

We **LEARN** with **PRIDE**

Priory Junior School, Priory Road, Gedling, Nottingham, NG4 3LE

Head Teacher: Mr. J. Cross

Priory Junior School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2023 to 2026, 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	225
Proportion (%) of pupil premium eligible pupils. (£1,480 per pupil) FSM breakdown for year groups	71 FSM 32% FSM Yr 3 = 15 Yr 4 = 18 Yr 5 = 18 Yr 6 = 20
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jo Reynolds Chair of Governors
Pupil premium lead	Holly Edwards Deputy Head Teacher
Governor / Trustee lead	Carol Chadwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 80,162
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 97,680

Part A: Pupil premium strategy plan

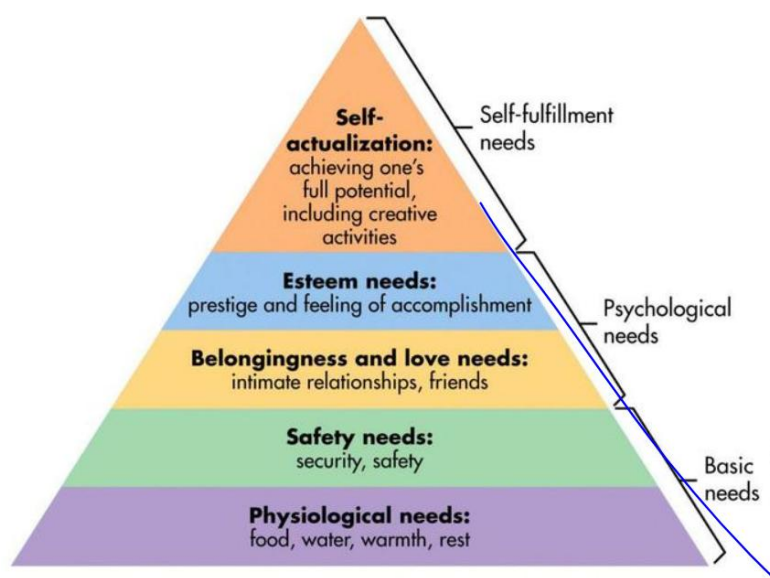
Statement of intent

One of our vision statements at Priory Junior School is 'Achievement for All'. We work as a team to drive levels of attainment to sit above the national average and ensure all children make at least good progress from their starting points. Children are taught how to be resilient, and our staff seek out opportunities to raise children's self-esteem and confidence in their abilities.

The current position in school shows that in most cases there is a gap in attainment and progress between children eligible for pupil premium and non-pupil premium children. There is also a small gap between the attendance of children eligible for pupil premium and non-pupil premium children with the percentage of persistent absentees being slightly greater for children eligible for pupil premium and children not eligible for pupil premium.

Therefore, our key intent is to use the available funding for pupils eligible for pupil premium is to narrow the attainment and attendance gaps between children eligible for pupil premium and non-pupil premium children.

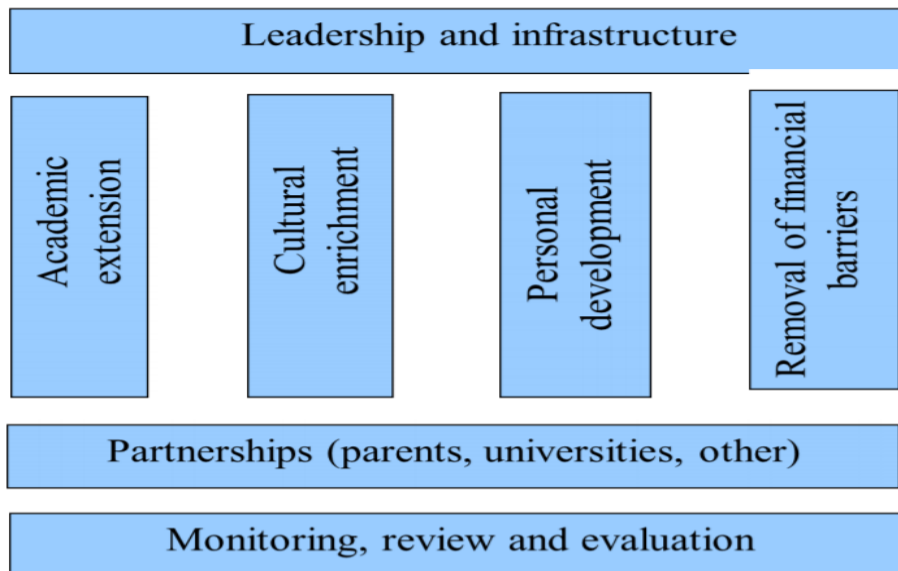
However, as a school we understand that barriers can be in place that make it very difficult for children to realise their full potential. Maslow's Hierarchy of needs shows how it is very hard to achieve your full potential if basic and psychological needs are not met first.



