

Pupil premium strategy statement 2021-22

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 Junior School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st November 2022
Statement authorised by	Tracy Keefe
Pupil premium lead	Chris Snape / Emma Welch
Governor lead	Paul Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,600
Recovery premium funding allocation this academic year	£ 11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 32,407
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	£ 151,752

Part A: Pupil premium strategy plan 2021-24

Statement of intent

<p>At Priory Junior School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.</p> <ul style="list-style-type: none">• We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our aim is to do this through meeting their pastoral, social and academic needs within the school environment.• We are committed to 'diminishing the gap' between vulnerable pupils and their peers. We aim to remove barriers to learning so that all our pupils reach their full potential and enable them to fully engage in our curriculum and school life. <p>Provision will be made through:</p> <ul style="list-style-type: none">• Facilitating pupils' access to education• Facilitating pupils' access to the curriculum• Alternative support and intervention within the school
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Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions. A large proportion of SEN children also are identified as disadvantaged.
2	Access to a range of first-hand learning experiences and lack of cultural capital.
3	Range of children with emotional issues surrounding self-esteem and resilience.
4	In some cases, learning skills may need developing, eg organisation, commitment, resilience.

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
All teaching to be good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the gap	<ul style="list-style-type: none">• All teaching and interventions are recorded as good or better in triangulated learning walks
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	<ul style="list-style-type: none">• End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.• Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed• Analysis of interventions will show that interventions have had a positive impact on the

	<p>disadvantaged children's learning and has helped in accelerating their progress.</p> <ul style="list-style-type: none"> • Attainment of pupil premium pupils is in line with or above national at end of KS2
<p>Pupils develop their cultural capital and their first-hand experiences of learning is enriched.</p>	<ul style="list-style-type: none"> • Curriculum is planned to incorporate opportunities to develop cultural capital such as inspirational and diverse role models. • Children's survey shows at least 85% of PP children enjoy the experiences offered. • Access to class trips (including residential) for all children.
<p>There is effective support in place to support children's social, emotional and mental health needs.</p>	<ul style="list-style-type: none"> • Monitoring and tracking shows impact of support. • Pastoral care and provision maps reflect the support in place to meet children's identified needs. • Behaviour and exclusion data show positive impact of effective pastoral care.

Activity in this academic year 2021-22

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: £61,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteachers to run an In-school coaching / mentoring programme for all teachers, with regular drop-ins, mtgs and time to observe other teachers devised.</p> <p>£14,060 – JB release £4,180 ECT Release £4,180 NQT+1 Release £4,180 ECT/NQT +1 Mentor Release £7,400 half-termly mentor/teacher time</p>	<ul style="list-style-type: none"> ➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils. ➤ All staff will know children well and will plan effectively for their progress. ➤ Close analysis of PP data to provide timely interventions. ➤ July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership ➤ Evidence from EEF on importance of personalised feedback. (+8 months) ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
<p>Assessment data use to identify gaps in learning, prepare for pupil progress mtgs and identify strategies to support.</p> <p>£2,220 NFER tests £5,550 Progress mtgs release</p>	<ul style="list-style-type: none"> ➤ Close analysis of PP data to provide timely interventions. 	1
<p>Allocation of time with SENCO to support with strategies in place to support SEN children in class.</p> <p>£4,622 SENCO ½ day a week</p>	<ul style="list-style-type: none"> ➤ All staff will know children well and will plan effectively for their progress. ➤ July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership ➤ Evidence from EEF on importance of personalised feedback. (+8 months) 	1
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>£15,000</p>	<ul style="list-style-type: none"> ➤ July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership 	1

