

Pupil premium strategy statement – The Priory School

This statement details our school's use of pupil 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	849
Proportion (%) of pupil premium eligible pupils	143/849 = 16.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021-25
Date this statement was published	November 2024
Date on which it will be reviewed	14/09/25
Statement authorised by	A Pope
Pupil premium lead	L Heath
Governor / Trustee lead	Finance Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,880.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£183,880.00

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 ensure adaptive teaching is front and centre in our classrooms to support the progress of all disadvantaged students.

Embed literacy and reading within lessons to ensure the gap is reduced for disadvantaged students.

Identify and remove barriers to extra-curricular activities and engagement in wider school life, increasing participation for disadvantaged students.

Improve attendance for disadvantaged students.

Improve parental involvement for disadvantaged students.

Our Ethos at Priory School is that all students should leave us as Selfless, self-assured and successful students. All staff are committed to ensuring every student, irrespective of circumstance, is able to achieve this.

Our mixed ability classrooms foster an inclusive environment, allowing students to feel a sense of belonging and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Progress/ aspirations
2	Literacy
3	Participation/ engagement
4	Attendance
5	Well-being
6	Parental engagement

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
<p>To ensure all staff and governors are aspirational for PP students.</p>	<ul style="list-style-type: none"> • The PP strategy forms part of the SDP and progress of PP students is reviewed as part of this plan. • PP outcomes will be a regular agenda item at SLT meetings, HOD 1:1 meetings and department meetings. • Staff will set aspirational targets for PP students when setting PEG's. • Report data will show aspirational written targets for PP students, to enable students to make further progress.
<p>Continue to raise levels of progress and attainment for all PP students at KS3 and KS4 across all subjects. Including internal ATL data</p>	<ul style="list-style-type: none"> • Staff to use data drops to analyse data for PP students. Ensuring they are making expected progress towards aspirational targets. • Attainment and progress gaps to close between PP and non-PP students. • PRIORITY PP students to achieve significantly above other PP students nationally in same context settings. • PP Students will be meeting their aspirational targets in all subjects. • ATL data tracked by tutors and classroom teachers to ensure PP students are engaged in their learning.
<p>Ensure students at both Key stages are offered appropriate interventions, if needed, to boost progress. Specifically focusing on literacy at KS3.</p>	<ul style="list-style-type: none"> • GL assessments used to track reading and spelling data at KS3. Identifying students who need interventions. • Students who have received intervention will be re-tested and progress tracked. • Students will be meeting their aspirational targets in all subjects. • Students will have access to Peer mentoring for low literacy levels (via reading assessment) data tracked. • Students' attendance at homework support will be tracked and offered if required.
<p>To ensure that PP attendance is in line with school average, and at or above the national average.</p>	<ul style="list-style-type: none"> • Attendance gap between PP v Non-PP is reduced.

	<ul style="list-style-type: none"> Attendance for PP students is tracked by students in tutor time and monitored by tutors Weekly tracking with attendance lead and HOH and then appropriate interventions put in place.
Staff to receive high quality CPD, around issues that can affect the progress and development of PP students; particularly the most vulnerable.	<ul style="list-style-type: none"> CPD programme designed to include PP updates termly. CPD sessions, where appropriate, to focus on meeting the needs of PP students. HOH to use student spotlights to highlight PP students
Pupils to be ready to encounter the world of work, training and further education.	<ul style="list-style-type: none"> All Gatsby Benchmarks (government led criteria for the quality of careers input) are met for all disadvantaged students. All disadvantaged students in KS4 receive, at least, 2 careers appointments. No disadvantaged student leaving P10 to be NEET
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> Qualitative data from student voice, student survey and parents' surveys. Teacher observations Data from attendance at House events Data from attendance at extra-curricular events Data from attendance to external visits / trips (PP funding to support students attendance)

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £117,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Student Support Officer (ASSO)	The EEF toolkit Teaching and Learning Toolkit EEF	All

