

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 2025 to 2026 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	202
Proportion (%) of pupil premium eligible pupils. (£1,515 per pupil)	58 FSM (28%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£ 87, 870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 87, 870

Part A: Pupil premium strategy plan

Statement of intent

Priory Junior School is an average-sized junior school serving a community with higher levels of social disadvantage when compared with other junior schools across Nottinghamshire. The proportion of pupils from minority ethnic groups is broadly average, and fewer than average pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is in line with the Nottinghamshire average. This local context informs our approach and reinforces our commitment to equity, inclusion and high expectations for all.

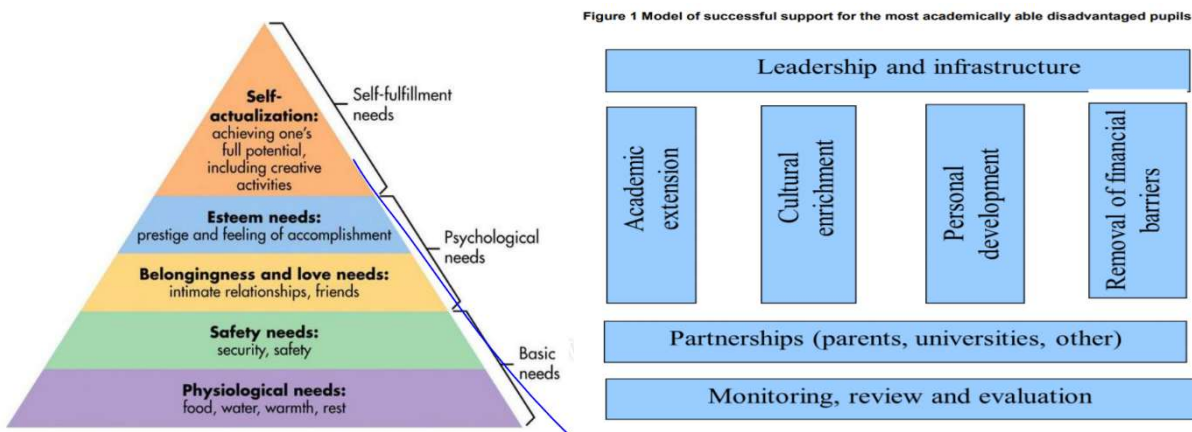
Our vision at Priory Junior School is that all pupils **LEARN with PRIDE**, guided by our core values of Peace, Respect, Independence, Determination and Equality. Central to this vision is our commitment to “Achievement for All”, ensuring that every child, regardless of background or circumstance, is supported to achieve highly and make strong progress from their individual starting points.

We are ambitious for all learners and work collectively as a school community to ensure that standards of attainment and progress are consistently at or above national expectations. Pupils are taught to be resilient learners, and staff actively seek opportunities to raise pupils’ self-esteem, confidence and aspirations. We believe that disadvantage should never be a barrier to success, and our Pupil Premium strategy is a key driver in securing equality of opportunity and excellence across the school.

Context and Rationale

Current school data shows that, in some cases, there remains a gap in attainment and progress between pupils eligible for Pupil Premium and their non-Pupil Premium peers. There is also a small gap in attendance, with a slightly higher proportion of persistent absence among pupils eligible for Pupil Premium.

We recognise that these gaps are not solely academic. Many disadvantaged pupils face complex and interrelated barriers that can affect their engagement with learning, including social, emotional, financial and wellbeing challenges. In line with Maslow’s Hierarchy of Needs, we understand that pupils are unlikely to reach their full academic potential unless their basic and psychological needs are met.



As a result, a key element of our Pupil Premium strategy is to identify and reduce barriers to learning, ensuring pupils feel safe, supported and ready to learn, enabling them to engage fully with the curriculum and make strong progress.

Strategic Intent

Our core intent in using Pupil Premium funding is to narrow gaps in attainment, progress and attendance between disadvantaged pupils and their peers, while maintaining high expectations for all.

Our approach is informed by:

- Department for Education guidance on effective Pupil Premium practice
- Evidence-based research, including the Education Endowment Foundation (EEF)
- Nottinghamshire LA priorities around inclusion, attendance and early intervention

We prioritise the most effective strategies, ensuring that funding is used in a way that is sustainable, evidence-informed and offers clear value for money.

