

Pupil premium strategy statement 2024-25

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 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	303
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	8 th November 2024
Date on which it will be reviewed	27 th September 2025
Statement authorised by	Tracy Keefe
Pupil premium lead	Emma Welch
Governor lead	Rachel Coe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,890 (financial year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 34,932
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	£ 169,822

Part A: Pupil premium strategy plan 2024-27

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 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. <ul style="list-style-type: none"> ➤ Access to class trips (including residential) for all children. ➤ There is an increase of PP children accessing extra-curricular experiences such as Aspirational Me, After School clubs, Sporting Fixtures.
<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 2024-25

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: £45,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to have support from Cambridgeshire English Advisors to develop the teaching of writing.	<ul style="list-style-type: none"> ➤ July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
Teaching staff to have further 1:1 or group support to strengthen application of the English writing units to improve outcomes and address gaps.	<ul style="list-style-type: none"> ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
Assessment data used to identify gaps in learning, prepare for pupil progress mtgs and identify strategies to support.	<ul style="list-style-type: none"> ➤ Close analysis of PP data to provide timely interventions. ➤ EEF states that assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. 	1
Continue to develop use of Provision Map software – to ensure improved tracking and understanding of SEN needs across the school.	<ul style="list-style-type: none"> ➤ All staff will know children well and will plan effectively for their progress. ➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils. 	1
Support and development of Learning Plans for SEN children, with the SENCO / class teacher.	<ul style="list-style-type: none"> ➤ All staff will know children well and will plan effectively for their progress. ➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils. 	1
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	<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

CPD for staff to develop their understanding of barriers faced by disadvantaged children	<ul style="list-style-type: none"> ➤ EEF recognises the importance of 'Supporting pupils' social, emotional, and behavioural needs'. This includes understanding of barriers faced by all pupils. 	1
Support to enable children to be taught Maths and English in smaller classes in Year 6.	<ul style="list-style-type: none"> ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
Enable subject leaders to monitor and develop their curriculum so that it is the best curriculum for our learners.	All teaching staff are confident in the delivery and planning of their reading and writing curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.	1
Development of calming areas around the school to support to regulate their emotions to be ready to learn.	<ul style="list-style-type: none"> ➤ EEF recognises the importance of 'Supporting pupils' social, emotional, and behavioural needs'. 	3, 4
Staff CPD to further develop understanding of the Zones of Regulation to ensure these, and calming areas, are being used effectively; enabling more children to be ready to learn.	EEF recognises the importance of 'Supporting pupils' social, emotional, and behavioural needs'.	3,4

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

Budgeted cost: £53,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using 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>	<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. 	<p>1</p>
<p>Rebranding of the Ark Nurture provision to support SEMH needs of pupils across the whole school.</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>1,3,4</p>
<p>Tutoring Provision through external provider</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. 	<p>1</p>

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

Budgeted cost: £30,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Thinking Training for new staff, and plans developed with SENCO and staff where necessary to support provision for identified children.	<ul style="list-style-type: none"> ➤ 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
Learning and Wellbeing Mentor to provide social and emotional support with various children throughout the school.	<ul style="list-style-type: none"> ➤ 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) ➤ EEF recognises the importance of self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. 	3
Enrichment and engagement – ensuring all children are able to participate in residential trips, day trips, music tuition, clubs.	<ul style="list-style-type: none"> ➤ 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
Access to breakfast and after-school club for children.	<ul style="list-style-type: none"> ➤ 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
Forest School support / Grafham Water support	<ul style="list-style-type: none"> ➤ Targeted Social and Emotional Support – EEF 	3

Total budgeted cost: £ 129,836

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 2023 to 2024 academic year.

End of Key Stage 2 Outcomes:

% of children reaching the Expected Standard at End of KS2 Assessments				
	Reading	Writing	Maths	Combined
All Pupils	65%	44%	67%	36%
Pupil Premium	58%	42%	58%	37%

% of pupils making Expected or Better Progress since Year 3 based on Teacher Assessments			
	Reading	Writing	Maths
All Pupils	93.7%	85.5%	92.1%
Pupil Premium	93.7%	81.2%	93.7%

Our End of Key Stage 2 outcomes show that there is still a gap between all pupils and pupil premium children, but their attainment has improved. Their progress from Year 3 to end of Year 6 is broadly in line with all pupils.

There has been significant development to improve Maths teaching following training sessions with a HfL advisor. Staff have deepened their understanding of the HfL scheme and how to implement it more successfully. Staff report feeling more confident teaching with, and adapting, the scheme to support learners. This includes a new approach to fluency sessions which builds in time for pre-learning, retrieval practice and an arithmetic focus. End of KS2 Data has improved from the year previous in Maths and monitoring has shown that the Maths teaching is of higher quality following the CPD that has been put in place.

Tutoring was focused on maths in Year 6 last year with a focus on gaps identified in assessment data. These children make good progress in these specific areas.

Provision Map continues to be used across the whole school to create learning plans for children with SEN and track interventions. Training has been delivered to teachers to further support their understanding of barriers faced by disadvantaged children and to discuss ways that they can be further supported.

Pupil Progress Meetings (including preparation time) were successful in tracking progress for all children and identifying strategies to further support for those children who were not on track to make expected progress.

Progress in phonics for children in Year 3 and Year 4 was significant. All children (apart from 1, whose significant needs means a different approach is now needed), made accelerated progress. Little Wandle Phonics provision is fully established in school with TAs completing training and observing practice at the Infants School.

Reading Gladiators – a reading programme for children targeted to deepen their comprehension and enjoyment of reading – ran successfully throughout all year groups in some year groups, but this wasn't able to take place in all year groups due to changes in staffing.

Nurture provision for children in Year 3 and Year 4 continued to be a success, with these children successfully reintegrating back into whole class learning ready for Autumn Term 2024. We are adapting our approach to Nurture for 2024 – 2025 to focus on SEMH needs and to target more children across the whole school.

Our Senior Mental Health Lead has completed her training and is working closely with Emotional Wellbeing Team to support children across the school. This has enabled children with a range of mental health needs to be provided with in-school support as well as liaison with Outside Agencies promptly such as MHST.

Attendance is closely monitored, with actions taken. This showed that there is a gap between the attendance of PP children and non-PP children – particularly girls. Actions have been taken to address this – and through close working with families, we were able to achieve some positive outcomes for children – successfully improving their attendance at school.

Ensuring all children are able to attend school trips, including residential enabled all PP children to play a full part in school life.

Externally provided programmes

Programme	Provider
Sound Training	Lexonix
LEAP Training	Lexonix

Service pupil premium funding

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