

# The Priory School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Priory School
Number of pupils in school	852
Number of Pupil Premium students	129
Academic year/years that our current pupil premium strategy plan covers	2021/22-2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	14/09/2023
Statement authorised by	A Pope
Pupil premium lead	N Bucknall
Governor / Trustee lead	PP & Finance Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,180
Recovery premium funding allocation this academic year	£31,464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178,644

## Part A: Pupil premium strategy plan

### Statement of intent

The Priory School Pupil Premium strategy works alongside and is integral to our School Development Plan. Our strategic objectives are:

- To develop an outstanding quality of education through an appropriate and consistent curriculum intent and implementation to raise levels of progress for all disadvantaged students so that they are significantly above the national average.
- To deliver a curriculum predominantly based upon mixed ability teaching, to reduce the negative impact of setting we have specifically identified on the self-esteem and confidence of pupil premium students.
- To provide personal development opportunities, which not only support disadvantaged students' well-being and resilience, but which also allow them to self-regulate their behaviour and gain the most from their access to the wider curriculum.
- To ensure all disadvantaged students are exposed to appropriate career opportunities. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of the School Led Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gap Our observations would suggest that the range and complexity of our students' vocabulary has slipped as a result of the COVID-19 lockdowns and lack of 'normal education'. This prevents access to the highest grade boundaries across a number of subjects as well as hindering basic access to lesson, questions and exam papers.

2	<p><b>Progress data, gaps in knowledge due to Covid</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of attitude to learning scores than peers. This impacts their progress in all subjects.</p> <p>Although this data varies between year groups, our disadvantaged students are consistently below their peers for attitude to learning. This data has a direct correlation with progress.</p> <p>COVID-19 and time away from school may have had a significant effect on these pupils, creating gaps in knowledge resulting in pupils falling further behind age-related expectations.</p>
3	<p><b>Lower attainment at Year 7 testing</b></p> <p><b>Reading/Comprehension gap</b></p> <p>2021 Year 7 cohort GL assessment tests show disadvantaged students have a lower average reading age than their non-disadvantaged peers. This gap is currently, on average, 1 year lower.</p> <p>2022 GL Assessment Reading and Spelling tests for Year 7-10 show a significant number of our PP students are below average for their age. We have data for 96 yr 7-10 PP students- 33% of these are Below Average for Reading and/ or Spelling. A further 31% are Average for their age but in the lower half of average so need careful monitoring.</p>

