged. The support ranges from prevention, identification, early support and access to specialist support.</p>	<p>Evidence demonstrates that children's well being is paramount to ensure the child is physically and mentally healthy, before they are ready to learn. The school nurse employs a range of strategies bespoke and specific for the children.</p> <p><a href="#">Mental Health and behaviour DFE</a>  <a href="#">Improving Attendance</a>  <a href="#">School Nursing</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 148,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using scores for 2023, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was in line with our expectations at KS2 and these were all above national figures, showing an upward trend from the previous year.

We identified further approaches to boost outcomes for disadvantaged and all pupils after our evaluation of the year 1 phonics check data this year.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than in previous years. The impact on disadvantaged pupils has been particularly acute.

We are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Reading Plus	Dreambox Learning
Read Write Inc	Oxford University Press