Therefore, some of our Pupil Premium funding will be spent to ensure we try to remove basic and psychological barriers so that children are in place to be able to learn.

Research by the Department of Education looks at good practice models for how most effectively to use the pupil premium funding. This strategic model focuses on best supporting the most academically able disadvantaged pupils but is a strong strategic model for use with all pupils.

Figure 1 Model of successful support for the most academically able disadvantaged pupils



Our pupil premium strategy plan will take these models as a basis for ensuring that we are using some of the funding to overcome barriers in order to meet pupils' basic and psychological needs whilst also offering opportunities to enrich and develop these pupils, so they have high aspirations and leave Priory as fully rounded people. Overcoming these barriers will enable us to then use other parts of the funding to tackle any academic gaps and raise attainment and progress.

We aim to use the funding in the following ways:

Academic Extension

- Provide interventions to accelerate progress and help to close attainment and progress gaps.
- Provide professional development opportunities that ensures that there is a highly effective teacher in each classroom.
- Fund curriculum provision and resources that enable a highly effective curriculum to be delivered that maximises opportunity for each learner.

Cultural Enrichment

- Enrichment opportunities – support with clubs/visits/residentials

Personal Development

- Seek out opportunities to work with Secondary/ Higher Education programmes to provide aspirational opportunities

- ELSA and CASY counselling packages
- Interventions that promote positive relationships
- Family support worker to engage and support children and families

Removal of Financial Barriers

- Provide uniform
- Provide breakfast/snacks

We have used these models alongside the Education Endowment Foundation’s three-tiered approach to create a robust pupil premium strategy plan. Our funding for pupil premium will be split into 3 funding streams: high quality teaching, targeted academic support and wider strategies based on the identified challenges for our disadvantaged pupils and how best to achieve our intended outcomes for these pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessment Data Assessments indicate that a higher proportion of our disadvantaged pupils in Years 4 to 6 did not pass their phonics screening check in Year 2 therefore have not mastered the early reading skills necessary to make good progress with reading.
2	Assessment Data External data 2024 and current internal data highlights a gap between the attainment of our non-disadvantaged and disadvantaged pupils in reading, writing and maths.
3	Mental health and wellbeing Our observations and assessments indicate that many of our disadvantaged pupils struggle emotionally and have social and psychological barriers to address in order to support their mental well-being and enable them to maximise their academic achievements.
4	Attendance Our attendance data shows there is a gap between the attendance of disadvantaged and non-disadvantaged children. The percentage of persistent absentees is greater for disadvantaged children than non-disadvantaged children.
5	Wider curriculum opportunities Our data shows that less of our disadvantaged pupils take part in extra-curricular activities or experiences and take a fully active part in school life. This limited experience impacts on their vocabulary and comprehension skills.

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 outcomes by July 2026	Success criteria
To embed early reading skills among disadvantaged pupils particularly lower KS2.	A triangulation of evidence from phonics assessments, reading attainment and progress data, observations and workbooks shows a marked improvement in the early reading skills of pupils in lower KS2. By July 2026 60% of DPs in Year 3 and Year 4 are at EXS+.
To improve attainment among disadvantaged pupils in reading, writing and maths combined scores.	By July 2026 DPs achieve inline with FSM children nationally. Monitoring by leaders shows consistently high-quality teaching across the school. National average 2024 for FSM children is 45.7%. Notts FSM average 2024 = 59.7%
To improve the well-being and emotional resilience of all pupils but particularly our disadvantaged pupils.	Qualitative and quantitative data where appropriate from specific SEMH interventions will show an increase of positive well-being. There is a significant decrease in bullying and behaviour incidents.
To improve the attendance of our disadvantaged pupils so there is no discernible difference between attendance of any group.	The overall attendance of disadvantaged pupils' increases to 96% in line with non - disadvantaged pupils and by 2026 the gap is closed.
To improve the participation of our disadvantaged pupils within all aspects of school. A culture of opportunity.	Registers will show a marked increase in disadvantaged pupils attending extra- curricular experiences by July 2026 this will be raised to 60%. An increase in DPs involvement in pupil roles by July 2026 this will be raised from 5% to 10%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Engaging with the Sustaining Mastery programme with the East Midlands East Maths Hub.	Engaging with the East Midlands East hub will ensure that our mastery approach continues to be a strength of the school and impacting in successful maths outcomes. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3	2
Investing in a DFE accredited phonics scheme to support the teaching of early reading skills.	Phonic approaches both as whole class teaching approaches and more tailored phonics teaching approaches have been evidenced to impact positively on developing strong early reading skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
To invest in and embed the 'Ready Steady Write' scheme through quality CPD and teaching resources.	Supporting children to develop their ability to construct sentences will ensure that once they are fluent in this they can then concentrate on writing composition. Teach writing composition strategies through daily modelling and supported practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
To invest in and embed a reading scheme through quality CPD and teaching resources.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
To embed the mastery lesson design across the curriculum with a greater focus on wider curriculum areas.	Evidence suggests that arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Use of accredited schemes to ensure high-quality teaching of wider subjects such as Art, Computing and DT using Kapow. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
To provide CPD training based on the 'Zones of Regulation' to embed our restorative approach to behaviour support.	Professional development to support the implementation of evidence-based approaches to improve children's mental health and wellbeing. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) EEF - Self-regulation strategies	3
Provide CPD for all staff to learn about the use of live	Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching	2

