

## 2019-20 Pupil Premium Strategy Statement Review

Summary information					
The Priory School					
Academic Year	2019-20	Total PP budget	£94,435	Date of most recent PP review	September 2019
Total number of pupils	841	Number of pupils eligible for PP LAC 6% Post LAC 11% FSM 45% Ever 6 31% Service 7%	97 students 12% of school population.	Date for next internal review	September 2020

Current attainment		Students eligible for PP at Priory				Pupils not eligible for PP	
		2018/19	National	2019/2020	National	2018/2019	2019/2020
% achieving 5A*-C including English / Maths (2017-18 only)		53.3%		54.2%		71.14%	85.5%
% achieving threshold in English / Maths (2017-18 only)		73.3%		45.8%		75.2%	84.83%
Progress 8 score average		0.01	-0.44	-0.18	-0.45	0.36	+ 0.6
Attainment 8 score average		50.1	36.7	43.06	36.7	53.72	59.04
		A8 2018/19	A8 2019/220	P8 2018/2019		P8 2019/2020	
Upper	PP:	66	60.8	-0.08		+0.06	
	Non PP:	67.84	67.25	0.54		+0.59	
Middle	PP:	56.5	39.11	0.61		-0.14	
	Non PP:	47.11	47	0.12		+0.58	
Lower	PP:	35.67	16.5	0.17		-1.30	
	Non PP: 36.3	36.3	33.3	0.41		+0.83	

*'The Pupil Premium team intend to instil in PP students high levels of confidence, resilience and a genuine intention to achieve.'*

### The Pupil Premium Team

- Assistant Principal Intervention      Nick Bucknall
- Pupil Premium Champion (PPC)      Liz Tinsley
- Pupil Premium Mentor (PPM)      Elizabeth Robey

### Barriers to future attainment:

- In school barriers *could* include poor behaviour of a very small number of PP students, which may negatively impact on progress
- External barriers *could* include attendance, lack of parental engagement and support/ resourcing and decreased aspiration/motivation

#### Desired outcomes:

- Improved rates of progress for all PP students at KS3 and KS4
- PP students are appropriately supported with their individual social/ emotional needs with a view to producing independent, resilient young people
- PP attendance in line with national and school average
- Targeted behaviour support in action for identified PP students (to include those who might be at risk of exclusion)
- Address the vocabulary gap between PP and Non PP students
- Positive links between PP team and parents/ carers

#### Planned expenditure for named outcomes:

Desired outcome	Strategy	Success criteria	Staff Leads
Improved rates of academic progress for all PP students at KS3 and KS4	<ul style="list-style-type: none"> <li>• Departments to be encouraged to adopt whole-school Performance Management target, with a focus on PP students</li> <li>• Review of Student Support Plans with a view to making them more interactive</li> <li>• Lesson Study groups to be encouraged to adopt a PP focus</li> <li>• PP Team to continue to utilise bespoke Excel document to identify, track and monitor progress in PP students</li> <li>• PPM representation at all PP Planning Meetings</li> <li>• Consideration of how weekly rewards report can be used as a motivational tool</li> <li>• Research Alumni opportunities for PP students</li> <li>• Develop links with English (new) and Maths Mentors with a view to improving engagement of PP students in academic support</li> <li>• PPM and PPC to attend calendared half-termly SLT briefings with a focus on PP progress</li> </ul>	<ul style="list-style-type: none"> <li>• Diminished difference in progress between PP and non PP at KS3 and KS4. In line with SDP Priority 1, KS4 outcomes remain consistently above national expectations</li> <li>• Interactive, well-used Student Support Plans</li> <li>• PP briefing incorporated into New Staff Induction programme 2019-20</li> <li>• In line with SDP Priority 3, PPM and PPC to support middle leaders in creating a consistent classroom experience for PP students</li> <li>• All staff have PP students (to include LAC and post LAC) highlighted in their planners and on SIMS sheets.</li> <li>• During LWS, Teachers and Additional Adults know who their PP students are and can comment on their progress and needs</li> <li>• Engagement with Alumni with positive outcomes</li> <li>• Positive Attitude to Learning Grades and On Above Below data. Progress and engagement of PP students to reflect their non-PP counterparts at KS3</li> </ul>	ET/ ELR/ RCS/; CKN  Learning Mentors  HOD  HOH