<p>This role tracks and oversees the progress of all disadvantaged pupils; meeting with them, and contacting home.</p> <p>To work as part of the PP team raising staff awareness of activities that can be organised and resources purchased for disadvantaged pupils.</p> <p>ASSO liaises with, and reports to SLT on PP performance.</p> <p>The ASSO line manages a PP mentor.</p>	<p>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 PP students. It also identified that building close relationships with parents has an impact of 4 months or more on student outcomes.</p>	
<p>Pupil Premium mentor.</p> <p>Meets regularly with PP students and forms a close working relationship with families. 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>	All
<p>Classroom Teacher (English) to allow for smaller mixed ability classes.</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.</p>	1,2,3
<p>Inclusion Coordinator (contribution to post)</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>	1,3,4&5
<p>Continuing professional development (CPD) for staff working closest to our PP students.</p> <p>Training courses to ensure our Pupil Premium Champion and Mentor are at the</p>	<p>This will ensure staff working with PP pupils have the correct skills set to build pupil resiliency and create positive relationships.</p>	4,5&6

cutting edge of leading research and ideas.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP team to meet disadvantaged students to target set and monitor progress half termly</p> <p>This may be 1:1 or small group sessions.</p>	+4 months progress based on EEF research	1,3,4&5
<p>We have partnered up with Axion Maths to deliver Maths circles to a specially selected group of high attaining pupils. The group will be made up of at least 1/3 PP students and will be fully funded by Axion maths.</p>	<p>Axiom's mission is to help every child with the head and heart for maths realise the potential of their power. The backbone of Axiom's approach is maths circles. These are small groups of pupils who meet weekly to tackle a curriculum of challenging maths problems. It's an approach that's worked very successfully. The beauty of maths circles is that they're about the relationships as much as the maths. Maths circles are to maths lessons like band practice is to music lessons. They are a supportive social group where maths is valued. Too many pupils feel they need to hide their mathematical talent in order to fit in. Maths circles create a space where pupils who enjoy maths can meet together and encourage each other's interest. They support each other, and help each other to succeed.</p>	1,3, 4&5
<p>Science Learning Mentor To support classes and enable small group interventions.</p>	EEF outcomes	1, 2 &4

Guest speakers focusing on revision skills, aspirations, careers and life skills preparation.	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.	1, 4 & 5
Homework Club offered 4 nights a week, with increased TA support for disadvantaged students. PP students specifically invited. An invitation only lunchtime club is offered specifically to a small number PP students to try and reduce behaviour logs.	+3 months improvement in student outcomes according to EEF toolkit	1,2,3,4 & 5
Careers Advisor Time with Careers Advisor allocated specifically to disadvantaged students, alongside time with PP Mentor, for preparation for meetings and interviews.	EEF aspiration learning - see note above.	1 & 5
Student Support to open breakfast club for vulnerable students.		
Peer mentoring KS4 to KS3. 1:1 mentoring for 20mins a week. Rotates termly (if needed)	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.	1,2,3,4 & 5
Disadvantaged students invited into school during holidays for targeted 1:1 support		1,2,3,4 & 5

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

Budgeted cost: £44,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion mentor		1,2,4,5&6

Offering a safe space for students who are struggling to attend mainstream lessons. Attendance for our students is a whole school focus and this space allows students who are struggling with mental health and anxiety to access learning on site.		
Ensuring Pupil Premium students have access to appropriate ICT hardware to access the curriculum	EEF metacognition +7 months of progress 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."	1,3,5&6
Classroom materials Revision books, class readers and equipment, etc. to ensure students have access to the same resources as their peers.	Priory 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.	1,2,5
Trips & 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	EEF aspiration learning – little clear evidence of impact but in school evidence of ensuring participation and 'levelling' the experience of all students. However, communication around trips enhances relationships with families and students. Our families note that they find this particularly supportive.	All
PP breakfast Supplies of food via our Learning engagement team to ensure all FSM students have access to breakfast.	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."	1,4,5
Termly Aspire Coffee Mornings. Build and maintain relationships with parents/carers and promote the PP offer in a relaxed setting.		all
Pastoral Support enhancement & recovery attendance support. To support the social	Social and emotional learning EEF +3 months of progress on student outcomes.	4&5