4	<p><b>Student engagement</b></p> <p>Observations suggest that the attendance at extra-curricular clubs is lower for PP students than the rest of the cohort. Although, as a proportion of attendees, we do have a number of PP students attending clubs, this drops away when there are financial implications. Promoting the clubs for all students and ensuring attendance is not inhibited by financial implications allows us to re-dress the gap.</p> <p>Engagement with learning has reduced as a result of COVID; time spent on online learning, as well as observations and discussions with students, suggest that motivation to access materials was lower than for non PP students. Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This was compounded during remote learning.</p> <p><b>Parental Engagement</b></p> <p>Data suggests that parental engagement with School MIS would be expected. Strategies are in place to raise this and ensure all parents have access to students' data through Class Charts.</p> <p>Continued monitoring of parents evening attendance. Since COVID, these have been remote and as such access to technology presents a barrier for some. Aiming to remove this will increase attendance. 2022 will see the return to face-to-face meetings. Monitoring and early communication with hard-to-reach families will continue.</p> <p><b>Limited wider experiences outside of school</b></p>
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	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. This also impacts the presence of cultural capital (wider life experiences) as students have lacked the ability to engage in activities which would increase this. Through challenging engagement within school, we can aim to increase this and extend the knowledge and social assets of our students.</p>
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5	<p><b>Wellbeing</b></p> <p>There has been a marked increase in the number of students suffering from anxiety, self-harm and eating disorders. There has also been a noticeable increase in the number of students being referred for neuro-developmental assessments and requiring Educational Psychologists' reports.</p> <p>There are a higher proportion of disadvantaged students facing mental health challenges, these numbers are mirrored in the number of PP students accessing support:</p> <p>2021-22</p> <ul style="list-style-type: none"> <li>• 8 out 21 counselling sessions are attended by PP students.</li> <li>• 9 out of 10 Mentoring sessions are attended by PP students.</li> <li>• 1 out of 6 specialist ASD counselling sessions are attended students.</li> </ul> <p>Our assessments, about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p><b>Lower Aspirations</b></p> <p>Our assessments including observations and discussions with pupils and families, student voice, feedback from careers advisors and destination data from post 16 providers suggest that PP students have lower aspirations in terms of future study and careers.</p> <p>Feedback from our mentoring counsellor, Matt Smith from Smashlife, also mirrors a need for positive role models for PP, especially disaffected male students.</p>
	<p>Destinations data for leavers 2021 highlighted that PP students were much more likely to be NEET (Not in Education, Employment or Training), less likely to choose to study A levels or choose a sixth form college (most opted for Shrewsbury Colleges Group). This has therefore become a focus of the careers strategy to reduce NEETs and improve both engagement and aspirations for this subgroup.</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
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<p>Raise levels of progress and attainment at KS4 for all disadvantaged students so that they are significantly above the national average for progress of disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Progress 8 - Achieve top quartile for progress made by disadvantaged pupils amongst similar schools by 2024. (with similar socio-economic factors, as well as size of school)</li> <li>• Attainment 8 - Achieve national average for attainment for all disadvantaged pupils by 2025.</li> <li>• Achieve above average English and maths 5+ scores for similar schools for disadvantaged pupils by 2025.</li> <li>• Ensure all KS4 disadvantaged students are offered school led tutoring, where need to raise/maintain progress.</li> </ul>
<p>Improved KS3 progress gap between disadvantaged and non-disadvantaged.</p>	<ul style="list-style-type: none"> <li>• KS3 progress measures show an improving trend across KS3 reducing the gap between PP and non-PP by 2025. Using P8 and A8 figures</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>School led tutors and/ or Peer mentors in KS4 will work with KS3 PP students that are below or well below in reading and spelling within the tutor literacy session. They will have small group focused reading sessions, that will include comprehension of text and will allow discussion time.</p>	<ul style="list-style-type: none"> <li>• GL Assessments (a national, benchmarked test) for reading and spelling at the end of year 7 (entire cohort) - Year 8 GL assessments at Christmas and Summer for all students who are on or below age expectations. - Year 9 GL assessments at Christmas and Summer for all students who are on or below age expectations.</li> <li>• This data will be used to track progress and inform interventions and support</li> <li>• Students will be invited to a Seneca club and weekly data will be collected and monitored.</li> <li>• PP book scrutiny in summer 1- this will be to identify improvements in Vocab and comprehension.</li> <li>• Monitoring of Library usage of PP students.</li> <li>• Disadvantaged pupils demonstrate improved comprehension skills in line with non-disadvantaged and there are smaller disparities between the</li> </ul>

	<p>scores of disadvantaged pupils and their non-disadvantaged peers by the end of year 9 and</p>
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	<p>average scores for both groups are at least age appropriate.</p> <ul style="list-style-type: none"> <li>• Wider school monitoring should also have recognised this improvement for disadvantaged students through engagement in lessons and book scrutiny.</li> <li>•</li> </ul>
<p>All pupils demonstrate resilience and are able to self-regulate their behaviour and gain the most from their learning</p>	<ul style="list-style-type: none"> <li>• Attendance at or above national average by 2023, target of 96%.</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 1%.</li> <li>• Behaviour logs are in line with average percentages of non-PP students in 2023.</li> <li>• Rewards are in line with average percentages of non-PP students end of 2023.</li> </ul>