modelling, active questions, cold calling, and scaffolds to support children's learning.	Tools - Webinars Oliver Cavigioli - Tom Sherrington UK	
To embed a spelling and handwriting approach to support children's pencil grip and legibility.	<p>Strategies for mark-making and letter formation can improve children's fine motor and visual motor skill development and these skills establish a strong foundation for the more formal creating of letter shapes, numbers, and later handwriting.</p> <p>Focusing on one skill in isolation—for example, repeated practise of a letter shape—does not necessarily lead to improvements in letter formation outcomes.</p> <p>EEF Physical Development (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific phonics teaching in class to tackle and improve limited phonic skills.	<p>Phonic approaches both as whole class teaching approaches, small groups and more tailored phonics booster groups have been evidenced to impact positively on developing strong early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Specific phonics interventions carried out in small groups to address misconceptions and tackle gaps in learning.	<p>Additional small group has been evidenced to support disadvantaged learners as the intensive support in a smaller group gives opportunities to target work to address very specific gaps.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific SEMH interventions through CASY counselling, Family Support Worker and ELSA.	<p>There is evidence that these types of interventions support particular social and emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
Provide enrichment opportunities: funding for clubs, residential, visits.	<p>Physical activity and enrichment activities have important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, there are many benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
Improving behaviour restorative systems, lunchtime staff training/activities, embedding the PRIDE values, using the Zones of Regulation and embedding the 'Altogether Against Bullying' programme.	<p>Strong universal approaches to behaviour that create a positive ethos can have a positive effect.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p> <p>EEF - Metacognition and self-regulation</p>	5
To embed the Positive Relationships policy across school through 'The Priory Way' high expectations for behaviour and learning.	<p>Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.</p> <p>Improving School Attendance</p>	
To provide wider experiences to support children's learning through preventive and safety measures.	<p>Use outside agencies to teach children about the risks and dangers through building their resilience and confidence for the life in the wider world. E.g using DAaRT and The Great Project</p>	
Contingency fund for acute issues.	<p>We have set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	£2,680

Total budgeted cost: £ 97,680

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.

This is the first year of our 3-year pupil premium plan. This review will comment on the progress school has made towards the 5 intended outcomes.

To embed early reading skills among disadvantaged pupils particularly lower KS2.

Current Year 3 92.3% of FSM passed phonics screening compared to LA of 83% (only 2 did not pass and both came from a different school in Summer 24) Gap of 4.8% (92.3% - 97% non-fsm).

Lower key stage children had daily phonics booster sessions. Phonics intervention results end of 2024 show: 57% passed in Yr 6 66% passed in Yr 5 50% passed in Yr 4

Reading data July 2024:

FSM End of Year 3 (Current Year 4) = 39% WTS and 39% EXS

FSM End of Year 4 (Current Year 5) = 22% WTS and 56% EXS 6% GDS

FSM End of Year 5 (Current Year 6) = 55% WTS and 40% EXS

Observations in the teaching of reading showed increase in the use of fluency techniques and decoding and word meaning. Shared reading sessions increased to x3 per week as well as x5 English lessons.

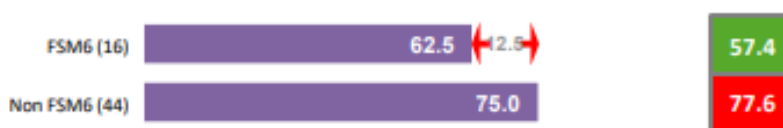
94% of FSM children moved up book bands.

SPAG (Spelling, punctuation and grammar):

2024 SPAG results – we closed the gap for FSM from 2023 to 2024 SATs results.

2023 was a 31.3% gap and in 2024 was a 12.5% gap in FSM children achieving the expected standard compared to non-FSM children.

