Pupil premium strategy statement 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Priory CE Academy
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Pam Keen
Pupil premium lead	Jennifer Cunliffe
Governor / Trustee lead	Vicky Dutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,675
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,665

Part A: Pupil premium strategy plan

Statement of intent

At Priory CE Primary School we have high expectations for all pupils in our school, and believe that with quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to provide support to overcome barriers to learning. We provide a rich and varied curriculum, which contributes to pupils' outcomes, so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategy targets the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders are committed to ensuring that all of our disadvantaged pupils, and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support, alongside emotional wellbeing support in order for pupils to achieve their potential.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

Challenges

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

Challenge number	Detail of challenge
Academic Challenges	
1	Pupils who are eligible for Pupil Premium do not enter early years at age related expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with language [speaking; Listening and attention; vocabulary].

2	Pupils who are eligible for Pupil Premium have less experiences "on entry" with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition word reading and comprehension skills
3	On entry assessment shows that pupils who are eligible for Pupil Premium have issues with aspects of physical development, particularly in relation to fine and gross motor control; this impacts on their ability to form letters and write fluently.
4	Pupils who are eligible for Pupil Premium have less experiences with early number skills, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in maths since they struggle with the concepts and skills of subitising, counting and cardinality.
5	A lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult, meaning that they don't get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers. Phonics screening pass rates are lower than non-disadvantaged peers.
Non-academic Challenges	
6	The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on learning and emotionally regulate effectively
7	Lower attendance rates impact on the ability to access learning (92.8 Vs 95 2022/2023)
8	Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences
9	The cost-of-living crisis is significantly affecting our whole community, our disadvantaged pupils are disproportionately impacted.

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
Ensure the vast majority of children develop age-appropriate language and speaking and listening (Oracy) skills through the use of a well-structured, cumulative curriculum and high-quality teaching and intervention.	Children to: Demonstrate that they have a wide and varied vocabulary and can articulate themselves clearly Understand the nuances of conversation and dialogue and can engage well in a range of speaking and listening activities. Successfully complete interventions such as Early Talk Boost/Talk

	Boost and move to green on the Communication checklist
Ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and fluency)	Children to: Achieve at least NA for disadvantaged children in the phonics screener. Achieve at least NA for disadvantaged pupils at the end of Y1, Y2 and Y6.
Ensure children develop their writing skills, through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention	Children to: Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6.
Ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention.	Children to: Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6.
Ensure that all groups of children attend regularly (2% gap between disadvantaged and non-disadvantaged pupils to close) to ensure that they can access learning. Reduce the number of disadvantaged pupils falling into the Persistent Absence category.	Improve attendance of disadvantaged pupils to NA for non-disadvantaged pupils – whole school attendance target for 23/23 is 96%.
Ensure that children have a wide range of experiences to develop cultural capital.	Children to report positively about the opportunities provide in the main curriculum and through enrichment activities.

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: £107, 234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching – focusing on development of writing and maths. PK to lead EY and KS1, JC to lead KS2.	The National College published research in 2010 outlining the impact of professional coaching for teachers, this was widely distributed by the DfE (Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)	1-5
Pupil Progress Coaching – refine current model: Data Driven Instruction based on Arbor assessment, NFER testing and classwork.	'Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. It is possible to identify core principles which apply to the most successful CPD provision. In the Educational Practices series, Helen Timperley's 2009 summary Teacher professional learning and development (based on a systematic best-evidence synthesis of published research) identifies these core principles. Amongst these is the need to create conditions which allow: • teachers to experience and develop understanding of an integration of knowledge and skills • teachers to gain multiple opportunities to learn and apply information • teachers' beliefs to be challenged by evidence which is not consistent with their assumptions • teachers to have opportunities to process new learning with others. Coaching can provide a means by which these and other key principles can be achieved and thus teacher learning can be enhanced. Coaching is a form of collaborative CPD and can thus be a strong dimension of teachers' professional learning in school. As such it needs to be managed as part of a strategic approach to CPD. It is therefore a genuine alternative to what constitutes most teachers' CPD, which has been found to be rarely collaborative or informed by research, but instead tends to involve passive forms of learning, and is poorly and embedded in work contexts (Pedder et al, 2008). The model used in school is outlined in Leverage Leadership 2.0 published in 2018.	1-5
Phonics – Read, Write Inc. Purchase of the scheme, set up time, daily coaching from phonics lead to ensure fidelity to the scheme and consistent assessment	The EEF commissioned this effectiveness trial of Read Write Inc. Phonics and Fresh Start following positive results from a previous EEF-funded efficacy trial of Fresh Start. This previous trial involved 10 schools and found a positive impact on pupils equivalent to three additional months' progress in reading, on average. Read Write Inc. Phonics uses similar approaches with younger pupils and is widely used by primary schools in England. The effectiveness trial began in 2016 and	2 and 5

| | focused on pupils in Reception to Year 2 for Read Write Inc. Phonics and pupils in Years 5 and 6 for Fresh Start.