Our Approach to Spending Pupil Premium Funding

Our Pupil Premium strategy is structured around the EEF's three-tiered approach, ensuring that support is targeted, coherent and impactful.

1. High-Quality Teaching

High-quality teaching is the strongest driver of improved outcomes for disadvantaged pupils. We therefore prioritise:

- High-quality professional development to ensure consistently strong teaching in every classroom
- Investment in curriculum design, sequencing and resources to deliver an ambitious, inclusive and knowledge-rich curriculum
- Teaching approaches that promote independence, resilience and determination in learning.

2. Targeted Academic Support

To accelerate progress and close gaps, we provide:

- Targeted, time-limited interventions informed by robust assessment and monitoring
- Additional support to address gaps in learning and extend the achievement of more able disadvantaged pupils
- Structured support that enables pupils to catch up quickly and sustain progress over time.

3. Wider Strategies (Personal Development, Attendance and Wellbeing)

Recognising the importance of personal development, behaviour and attendance in securing strong outcomes, we use Pupil Premium funding to:

- Provide enrichment opportunities, including clubs, educational visits and residential experiences
- Offer emotional wellbeing support, including ELSA and counselling provision
- Promote positive relationships and social development
- Improve attendance and reduce persistent absence through targeted family engagement and the support of an Attendance Support Worker
- Remove financial barriers to learning by providing support with uniform, breakfast and snacks where needed.

Intended Impact

Through the effective use of Pupil Premium funding, we aim to ensure that pupils eligible for Pupil Premium:

- Make strong progress from their individual starting points
- Achieve well across the curriculum
- Attend school regularly and engage positively with learning
- Develop confidence, resilience and high aspirations
- Experience equality of opportunity and feel valued, supported and respected.

The impact of our Pupil Premium strategy is monitored regularly by school leaders and governors and reviewed in line with school improvement priorities to ensure it remains responsive, effective and aligned with the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment Data</p> <p>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.</p>
2	<p>Assessment Data</p> <p>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.</p>
3	<p>Mental health and wellbeing</p> <p>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.</p>
4	<p>Attendance</p> <p>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.</p>
5	<p>Wider curriculum opportunities</p> <p>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.</p>

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
A	To embed early reading skills among disadvantaged pupils particularly lower KS2.	<p>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.</p> <p>By July 2026 60% of DPs in Year 3 and Year 4 are at EXS+.</p>

B	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 2025 for FSM children is 47.6%. Notts FSM average 2025 = 45.8%
C	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. By 2026 there is a significant decrease in bullying/behaviour incidents and a significant decrease in suspensions.
D	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. Lower absence % compared to Notts FSM 2025 average of 7.5%. Notts FSM persistent absence 24.1%
E	To improve the participation of our disadvantaged pupils within all aspects of school – building 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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the Sustaining Mastery programme with	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.	2

the East Midlands East Maths Hub.	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3	
Investing in a DFE accredited phonics scheme to support the teaching of early reading skills. (Little Wandle Catch up and Big Cat decodable books)	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 'Ready Steady Comprehend' reading scheme through quality CPD and teaching resources.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
To invest in Oxford University Reading for Pleasure programme to embed a pedagogy.	Our response to research showing a fall in reading for pleasure EEF reading for pleasure.pdf	1 and 2
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	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

behaviour support.		
To provide CPD from Educational Psychologists about trauma-informed approaches and relational practice.	Trauma Informed Short Term Managed Intervention Centres - pilot EEF EEF Personal Social and Emotional Development	3
To embed a new teaching and learning policy and provide CPD for all staff to learn about Rosenshine's theories to teaching e.g use of live modelling, active questions, cold calling, and scaffolds to support children's learning.	Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavigioli - Tom Sherrington UK EEF Blog: New 'Voices from the classroom' - Applying... EEF	2
To embed a spelling (SCODE) 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> EEF Physical Development (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific phonics teaching in class to tackle and	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.	1

improve limited phonic skills. (Little Wandle and/or Whole Word reading)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Specific phonic interventions carried out in small groups to address misconceptions and tackle gaps in learning.	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. Phonics EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific SEMH interventions through CASY counselling, Family Support Worker and ELSA.	There is evidence that these types of interventions support particular social and emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Provide enrichment opportunities: funding for clubs, residential, visits.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
Improving behaviour restorative systems, lunchtime staff training/activities, embedding the PRIDE values, using the Zones of Regulation and embedding the 'Altogether Against Bullying' programme.	Strong universal approaches to behaviour that create a positive ethos can have a positive effect. Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance EEF - Metacognition and self-regulation	3