	<ul style="list-style-type: none"> <li>• PPM and PPC to continue with termly sessions with teaching staff to raise the profile further of PP students and their needs</li> <li>• PPC to continue facilitating regular PP Network meetings across Shrewsbury schools</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective of Performance Management priority this year, PP students able to discuss their ATL and progress; able to articulate how they can improve and better engage</li> <li>• English and Maths Learning Mentors' tracking materials reflect greater support of PP students</li> <li>• Positive outcomes of HOH data analysis of PP progress and engagement</li> <li>• PPM and PPC support for departments in taking greater responsibility for their PP students' progress</li> <li>• Positive outcomes of Lesson Study where appropriate</li> <li>• Clear, consistent rewards system in place</li> </ul>	
Improve attendance of persistent absentees, especially PP students (SDP Priority 2)	<ul style="list-style-type: none"> <li>• Following eradication of PP N codes 18-19, MW to continue to run a half termly N code report for PP students</li> <li>• Acknowledge improved rates of attendance of PP students via parental contact and rewards system</li> <li>• Consider suitability of rewards system for PP students with a focus on acknowledging improved attendance</li> <li>• Monitor number of unauthorised holidays taken by PP students and consider methods of addressing</li> </ul>	<ul style="list-style-type: none"> <li>• No N codes. PPM contacts parents of all PP students who are absent, on the first day of absence</li> <li>• Heads of House and PPM work with EWO to monitor attendance of PP students with positive outcomes</li> <li>• PP attendance in line with national (94%) and school average (95.42%)</li> <li>• PP students engaged in rewards system and are accessing it</li> <li>• Fewer unauthorised holidays taken, or EWO action taken</li> </ul>	ELR/ EWO/ HOHs
Targeted behaviour support in place for identified PP students	<ul style="list-style-type: none"> <li>• Re-establish a Y9 'Go-Girls' type mentoring group with a focus on aspirations and self-esteem</li> <li>• Parental engagement of midterm transfers</li> <li>• Employ the services of Matt Smith with appropriate students</li> <li>• Consider role of School Nurse with key PP students</li> <li>• Consider the use of Assisted Technology with relevant PP students in improving exams outcomes</li> <li>• Continuation of 'Teen-Yoga' course</li> </ul>	<ul style="list-style-type: none"> <li>• Improved levels of Progress and ATL with identified students</li> <li>• Successful completion of Girls Mentoring programme</li> <li>• Outcomes of anecdotal student voice via PPM regarding the support that has been put in place</li> <li>• Positive feedback from School Nurse and Smash Life</li> <li>• Completion of Teen-Yoga course</li> </ul>	RCS/ PPM/ MS/ FM
Targeted support for identified PP students who are at risk of exclusion	<ul style="list-style-type: none"> <li>• PPM to develop relationship with Young Addaction team</li> <li>• To employ the services of Matt Smith with appropriate students</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer BLs and exclusions for PP students</li> <li>• SSPs to be contributed to by all relevant parties</li> <li>• PPM and PPC representation at Student Planning Meetings</li> </ul>	ELR/ ET/ Teaching staff/ FM/ MS

	<ul style="list-style-type: none"> <li>• PPM and PPC engagement with other agencies to include: Social workers, Housing, CSOs, EWOs</li> <li>• Consider strategies to use with hard to reach parents/ carers where working in partnership has historically been a challenge. As per SDP Priority 3 (sustain our work on communicating with identified parents/carers, in order to develop positive engagement)</li> <li>• Parental/ carers engagement of midterm transfers</li> <li>• Targeted in-class support at specific assessment points</li> </ul>	<ul style="list-style-type: none"> <li>• Identified PP students engaging with external services</li> <li>• Positive relationships between PP team and external agencies</li> <li>• Collaborative working with parents/ carers</li> <li>• Positive student voice from PP in-term transfers</li> </ul>	
To sustain our work on communicating with identified parents/carers, in order to develop positive engagement and foster independence (see SDP Priority 3)	<ul style="list-style-type: none"> <li>• Review the PP Policy, with a focus on funding for uniform, trips and FSM Breakfasts</li> <li>• PP Newsletter to have an agreed focus – this year: ‘Engagement in all areas of school life’, ‘Independence’ and ‘PP Parental accounts’</li> <li>• PPM and PPC to proactively promote parental outreach events such as Parental Workshops in English and Maths</li> <li>• Host ‘drop in’ sessions during PPD</li> <li>• Contact PP parents/ carers to reinforce positive impact of parental support at Apprenticeship Event</li> </ul>	<ul style="list-style-type: none"> <li>• Revised PP Policy that reflects realistic practice</li> <li>• Improved attendance of new Y6 parents/ carers at Transition evening and House Year 7 event for Parents</li> <li>• Greater parental attendance at the events such as Apprenticeship Event/ Consultation Evening/ Study Skills workshops/ PPD/ Macmillan coffee morning etc</li> <li>• Parental contribution to PP Newsletter</li> <li>• PPM and PPC attendance at Y7 PPD</li> <li>• PPM and PPC representation at Student Planning Meetings</li> <li>• PP Parents to contribute to PP Newsletter</li> </ul>	PPM/ PPC/ RCS/ HOH
Develop Careers strategy in order to expose PP students to appropriate opportunities. (SDP Priority 2)	<ul style="list-style-type: none"> <li>• Support for PP students with meaningful Year 10 Work Experience placements</li> <li>• PPM to consider ways of promoting high aspirations at post 16, using English at Work Day, Apprenticeship Event and KS4 Careers Event</li> <li>• PPM to meet Connexions adviser to discuss all KS4 PP students prior to their careers meeting</li> <li>• Pay NCS cost for PP students with a view to supporting financially all PP students</li> <li>• Post 16 Application drop ins for PP students</li> </ul>	<ul style="list-style-type: none"> <li>• Positive student and employee feedback following work experience</li> <li>• PP students report a smooth transition and stay on roll</li> <li>• PPM and PPC to conduct pre-visits, phone-calls and visits to work experience placements</li> <li>• Summer Term meeting with post 16 providers to facilitate smooth transition to college/ apprenticeship</li> <li>• Data provided by Post 16 provider to monitor percentage of PP students still on roll</li> </ul>	ELR/ ET/ Connexions
To address the vocabulary gap	<ul style="list-style-type: none"> <li>• To employ the services of Schools Library Association to address and support staff in encouraging reading for pleasure in PP students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement in the School Library</li> <li>• SIMs data supports an improvement in vocabulary choices in formal written pieces</li> </ul>	RCS/ ELR/ HED/ PWS