<p>Vocabulary gap</p> <p>School led tutors and/ or Peer mentors in KS4 will work with KS3 PP students that are below or well below in reading and spelling within the tutor literacy session. They will have small group focused reading sessions, that will include comprehension of text and will allow discussion time.</p> <p>Seneca will be used within KS4 interventions, this will help monitor the vocab gap. Information will be collected weekly.</p>	<ul style="list-style-type: none"> <li>• All teaching staff to receive CPD on the use of key words within lessons. Key words will be shared with students at the start of lessons and staff will use techniques to promote their use.</li> <li>• English department to discuss vocab in library lessons.</li> <li>• Observations and learning walks demonstrate that subject specific key vocabulary is being used during book scrutiny and departmental assessments by disadvantaged pupils</li> <li>• Book scrutiny and assessments show that disadvantaged student's work is becoming more academic</li> <li>• English interventions to priorities underachieving PP students</li> <li>• All KS3 pp students to be invited on a Shrewsbury Library visit- staff to do everything possible to ensure they attend.</li> <li>• They will be identified by GSP testing and will be retested to look at progress.</li> <li>• Year 7 PP focused book club</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>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> </ul>
	<ul style="list-style-type: none"> <li>• a high proportion of disadvantaged students engaging in whole school events and House activities; and</li> <li>• all disadvantaged students receive the same opportunities regardless of cost implications.</li> </ul>

<p>Raise aspirations of disadvantaged students by improved attainment across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<ul style="list-style-type: none"> <li>• By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) in line with aspirations for non-PP students. In 2021, 30% of PP students entered the EBacc compared to 28.6% non-PP. In 2020, 37.5% of PP students entered the Ebacc compared to 45% of non-PP students.</li> </ul>
<p>Pupils are ready to encounter the world of work, training, and further education</p>	<ul style="list-style-type: none"> <li>• All Gatsby Benchmarks (government led criteria for the quality of Careers input) are met for all disadvantaged students by the end of 2021/22</li> <li>• No disadvantaged students are NEET, achieved by the end of 2022/23.</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: £78,085

<b>Activity</b>	<b>Evidence that supports this approach</b> <i>(The evidence for these approaches is referred to through reference to the Education Endowment Foundation toolkit where they have rated the efficacy of specific interventions and their impact on the performance of disadvantaged students compared to the cost of the intervention)</i>	<b>Challenge number(s) addressed</b>
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<p>Assistant Student Support Officer £25,681 Track and oversee the progress of all disadvantaged pupils; meeting with them, contacting home and raising staff awareness of activities that can be organised and resources purchased for disadvantaged pupils. ASSO liaises with, and reports to SLT on PP performance. The ASSO line manages a PP mentor.</p>	<p>The EEF toolkit noted above supports this type of targeted mentoring intervention for students at having a positive impact of 2 months or more on the outcomes of pupil premium students. It also identified that building close relationships with parents has an impact of 4 months or more on student outcomes.</p>	<p>All</p>
<p>Pupil Premium Student Support Mentor £16,912 Meets regularly with PP students and forms a close working relationship with families and focuses on underachieving students with a view to improve both attainment and attendance.</p>	<p>+2 months improvement in student outcomes according to the EEF toolkit. Where this work is 1:1 up to 5 months or more progress can be seen. +4 months improvement in outcomes where positive relations are developed with the families of students.</p>	<p>All</p>
<p>Intervention mentors £7,500 Contribution to salaries of Intervention Mentors in English, Science and Maths to improve student attainment and engagement.</p>	<p>The EEF toolkit supports this type of targeted intervention for students and families at having a positive impact of 2 months or more on the outcomes of pupil premium students. Where this is 1:1 tuition it has an impact of 4 months or more.</p>	<p>2,3</p>

<p>TLR (Teaching &amp; Learning Responsibility) for Enrichment coordinator £2,400 (ends April 2023)</p> <p>Continued monitoring of parental engagement e.g. parents evenings, returns on consultations, good news responses, attendance at House and other calendared events, as well as ensuring parent involvement is The EEF toolkit noted above supports this type of targeted mentoring intervention for students at having a positive impact of 2 months or more on the outcomes of pupil premium students. It also identified that building close relationships with parents has an impact of 4 months or more on student outcomes.</p>	<p>Parental engagement EEF +4 months progress on the student.</p>	<p>4,5,6</p>
<p>Teacher £20,000</p> <p>High quality teaching, smaller mixed ability groups in English</p>	<p>EEF +2 months of progress on student outcomes for smaller class sizes but plus 5 months improvement where mastery learning and collaborative learning are being used. Mastery is being embedded within our Maths curriculum and our T&amp;L expectations focus on the benefits of collaborative strategies.</p>	<p>1,2,3</p>