To embed the 'Positive Relationships policy' across school through 'The Priory Way' high expectations for behaviour and learning.	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. Improving School Attendance	3
To provide wider experiences to support children's learning through preventive and safety measures.	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	5
To employ an attendance consultant to ensure systems are followed to support children's attendance.	Attendance interventions rapid evidence assessment EEF EEF responds to government behaviour and attendance plans for... EEF	4
To improve lunchtime provision through developing a plan curriculum through OPAL.	Metacognition and self-regulation guidance report EEF EasyPeasy: Learning through play - trial EEF	
Contingency fund for acute issues.	We have set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£4,870

Total budgeted cost: £ 87, 870

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 2024 to 2025 academic year.

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

Intended outcomes by July 2026		Success criteria
A	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+.

December 2025 Review:

Observations of reading lessons demonstrated an increased use of fluency strategies, as well as improved focus on decoding and understanding word meaning. Pupils now benefit from three structured shared reading sessions per week, alongside five English lessons, providing regular opportunities to develop reading skills and deepen comprehension. The use of the whole-class shared reading programme, 'Ready Steady Read', has been particularly effective in engaging all pupils, promoting discussion, and supporting confidence and fluency across the class.

Whole **school attainment** in reading from 2024 to 2025 (Y=PP N=non-PP):

Reading	Y	11.94%	35.82%	43.28%	8.96%
	N	4.05%	24.32%	44.59%	27.03%

- Our non-PP compared to PP children achieving EXS is broadly inline.
- Higher % of PP pupils are not meeting EXS (PKS + WTS = 47.76% vs 28.37%).
- The attainment gap at GDS is stark. Targeted challenge for high-attaining PP readers is essential across school.

Reading	Y	3	15.38%	23.08%	61.54%	0
		4	18.75%	18.75%	56.25%	6.25%
		5	5.88%	35.29%	52.94%	5.88%
		6	9.52%	57.14%	14.29%	19.05%

Years 3 (61%) and 4 (56.25% + 6.25% = 62.5%) have achieved the target of 60% of Pupil Premium children at EXS or GDS.

Year 5 slightly under at 58.82% and a high % at WTS 35.29% these are the focus reading group for Year 6.

Reading whole school attainment from Years 3 to 5

- Strength: High EXS performance in Years 3 to 5 (53–62%).
- Celebrate: 19.05% at GDS in Year 6

Year 3 to 4 Pupil Premium

- Next steps are to prioritise early intervention for the regressing quarter of the cohort (target decoding, fluency, basic comprehension).

Year 5 Pupil Premium pupils are succeeding at meeting expectations, but falling behind in stretching beyond them. This reflects a progress-quality gap: while they're catching up, they're not accelerating at the same rate as Non-PP peers.

Year 6 Pupil Premium pupils:

100% made progress since KS1 to end of KS2. Year 6 Pupil Premium children made excellent progress in reading, matching or closely trailing their non-PP peers. This shows a strong positive shift from earlier attainment concerns due to effective intervention and sustained upper KS2 support.

Progress by Pupil Premium children in reading from their KS1 starting points:

Year 3: 58% expected progress and 17% accelerated progress

Year 4: 65% expected progress and 11% accelerated progress

Year 5: 70% expected progress and 23% accelerated progress

Year 6: 43% expected progress and 56% accelerated progress

Phonics:

Leadership and training were provided to our Phonics Leader in Little Wandle, who successfully ran targeted phonics groups across the school. Seven Pupil Premium pupils participated in these groups, and four achieved the expected pass mark in the phonics screening check.

All pupils showed measurable improvement, with 100% making progress from their baseline scores to the end of July. This demonstrates the effectiveness of high-quality, focused phonics teaching in supporting disadvantaged pupils to develop essential reading skills and confidence in their learning.

100% of PP children moved up 2-3 book bands over the year and 50% of those PP on the scheme moved to be free readers – this is through the use of Big Cat Books reading scheme.

