

## Pupil Premium Strategy Statement

### The Priory School 2019-20

| 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<br>LAC 6%<br>Post LAC 11%<br>FSM 45%<br>Ever 6 31%<br>Service 7% | 97 students 12%<br>of school<br>population. | Date for next internal review | September 2020 |

| Current attainment   |                                    |                            |
|--|------------------------------------|----------------------------|
|  | Students eligible for PP at Priory | Pupils not eligible for PP |
| % achieving 5A*-C including English / Maths (2017-18 only) | 53.3%                              | 71.14%                     |
| % achieving threshold in English / Maths (2017-18 only)    | 73.3%                              | 75.2%                      |
| Progress 8 score average                                   | 0.01                               | 0.36                       |
| Attainment 8 score average                                 | 50.1                               | 53.72                      |
|  | A8                                 | P8                         |
| Upper  | PP: 66<br>Non PP: 67.84            | -0.08<br>0.54              |
| Middle   | PP: 56.5<br>Non PP: 47.11          | 0.61<br>0.12               |
| Lower  | PP: 35.67<br>Non PP: 36.3          | 0.17<br>0.41               |

*'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      Ruth Shaw
- 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/;<br>CKN<br><br>Learning Mentors<br><br>HOD<br><br>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> |  |  |
|--------------------------------|--|--|--|

**Further planned expenditure:**

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

| Item                              | Detail   | Cost          |
|-----------------------------------|--|---------------|
| 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        |
| Extra-Curricular / enrichment     | Musical instruments and lessons, access to G&T and support clubs   | £1000         |
| Learning Mentors                  | Contribution to salaries of Learning Mentors in English and Maths to improve student attainment and engagement.<br>Learning Mentor to support EAL student.<br>Contribution made to supplementing provision for Matt Smith and School Nurse as and when needed  | £5000<br>£600 |
| Classroom materials               | Revision books, class readers and equipment provided once per academic year. Assisted Technology where appropriate.  | £5000         |
| Contributions to trips and visits | Low-cost, local trips paid for in full, at the school's discretion.<br>Discretionary contribution towards specialist equipment for activities such as Duke of Edinburgh.   | £12,000       |
| 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         |
| Counsellors                       | Part time counsellor to work specifically with PP students as required   | £6500         |
| Homework club                     | Homework club offered 4 nights a week, with increased TA support for PP students and PP students specifically invited  | £3700         |
| Connexions                        | Time with Connexions Advisor allocated specifically to PP students, alongside time with PP Mentor for preparation  | £750          |
| Teacher                           | To enable smaller teaching groups, encourage a more mixed ability context.   | £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         |
| CPD                               | To ensure that relevant CPD is up to date for PP Mentor, Champion and SLT Line Manager.  | £650          |
| Cultural Experience Day           | Y7 and 8 Cultural Experience day to Birmingham   |               |

|                             |                 |         |
|-----------------------------|-----------------|---------|
| Schools Library Association | SLA consultancy | £550    |
| Total planned expenditure   |                 | £81,250 |