via an enthusiasm for reading.	<ul style="list-style-type: none"> <li>To adopt a whole school approach to reading for pleasure</li> </ul>		
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**Further planned expenditure:**

*These costings are currently under review and are approximate.*

Item	Detail	Planned Cost	Actual
Pupil Premium Champion and Mentor	Tracks and oversees the progress of all PP students; meeting with them, contacting home and raising staff awareness of activities that can be organised and resources purchased for PP; liaises with and reports to SLT on PP performance. The Pupil Premium Champion line manages a PP mentor and focuses on underachieving students.	£20500	£20,800
Extra-Curricular / enrichment	Musical instruments and lessons, access to G&T and support clubs	£1000	£3800
Learning Mentors	Contribution to salaries of Learning Mentors in English and Maths to improve student attainment and engagement. Learning Mentor to support EAL student. Contribution made to supplementing provision for Matt Smith and School Nurse as and when needed	£5000 £600	£5000 £400 £300
Classroom materials	Revision books, class readers and equipment provided once per academic year. Assisted Technology where appropriate.	£5000	£4400
Contributions to trips and visits	Low-cost, local trips paid for in full, at the school's discretion. Discretionary contribution towards specialist equipment for activities such as Duke of Edinburgh.	£12,000	£3500
Breakfast club	Offered twice a week and to coincide with circuit training, offered to all students. Breakfast will be free of charge to FSM students; key staff will be present at breakfast club to offer further support to students.	£3000	£1120
Counsellors	Part time counsellor to work specifically with PP students as required	£6500	£6500
Homework club	Homework club offered 4 nights a week, with increased TA support for PP students and PP students specifically invited	£3700	£4375
Connexions	Time with Connexions Advisor allocated specifically to PP students, alongside time with PP Mentor for preparation	£750	£750
Teacher	To enable smaller teaching groups, encourage a more mixed ability context.	£20000	£20000

Uniform	One set of school uniform per PP student to include one pair of school shoes (up to the price of £30). Receipts must be submitted to school during the first half term of the academic year. After this, a contribution can be made to further school uniform at the school's discretion.	£2000	£1420
CPD	To ensure that relevant CPD is up to date for PP Mentor, Champion and SLT Line Manager.	£650	£500
Cultural Experience Day	Y7 and 8 Cultural Experience day to Birmingham		
Schools Library Association	SLA consultancy	£550	£550
<b>Additional spending due to Lockdown</b>			
Additional TA Support	To support a LAC students		£1400
IT	Laptops and trolley to support remote learning		£10000
Total planned expenditure		£81,250	£84,815
Actual income			£109,618

Due to the COVID-19 Lockdown, funds allocated to trips and visits were mostly not used. These moneys were reallocated to provide Laptops for PP students who could not access remote learning. 20 Laptops and a storage trolley were purchased.

These will be added to when needed in 20/21 and have been budgeted for in the 20/21 PP strategy.

During the Lockdown period, the PPM and PPC roles changed. Part of this change was to ensure all PP students could access remote learning. An IT audit was conducted with the entire PP cohort to ascertain what provision was needed for each student. Laptops were then given to the PP students who needed them.

PPM and PPC also ensured all eligible PP students still had access to Free School Meals in the form of vouchers and shopping was done for one family. Regular check-ups on well-being were undertaken as home visits, phone calls and Teams video chats and social and emotional support was provided wherever necessary.

Because of these changes, some of the planned events in the strategy were unable to be undertaken and have been either cancelled or carried forward onto the 20/21 strategy.

Although still above the national average, we have seen a drop in our PP outcomes in both attainment and progress and a significant drop in the lower and middle ability range for both attainment and progress. Tracking and monitoring PP progress remains a key focus for the 20/21 Strategy.