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

Budgeted cost: £76,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 3 small group tutoring with teacher during first half-term</p> <p>£4087 – JH (Sept and Oct)</p>	<ul style="list-style-type: none"> ➤ Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. ➤ The EEF states: overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. It can improve progress by 4 months. ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
<p>Provide targeted, structured interventions to children across whole school using Recovery Premium funding, In-School Tutoring funding and Pupil Premium funding. Interventions to be monitored and evaluated by deputy headteachers and SENCO. Interventions to be carried out by experienced teachers (tutoring) and teaching assistants within school.</p> <p>£18,000 Tutoring 6 groups of 3 for each year group – Autumn – Spring £18,000 Tutoring 6 groups of 3 for each year group – Spring – Summer £16,323 intervention TAs</p>	<ul style="list-style-type: none"> ➤ Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. ➤ The EEF states: overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. It can improve progress by 4 months. ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
<p>Teacher to provide one-to-one in-school tuition to targeted pupils after end of Autumn assessments.</p> <p>£2,775 for 15 weeks – 1 day</p>	<ul style="list-style-type: none"> ➤ The EEF states: overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. It can improve progress by 4 months. 	1
<p>Nurture group and Toast time groups to support key children with being ready for learning</p> <p>£17,587 – 2 x TAs</p>	<ul style="list-style-type: none"> ➤ Nurture groups use 10 out of the 14 effective evidence-base components identified by the EEF as part of their provision. <p>See https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</p>	1,3,4

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

Budgeted cost: £26,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
STEPS Training for new staff, and plans developed with SENCO and staff where necessary to support provision for identified children.	➤ Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school . (EEF – SEL +4 months)	3
Play Therapy to support identified children. £4500	➤ Extension of play therapy - this work has been highly effective in the past	3
Emotional Wellbeing Support Team support children through varied activities – 1-1 time, Drawing and Talking Therapy, Healing Together work £11,054 – staffing costs £1000 – training costs	➤ Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school . (EEF – SEL +4 months)	3
Enrichment and engagement – ensuring all children are able to participate in residential trips, day trips, music tuition, clubs. £10,000	➤ Pockets of Poverty identifies the barrier of 'feeling different' to others because of financial barriers which prevent access to the same level of opportunity that is available to others. Therefore, this strategy begins to break down these barriers.	2

Total budgeted cost: £ 164,718

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.

National Testing (SATs) did not take place during 2020-21, and as such no performance measures were published.

The school made use of NFER tests for Years 3-5 and testing in Year 6, which was used to inform FFT assessments made.

Outcomes as follows:

		All Pupils			PP Pupils			All Pupils	PP Pupils
		NFER / FFT	Teacher Assessment		NFER / FFT	Teacher Assessment		FFT Progress	
		Average Score			Average Score				
			EXS	GDS		EXS	GDS		
Reading	Y3	99.8	54%	22%	101.3*	25%	0%		
	Y4	104.7	60%	43%	97.4	32%	23%		
	Y5	103.5	69%	37%	100.3	58%	42%		
	Y6	106.2	82%	36%	103.7	68%	21%	-2	-3.9
Writing	Y3		43%	12%		30%	0%		
	Y4		48%	31%		27%	18%		
	Y5		66%	33%		58%	31%		
	Y6	106.2	77%	27%	103.1	58%	21%	-0.9	-2.3
Maths	Y3	100.3	65%	29%	99.1*	45%	0%		
	Y4	99.5	54%	37%	92.8	36%	18%		
	Y5	103.1	65%	32%	100.2	65%	15%		
	Y6	105.6	78%	27%	104.3	68%	5%	-1.5	-2.4
R/W/M	Y3		36%	11%		20%	0%		
	Y4		42%	26%		23%	19%		
	Y5		58%	20%		54%	4%		
	Y6	105.9	68%	18%	104	58%	0%	-1.7	-3.2

*does not include The Snug children (all PP)

Y3 - Y5 NFER Tests
Y6 FFT

Externally provided programmes

Programme	Provider
Sound Training	Lexonix
LEAP Training	Lexonix
Maths and English Tutoring	NTP Programme

Service pupil premium funding

2 services children - £640 funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Both children have access to free after-school clubs. Additional support provided through teaching assistant support in class for one child.
What was the impact of that spending on service pupil premium eligible pupils?	Both children sustained their levels of performance from KS1 to end of year assessments, making expected progress.