

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	329
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	28 th November 2022
Date on which it will be reviewed	1 st November 2023
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	£ 112,185
Recovery premium funding allocation this academic year	£ 12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 35,917
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	£ 160,137

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 2022-23

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: £68,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<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
Support for all teachers with maths planning / teaching – incorporating increased reasoning in plans	<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
Assessment data use 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
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	<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

school. Impact of each CPD event to be recorded and monitored.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £56,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<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
Deepen enjoyment of reading, and comprehension skills through targeted intervention for readers with potential for greater depth.	<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. ➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. 	1
Further develop nurture provision to support children with learning / emotional regulation.	<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: £42,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
STEPS Training for new staff, and plans developed with SENCO and staff where	<ul style="list-style-type: none"> ➤ Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on 	3

necessary to support provision for identified children.	attitudes to learning and social relationships in school. (EEF – SEL +4 months)	
Play Therapy to support identified children.	➤ 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	➤ 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.	➤ 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.	➤ Targeting pupils to support with being on time, and ensuring a good breakfast, in preparation for learning.	2, 4

Total budgeted cost: £ 158,260

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) returned in 2021-22, and while no performance measures have been published, we are able to analyse our own performance. The school has also made use of NFER tests in Years 3-5 to analyse performance of all year groups in the school.

KS2 SATs results (attainment):

	At age-expected		At higher standard	
	All Pupils	Pupil Premium	All Pupils	Pupil Premium
Reading	72%	71%	25%	19%
Writing	70%	68%	17%	15%
Maths	56%	56%	11%	8%
Combined: Reading, Writing and Maths	51%	48%	7%	8%
Grammar and Spelling	71%	69%	20%	15%

Year 6 Pupil Premium children achieved broadly in line with all pupils in Reading, Writing and Maths. They were 3% lower in Combined. There is a gap between the number of children achieving Greater Depth in Reading, Grammar.

Analysis of performance in year 6 shows that attainment gaps have closed; however, this is not a picture that has been seen in years 3 – 5, with the gap between Pupil Premium children and Non Pupil Premium children's attainment being wider, despite the strategies that we have put in place this year. In particular, the following areas:

Maths Year 3, 4 and 5

Teaching

We began our school mentoring programme this year, which had some success. Staff were able to identify areas to improve with their mentors and were given opportunities to observe others, team teach and develop their practice. Unfortunately due to covid related absences, some of the planned release was unable to take place due to needing to re-deploy supply staff to cover staff illness.

Targeted Academic Support:

Tutoring took place throughout the year for a range of children, focussing on maths and English. Teachers reported this had a positive effect on the children's confidence in maths particularly when it covered topics being explored in class at that time. Some key successes were seen for children attending tutoring – with 10 out of 15 children targeted in year 6 attaining age expected, for example. In other year groups, improvements seen in attainment too.

The attainment and progress made by the children identified for nurture provision was significant. While they have not reached age-related expectations, they have made considerable gains in their progress. They still require support but have now been reintegrated into the classroom, accessing whole class teaching with the rest of their year group - demonstrating the success of the programme used in the last two years.

Wider Strategies:

STEPS continues to be embedded in the school with further staff training provided to the whole school during a professional day. The EWB continue to provide an essential service to the children and families of the school, and are becoming increasingly vital as we come out of the pandemic. This has provided children with EWB support for matters within but also outside of school.

Residential trips were attended, music tuition provided and after-school sports clubs for identified children. Children were also identified as needing support through our out-of-school club provision – such as breakfast sessions. These enabled children to have a positive start to the school day.

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. Reading ages accelerated for both children.