<p>Inclusion Coordinator contribution to post, £5,292</p> <p>To support the welfare, social and emotional needs of identified students, with specific reference to those who may be PP, SEN or have wider needs, to ensure they achieve the best outcomes possible.</p>	<p>Parental engagement EEF +4 months progress on the student.</p> <p>The EEF toolkit supports this type of targeted intervention for students and families at having a positive impact of 2 months or more on the outcomes of pupil premium students.</p>	<p>1,2,3</p>
<p>CPD £300</p> <p>Continuing professional development for staff working closest to our PP students.</p> <p>Training courses to ensure our Pupil Premium Champion and Mentor are at the cutting edge of leading research and ideas.</p>		<p>4,5,6</p>

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

Budgeted cost: £ 37,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Guest speakers focusing on revision skills, aspirations, careers and life skills preparation.</p> <p>£1,000</p>	<p>EEF aspiration learning – impact is listed as unclear in the EEF toolkit but our own student voice is very positive as a result of these events.</p>	<p>4,6</p>

<p>Homework Club £4,400</p> <p>Homework club offered 4 nights a week, with increased TA support for disadvantaged students. PP students specifically invited</p>	<p>+3 months improvement in student outcomes according to EEF toolkit</p>	<p>1,2,3,4</p>
<p>Careers Advisor £750</p> <p>Time with Careers Advisor allocated specifically to disadvantaged students, alongside time with PP Mentor, for preparation for meetings and interviews.</p>	<p>EEF aspiration learning - see not above.</p>	<p>4,6</p>
<p>Afterschool Tuition: £31,464</p> <p>Peer Mentoring (Yr 7 &amp; 10)</p> <p>To ensure Year 7 also have an opportunity to participate they will receive peer mentoring, based on the data tests we have conducted since they have started Priory.</p> <p>School led tutoring by 7 Teaching Assistants</p>	<p>Extending school time +3 EEF Research supports small group tutoring. We are using Priory staff following experiences from NTP in 2020/2021, where student engagement was mixed. We know that student engagement is higher with staff they already know and have relationships with (plus 4 months of progress for TA interventions if high quality)</p> <p>Evidence shows that teaching assistants are more likely to have a positive impact whilst delivering structured intervention than as general classroom support. (EEF) EEF suggest, and we recognise, TAs must undergo training to ensure the effectiveness of the programme delivered is to a high quality and beneficial.</p>	<p>1,2,3,4,</p>

<p>These will be delivered in Maths, Science, English, Humanities and MFL in half-termly blocks. Students will be selected based on data, in discussion with HOD and pupil premium status.</p> <p>Student Support to open breakfast club for vulnerable students.</p> <p>Support Hub is now available for homework support for disadvantaged students.</p> <p>Disadvantaged students will be invited into school during holidays for targeted 1:1 support</p>	<p>Peer mentoring, on average, has a positive impact on both tutors and tutees (of up to 5 months progress for students according to the EEF toolkit) and may be a cost effective approach to delivering 1:1 or small group tuition in a school.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 62,945

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Ensuring Pupil premium students have access to appropriate ICT hardware to be able to access the curriculum</p> <p>Laptops and IT £2,000</p>	<p>EEF metacognition +7 months of progress</p> <p>EEF "It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology."</p>	<p>1,2,3,4,</p>

<p>Classroom materials Revision books, class readers and equipment, etc. to ensure students have access to the same resources as their peers. £10,000</p>	<p>Our own in school student voice and monitoring has identified that the main reason why pupil premium students have a behaviour log is missing equipment. Providing basic materials will help to prevent a negative experience of school.</p>	<p>All</p>
<p>Trips and visits £15,000 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.</p>	<p>EEF aspiration learning – little clear evidence of impact but in school evidence of ensuring participation and 'levelling' the experience of all students.</p>	<p>All</p>
<p>PP breakfast £1,500 Supplies of food in Student Support to ensure all have access to breakfast.</p>	<p>DfE guidance: "The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour."</p>	<p>4,5,</p>
<p>Counsellor £20,895 To support the social and emotional needs to students. This has increased as a result of the COVID pandemic. We have therefore increased counsellor provision in school.</p>	<p>Social and emotional learning EEF +3 months of progress on student outcomes.</p>	<p>4,5,6</p>
<p>Uniform £4,000 One set of school uniform is provided for PP students. After this, a contribution can be made to further school uniform at the school's discretion.</p>	<p>Mentioned by EEF</p>	<p>4,5,6</p>