This evaluation found that children in the Read Write Inc. Phonics intervention group made the equivalent of 1 additional month's progress in reading, on average, compared to children in control schools. | |
|---|---|---|
| **Use of digital technology** – Move towards being an iPad school in the next three years (1:1 iPad access for all pupils from Y1 – Y6) with the support of St Bart's Trust. | The EEF outlines in it's report about digital technology – seen here - EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) that technology has the potential to help teachers explain and model new concepts and ideas. However, how explanations and models are conveyed is less important than their clarity, relevance, and accessibility to pupils.

Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.

Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.

Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.

The Caveats within the research are offset by the fact that the school would be supported at every stage of implementation by St Bart's trust, whose flagship school are noted as one of the sixty-six apple accredited schools in the UK.

Phase one of the implementation has shown a huge impact in the very early stages, in the Year 6 classes, where engagement, quantity of learning access, accessibility for all pupils, especially SEND and disadvantaged learners and retrieval practice have improved significantly. | 1-5 |
| **English** – Embed English Grammarsaurus in Y1 – Y6 and introduce for English in Early Years for English, link to wider curriculum planning, including the introduction of cumulative assessments and a whole school unit focused on the place value of grammar. | A landmark study carried out in the mid-1990's by Betty Hart and Todd Risley coined the phrase the '30 million word gap'. Over a period of two and a half years, they recorded the language in the homes of three-year-old children. They found that a child in a family on benefit heard 30 million words less than a child in a professional family.

The recordings also showed that children in poorer families spoke around four times fewer new words per day. **A more recent study** found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old. | 1, 2, 3 |

Maths - implementing Fluency Bee and introduce White Rose Maths books to enhance current provision.	This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour. Children's language at age five is the single most important factor in **predicting literacy at age 11** – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention. Studies have shown that other aspects of language also lag behind – children's ability to talk in sentences, their understanding of instructions and how well they can put their thoughts into words to tell someone what has happened. For children living in disadvantaged areas, all these skills can be behind what is expected. A study carried out in Stoke on Trent, for example, found that in some areas **64% of children starting school** had language that was behind age expectations. Secondly, it's not just talking to young children that matters. Hart and Risley also noted that there were differences in the amount of interaction happening in different homes i.e. the amount parents and children talked together. In fact, we now know that it's the **'back and forth' conversations** that are the most important in developing young children's language: talking with and not to children. The third point is that this gap in language skills as children start school is critical but without support, the gap stays there, right through school. One study in a secondary school in a deprived area of Sheffield found that 83% of students had poor language, a very different situation to a school in a nearby affluent area. Recently, Oxford University Press published '**Why closing the word gap matters',** reporting on a survey of over 1,000 teachers; 40% felt students lacked the vocabulary to access learning and over 60% of secondary teachers felt the gap between students with poor word knowledge and their peers was increasing. In our setting, we have noticed a significant further reduction in the level of spoken language and vocabulary on entry to Early Years, during the pandemic, possibly due to the fact that many children have been purely in their home environment for most of their lives – particularly noted in current EY pupils. All actions planned in both English and Maths teaching will address any historical deficit.	4

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

Budgeted cost: £ 6735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention – targeted to address gaps identified in Pupil Progress Coaching - impact measured with pre and post assessments incl. Early talk boost and Talk Boost in the EY and Freckle in KS2	High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when: • children with the greatest needs are supported by the most experienced staff • training, support, and resources are provided for staff using targeted activities • sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching Using an approach or programme that is evidence based and has been independently evaluated is a good starting point There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. The EEF evidence base suggests that communication and language interventions have a high impact of 6 months gains, for a low cost and this is based on extensive evidence. Literacy	EEF (educationendowmentfoundation.org.uk)	1-5
School led tuition – facilitated by a qualified teacher for KS1 pupils 1:3	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence - summaries/attainment-gap/ Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit, with +5 months gains evident. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum	1-5

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health support for pupils – Introduction of Wellbeing advocates. Provide Tier 2 mental health support with drawing and talking and support for pupils by Inclusion Hub staff trained as Youth Mental Health First Aiders	The EEF states in their Teaching and learning Toolkit that: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. 4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning	EEF (educationendowmentfoundation.org.uk)	6-9
Enhancement - developing aspiration and life skills	The EEF states that whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear. Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. When implementing we will consider: • Guidance on the knowledge, skills and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy	1 - 9