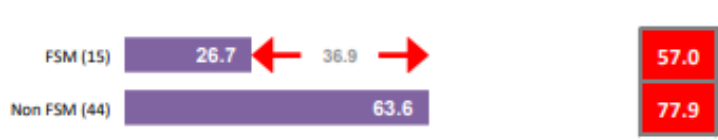
62.5% of FSM children achieved the expected standard compared to 75% non-FSM.



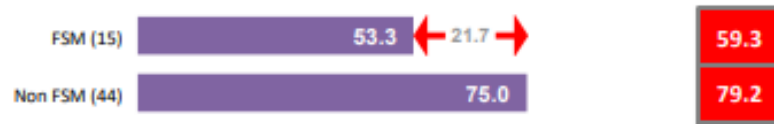
Continue to improve attainment data among disadvantaged pupils in reading, writing and maths.

The disadvantaged pupils' attainment in writing was significantly lower than non-disadvantaged pupils at the expected standard in 2024 (although we are pleased with the progress, we have made to close the gap in reading and maths). We are confident that we will close the gap in writing by 2026 due to the use of the embedded writing scheme and monitoring and support from local authority and White Hill's Trust advisors.

Writing:

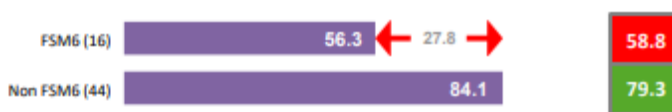


Reading:



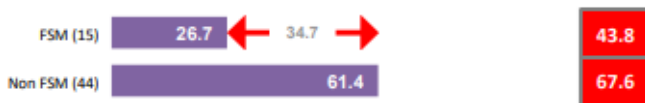
End of KS2 reading data in 2024 showed that 53% FSM compared to non-FSM 75% achieved EXS progress. 45% for FSM pupils in 2022 55% for FSM pupils in 2023

Maths:



KS2 data for maths in 2024 was 56.3% for FSM achieving the expected standard. KS2 data for maths in 2023 was 55.6% for FSM achieving expected standard.

Combined KS2 2024:



This is a 1% decrease compared to 2023 (27.7%)

Our commitment to tailored interventions at the point of need and with the introduction of termly standardised assessments as well as precise schemes for writing, reading, and SPAG we hope by 2026 we will maximise the progress opportunities for our disadvantaged pupils to close all gaps.

3. To improve the well-being of all pupils but particularly our disadvantaged pupils

100% of FSM children who engaged with CASY counselling showed a positive increase in their mood and their understanding of strategies to use when they feel different emotions. All could name safe adults to talk to. 100% say they would talk to someone again if they ever felt dysregulated.

FSM children accessing therapeutic interventions in and out of school such as Forest Schools show an increased enjoyment of school, an increase in confidence and mood.

An increase in children engaging with ELSA interventions and using strategies to support their mental-health is evident – they hold a more positive view of school and this is also shown in their attendance.

There is a significant decrease in behaviour incidents reported due to relational behaviour policy being embedded across school and high expectations of 'The Priory Way' behaviour.

Through the work of our ELSA and our Zones of Regulation curriculum, children across school are showing a clearer understanding of their emotions and what it means to regulate or be in different zones

with a differing alertness in energy and mood. This is evident through pupil voice, tailored reflections, interventions and work in books.

Work scrutiny shows a high standard of teaching and learning in place during 'All Together Against Bullying Week'. Children's reporting and knowledge of bullying has increased showing a better understanding of bullying and discrimination. Pupil voice showed a common understanding in how to recognise bullying and strategies to defend against bullying (prevention).

4. To improve the attendance of our disadvantaged pupils so there is no discernible difference between attendance of any group.

Our attendance sat at 94% in 2023-2024 with the attendance of our disadvantaged pupils sitting at 91%.

We hope with a renewed approach to intervening with attendance we can close the gap entirely between disadvantaged and non-disadvantaged attendance by 2026 and raise overall attendance to 96%. The updates to the attendance system by the Local Authority will support unauthorised absences.

5. To improve the participation of our disadvantaged pupils within all aspects of school.

2023 to 2024 there were 28% of FSM children attended extra-curricular experiences.

End of Autumn 2024 we have 58% of FSM children attending extra-curricular experiences. We hope to raise this to 60% by 2026.

2023 to 2024 there were 16% of FSM children holding a representative role in school (representing in sport or as a school rep). End of Autumn 2024 we have 26% of FSM children holding a representative role. By 2026 we wish to have 10% of the pupil roles in school are carried out by disadvantaged pupils.

Further information

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