Mobile Phone £250 Mobile number shared with PP families, direct access to ASSO		
Student Support Resources £300		
Extra-Curricular / enrichment £9,000 Musical instruments and lessons, access to G&T and support clubs. This will help to increase PP participation as the cost of equipment for some clubs can be prohibitive.	Extending school time EEF +3 months progress on student outcomes.  Arts provision is also mentioned by the EEF as increasing pupil progress and outcomes by 3 months or more.  Individualised instruction also has an impact of +4 months or more on student outcomes.	4,5,6

**Total budgeted cost: £178,644**

## 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.

Year 11 Examinations from 2021/22 show that the performance of disadvantaged pupils was lower than in the previous 2 years. EBacc entry was 28% which is lower than in the previous year of 33%, but the gap in EBacc entries between disadvantaged pupils and non-disadvantaged grew in 20/21 and did again last year.

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 91%, it was higher than the national average. Last year's attendance, although higher than the national average, was lower among disadvantaged average of 86%. This 4% gap is greater than the previous year by 2%.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all identified pupils, and targeted interventions where required such as the addition of a wellbeing garden and employment of additional members of support staff. The need to support wellbeing became acutely visible during Year 11 exams and an entirely new system had to be developed to ensure these student could access their GCSEs.

#### Progress and attainment 2021-2022

Year Group	Non-PP Attainment	PP Attainment	Gap	Non-PP Progress	PP Progress	Gap
7	51.65	44.11	-7.54	+0.15	+0.06	-0.10
8	53.35	42.38	-10.97	+0.01	-0.07	-0.08
9	54.12	40.43	-13.69	+0.03	-0.01	-0.04
10	57.33	45.14	-12.19	+0.25	+0.14	-0.12
11	56.91	34.14	-22.77	0.00	-0.98	-0.98
Average	54.67	41.24	-13.37	+0.11	-0.17	-0.26

#### Attendance 2021-2022

Year Group	No PP Attend	PP Attend	Gap
7	95%	91%	4%
8	93%	90%	3%
9	93%	89%	4%
10	93%	85%	8%
11	86%	73%	12%
Average	92%	88%	6%

## Behaviour 2021-2022

Year Group	No PP Neg Logs Av	PP Neg Logs Av	Av Gap	No PP Positive Logs Av	PP Positive Logs Av	Gap Av
7	5.4	17.3	-11.9	9.8	8.1	-1.7
8	9.5	19.7	-10.2	9.8	6.8	-2.0
9	9.3	15.5	-6.2	5.9	4.7	-1.2
10	7.6	19.7	-12.1	3.6	2.3	-1.3
11	8.4	30.8	-22.4	0.3	0.4	+0.1
Aver	8.0	18.6	-10.6	5.9	4.7	-1.2

## 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*

<b>Programme</b>	<b>Provider</b>
Twinkle	Twinkle
SENECA	SENECA
Exam Pro	
Activelearn	Pearson
Rapidplus	Pearson
Catchup Numeracy	Catchup

## Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	We use the SPP to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.
What was the impact of that spending on service pupil premium eligible pupils?	Monitoring through student voice the impact of measures on wellbeing.

## Further information (optional)

### Additional activity

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

- HAF (Holiday Activity Fund) vouchers. All FSM PP students given vouchers for free meals and summer holiday 2021 activities and support for booking on.
- Food Bank Christmas hampers. Eight students each year receive Christmas food and present hampers delivered by school from the Shrewsbury Food Hub
- Cook Along. Ten students from various year groups took part over a 10 month period. Weekly ingredients were provided and delivered to home. Students followed an online recipe tutorial.
- Shropshire Cycle Hub provided three bicycles to PP students with transport needs.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Whole school commitment to differentiation and mixed ability inspired by the work of an advisor specializing in the needs of disadvantaged students, the school has a history of mixed ability teaching; the majority of lessons are taught in a mixed ability context. Mixed ability teaching challenges the barriers that can link disadvantage with low attainment. It provides a more aspirational and inclusive environment and enable powerful peer to peer support through strategies such as the use of Learning Partners. Mixed ability teaching demands that the most vulnerable learners are at the heart of teaching, encourages genuine collaboration and demands that staff differentiate thoughtfully and skilfully.
- Whole school commitment to feedback and reflect and progress. All pupils, including disadvantaged, are able to discuss their Attitude To Learning and progress; able to articulate how they can improve and better engage. PPM and PPC representation at Student Planning Meetings during Reflect and Progress day
- Post 16 Application drop ins for disadvantaged pupils.
- Prioritise meetings with Careers Advisor for PP students. Group sessions focusing potential routes for the future now start at the end of Year 10 and these are followed up with 1:1 meeting early in Year 11, allowing time for further follow up appointments / support if required.
- One page 'snapshot' of post 16 routes created and made accessible for PP students and parents/carers. This is now displayed in all Year 11 form rooms,