	So it is with caution that we provide enrichment activities to develop the cultural capital of disadvantaged pupils. Any enrichment activity will be carefully measured for impact and adapted as needed. Aspiration interventions | EEF (educationendowmentfoundation.org.uk) Funding also allocated to support low-income families with uniform, trips, residential visits etc to ensure that no pupil's education is disadvantaged further by socio-economic status.	
Attendance – review and adapt attendance procedures to ensure school target is achieved. Challenging and supportive clinics with families to remove barriers to non-attendance and support families in any way needed, including Early Help. Raise the profile of attendance by introduction of whole school, class and individual rewards.	The EEF states in their Teaching and learning Toolkit that: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents. While encouraging parents to become directly involved in homework might appear attractive, schools should consider whether parents have the knowledge and skills to provide the right support, particularly at secondary level. Interventions designed to engage parents in homework have generally not been linked to increased attainment. Students who are struggling academically may be more likely to request parental assistance with homework, but parents may be unfamiliar with the most effective teaching methods. As a consequence, it may be more effective to encourage parents to redirect a struggling pupil to their teachers rather than to take on an instructional role. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1-9

Introduce Forest Schools for EY pupils	Taken from [Forest Schools: impact on young children in England and Wales - Forest Research](#)	1-9
	Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.	
	Key findings	
	The evaluation suggests Forest Schools make a difference in the following ways:	
	• **Confidence:** children had the freedom, time and space to learn and demonstrate independence • **Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • **Communication:** language development was prompted by the children's sensory experiences • **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills • **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment	
	The EEF also stated that Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.	
	[Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk)](#)	
	Our aim is to target the key skills noted in the forest research, as resilience, confidence and motivation are the building block of good learning, especially when developed in the Early Years.	

Total budgeted cost: £122,469

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 2022 to 2023 academic year.

Teaching:

Coaching in Maths, English, behaviour regulation and wider curriculum, including deep dives, ensured consistent delivery of the curriculum, engagement, application of the new behaviour regulation policy and the impact of key knowledge points to improve retrieval practice.

All NQPs were completed – 2 NPQLTD, 2 NPQSL, 1 NPQLT, 1 NPQBC and 1 NPQH – their completion ensures that teachers and leaders were fully informed of the latest research base for their area of expertise and supported implementation to drive change across every aspect of school life between them. Coaching, English, Retrieval practice through key Knowledge Points and Ninja Knowledge and behaviour regulation are the key areas of impact and change, following the courses.

The introduction of Grammarsaurus English and White Rose Maths have ensured that the curriculum offer is carefully sequenced and progressive to enable pupils to build complex mental models and ensure good retrieval.

In KS1 there were 12 disadvantaged pupils – 3 SEND - the percentage of pupils achieving reading, writing and maths was 58% which has increased by 25%.

In KS2 there were 10 disadvantaged pupils – 5 SEND 1 EHCP – 50% achieved EXS in writing and Maths, 60% achieved EXS in Reading and GPS.

56% of disadvantaged pupils passed the phonics screening in Y1 – this remains an area of development and will be targeted in the next strategy and in the SDP next academic year.

Targeted academic support:

Freckle was used as a targeted intervention to support Maths retention, specifically by filling gaps in prior knowledge. On average pupils made 9 months progress in a 6 month period. This approach will continue in Y4,5 and 6 next academic year.

Tutoring – 30 Year 1 pupils in total received 15 hours of Literacy tutoring in small groups of 1:3, led by a teacher. They focused on Reading – phonics, reading fluency, comprehension and confidence.   Writing – grammar, punctuation, letter formation, adjectives and conjunctions. All pupils achieved their targets or accelerated targets, with the exception of three pupils who were identified as having a SEND need. The tutoring was delivered by the deputy SENCO, who

logged additional concerns to the teachers in order to identify SEND needs. This worked well and will continue in the next strategy.

Wider Strategies

Beacon House and Mental Health training for staff, alongside behaviour regulation coaching across the school have ensured that we are best placed to provide the support that pupils need. There has been a significant reduction in the number of minor and serious behaviour incidents logged on our online system.

Funding was also used to provide intensive nurture support for two disadvantaged pupils in KS2, with learning adapted to provide a consistent CBT approach, similar to that provided in a specialist setting. The additional support, alongside the training ensured that we could meet their needs. After 6 months of this intensive provision, the pupils transitioned back into class into mainstream learning with their peers with the full time support and both had an extremely successful year in 22/23.

Attendance – this remains an area of development, with a gap of 2.2% remaining between disadvantaged and non-disadvantaged pupils (92.8 Vs 95 2022/2023). Policies and procedures will be reviewed for the start of 23/24 and this will be a key area of the SDP. In 22/23 we successfully engaged more disadvantaged pupils who were persistent absentees in the Early Help process – all showed a significant improvement in attendance – 1 pupil currently shows as a 33% improvement, based on the targeted support from our Senior Inclusion Lead last academic year.

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

Programme	Provider
Read, Write Inc	Oxford Owl

Further information (optional)

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