<p>and emotional needs to students. This has increased as a result of the COVID pandemic.</p> <p>We work with:</p> <p>School nurse service</p> <p>Social prescribing</p> <p>Spectra</p> <p>Smashlife</p>		
<p>One set of school uniform is provided for PP (FSM) students. After this, a contribution can be made to further school uniform at the school's discretion.</p> <p>An annual nearly new event is held to support further need.</p>	Mentioned by EEF	4,5&6
<p>Learning engagement mobile phone.</p> <p>Mobile number shared with PP families, direct access to ASSO</p>		6
<p>Extra-Curricular / enrichment</p> <p>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.</p>	<p>Extending school time EEF +3 months progress on student outcomes.</p> <p>Arts provision is also mentioned by the EEF as increasing pupil progress and outcomes by 3 months or more.</p> <p>Individualised instruction also has an impact of +4 months or more on student outcomes.</p>	3,4,5&6

Total budgeted cost: £ 183,880.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance data

Attendance remains our priority with our PP students. We have introduced a new facility/space which supports students in completing homework and allows both social and emotional and academic interventions sessions. We recognise barriers to attendance and are working with students to ensure they can attend school.

Attendance 2021-2022 including year 11 summer term

Year group	Non-PP	PP	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%

Attendance 2022 –2023 including year 11 summer term

Year group	Non- PP	PP	Gap
7	95.4%	88.7%	7.7%
8	94.1%	87.1%	7%
9	93.2%	88.9%	4.3%
10	93.8%	90.7%	3.1%
11	81.7%	73.3%	8.4%
Average	91.9%	85.6%	6.3%

Attendance 2023-2024 including year 11 summer term

Year group	Non- PP	PP	Gap
7	94.8%	91.5%	
8	93.6%	83.7%	
9	94.2%	83.9%	
10	92.5%	85.3%	
11	84.3%	79.1%	
Average	91.8%	84.5%	

Academic Progress

2023 GCSE Results	DA	NDA	Gap
Number of Students:	24	140	
Progress 8:	-0.17	0.47	-0.64
Attainment 8:	40.65	57.78	-17.13
Grade 4+ in English and Maths:	56.0%	80.9%	-24.9%
Grade 5+ in English and Maths:	32.0%	67.4%	-35.4%
2024 GCSE Results	DA	NDA	Gap
Number of Students:	10	160	
Progress 8:	-0.02	0.33	-0.35
Attainment 8:	33.5	55.1	-21.6
Grade 4+ in English and Maths:	30.0%	86.9%	-56.9%
Grade 5+ in English and Maths:	0.0%	61.9%	-61.9%
2025 Leavers (Y11)	DA	NDA	Gap
Number of Students:	23	144	
Progress 8:	N/A	N/A	N/A
Attainment 8:	43.6	56.4	-12.7

Grade 4+ in English and Maths:	47.8%	85.4%	-37.6%
Grade 5+ in English and Maths:	34.8%	70.1%	-35.4%

Behaviour 2021-2022

Yr Group	Non-PP Negative logs average	PP Negative logs average	Average gap	Non-PP Positive logs average	PP positive logs average	PP positive logs average
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
Average	8.0	18.6	-10.6	5.9	4.7	-1.2

Behaviour 2022-2023

Yr Group	Non-PP Negative logs average	PP Negative logs average	Average gap	Non-PP Positive logs average	PP positive logs average	PP positive logs average
7	7	16	-9	50	42	-8
8	8	30	-22	49	35	-14
9	12	24	-12	41	30	-11
10	10	23	-13	25	21	-4
11	5	10	-5	11	6	-5
Average	8	20	-12	35	27	-8

Behaviour 2023-2024

Yr Group	Non-PP Negative logs average	PP Negative logs average	Average gap	Non-PP Positive logs average	PP positive logs average	PP positive logs average
7	6.52	14.04	-7.52	58.5	46.44	-12.06
8	10.70	14.52	-3.82	59.41	44.20	-15.21
9	14.82	33.6	-18.78	51.6	37.9	-13.7
10	17.7	26.3	-8.6	30.2	24.26	-5.94
11	7.5	20.8	-13.3	12.8	11.3	-1.5
Average	11.4	21.8	-10.4	42.5	32.82	-9.68

Externally provided programmes

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

Programme	Provider
Twinkle	Twinkle
Seneca	Seneca
Active learn	Pearson
Rapidplus	Pearson

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Offering mainly pastoral support; 1:1 academic support meetings and closely monitor outcomes at data drops.
The impact of that spending on service pupil premium eligible pupils
Monitoring through student voice the impact measures on wellbeing and progress.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.