ET/ER contact home with the information and a hard copy also sent to PP parents.

- Currently investigating resuming visits including Y9 Oxford University and other university visits to encourage PP students to consider these routes.
- Harper Adams deliver a financial talk to all students in Year 10 as part of financial capability in Life. This includes how to finance university should students choose this route and therefore 'busts' some of the myths that exist encouraging students to consider this route for them.
- Gatsby BM4 – Careers in the Curriculum has an increased profile in comparison to previous years. This will ensure that PP students are aware of many different career routes linked to subject areas. Teachers' awareness and support for PP students in the classroom will naturally complement the careers advice received in the formal 1:1 settings.
- Post 16 providers' evening – pre-Covid, work was already underway to invite local post 16 providers into Priory to enable students to easily access information, this is especially important for PP students as PP staff and teachers can support them in finding out about different routes and courses that may be suited to them. It is intended that this event will take place summer 2022

*PPM (Pupil Premium Mentor) PPC (Pupil Premium Champion)*

- PPM to be invited to all PP Planning Meetings.
- PPC to establish a PP Network meeting in the second half of the Autumn term across Shrewsbury schools.
- All teaching staff have PP students (to include type) highlighted in their Marksheets on Arbor so they know who they are in the classes they teach. Student support plans highlight targets and information to support teachers in their planning and resourcing to meet their needs.
- PPM and PPC provide support for departments in taking greater responsibility for their PP students' progress.
- PPM contact parents or guardians of all PP students who are absent, on the first day of absence.
- PPM, PPC and engagement coordinator work with teaching staff and Heads of House to ensure disadvantaged students have 100% uptake during enrichment week.
- PPM and PPC engagement with other agencies includes: Social workers, Housing, Community Support Officers, Education Welfare Officers.
- Heads of House and PPM work with Educational Welfare Officer to monitor attendance of disadvantaged students.
- SENCO, PPC and PPM support Primary transition with extra transition visits for disadvantaged students.

- PPM meet Careers Adviser and Careers Lead to discuss all KS4 disadvantaged students prior to their careers meetings.
- SLT Lead have termly sessions with teaching staff to further raise the profile of disadvantaged students and their needs.
- One member of SLT is accountable for oversight of PP spending and disadvantaged student progress.
- Teachers have PP students identified on their seating plans and Arbor information. HOH and Engagement Co-ordinator undertake data analysis of disadvantaged pupils' progress and engagement.
- PE department support PPM in monitoring the participation of PP students in PE activities via Squad In Touch
- Use of Provision Map records in one place up-to-date information on students with advice and strategies to support their learning. This provides the ability to set clear SMART targets which are reviewed termly with their tutors.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. We are still awaiting the final phase of this review with recommendations.

Recognising that positive wellbeing is integral to academic success, and that disadvantaged students are more prone to mental health challenges, we continue to offer a broad complement of specialists to support our students. This provision has been increased to meet pandemic demands. We buy in services from counsellors, youth mentors and autism services, as well as liaising with local authority mental health and wellbeing services and those in the private sector. Disadvantaged students are prioritised when accessing our in-house services.

Owing to an increased number of eating disorders observed, we have developed strong working relationships with the EDC (Eating Disorder Coalition) and work closely with the school nurse.

We have adopted school wide wellbeing initiatives that include both the staff and student body, promoting and underpinning the main factors integral to supporting positive mental health.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We will have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. We will use this framework to review our plan on an annual basis.