B	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 2025 for FSM children is 47.6%. Notts FSM average 2025 = 45.8%
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December 2025 Review

Attainment of Pupil Premium Pupils (R,W,M combined)

While combined attainment is below the local authority average, a substantial proportion of pupil premium pupils are working towards the expected standard, demonstrating strong potential for accelerated progress.

Targeted interventions, high-quality teaching, and programmes such as Ready Steady Write, Scode spelling, phonics groups, maths fluency schemes and handwriting schemes are designed to help these pupils close the gap and reach EXS or beyond.

Monitoring and bespoke support will continue to ensure that more pupils achieve the expected standard in Reading, Writing and Maths, reducing the gap with the Nottinghamshire average over time.

Combined	3 — (13)	15.38%	61.54%	23.08%	0
	4 — (16)	31.25%	31.25%	31.25%	6.25%
	5 — (17)	11.76%	58.82%	29.41%	0
	6 — (21)	19.05%	66.67%	14.29%	0

In the 2025 Year 6 cohort, 35.7% of pupils were eligible for Pupil Premium. Of these pupils, 15% achieved the expected standard in Reading, Writing and Maths, compared to 52.8% of non-Pupil Premium pupils, resulting in a FSM6 gap of 37.8%. The local authority FSM6 gap is 25%.

While these results reflect the specific challenges of this cohort, including staffing changes and transition periods, they provide important insights for school improvement. We are using this information to target support, refine interventions, and implement evidence-informed strategies to close attainment gaps. We are confident that we will close the gap in writing by 2026 due to the use of the embedded schemes, monitoring and support from local authority and White Hill's Trust advisors.

Our planned actions include:

- Targeted academic interventions in reading, writing and maths (Year 6 booster groups started January 2026)
- Introduced 'Fluency schemes' to support White Rose Maths.
- Focused NFER Assessments to indemnify gaps in all subjects.
- Structured phonics and spelling programmes (Little Wandle, Big Cat Schemes)
- Whole-class and small-group English support (Ready Steady Write and Ready Steady Read)
- Enhanced enrichment and personal development opportunities.

These measures aim to accelerate progress and improve outcomes for all Pupil Premium pupils, ensuring that they achieve their potential in future cohorts.

SPAG (Spelling, Punctuation and Grammar):

Yr6 Pupil Premium pupils continue to make good progress, with the gap between those achieving the expected standard SPAG and their non-Pupil Premium peers narrowing over time.

- In 2023, the gap was 31.3%
- In 2024, the gap reduced to 12.5%
- In 2025, the gap was 26.1%, reflecting the specific characteristics of the cohort, but still a reduction than in 2023.

Current assessment data shows that Pupil Premium pupils' spelling scores demonstrate a larger gap compared to their non-Pupil Premium peers. In books, handwriting and presentation were also an area of focus, with some pupils requiring additional support to develop consistency and fluency.

From September 2025, we are introducing the Scode spelling programme alongside a structured handwriting scheme and dedicated handwriting workbooks. These initiatives aim to support all pupils, particularly those eligible for Pupil Premium, to improve accuracy, presentation, and confidence in their written work. Early indications suggest that, with consistent practice and targeted support, gaps are beginning to close, and we anticipate further improvement by July 2026.

Writing

In 2024, the gap in writing attainment between Pupil Premium pupils and their non-Pupil Premium peers was 36.9%. Through targeted support, interventions, and high-quality teaching, this gap has closed to 23.9% in 2025, demonstrating significant progress.

This improvement highlights the impact of focused programmes such as Ready Steady Write, small-group support, and scaffolding strategies, which help pupils develop confidence, fluency, and competence in writing. Planned next steps aim to continue closing the gap, ensuring all Pupil Premium pupils achieve their full potential in writing.



Since its introduction in April 2024, the 'Ready Steady Write' programme has set high expectations for all pupils and provided a strong foundation for writing development. Every child now writes at least one sentence daily, supported by scaffolding strategies that help pupils build skills progressively.

The programme was implemented to address previous challenges, where oral composition skills often outpaced transcription abilities. By linking writing activities to high-quality texts, Ready Steady Write effectively closes gaps, while boosting pupils' confidence, vocabulary, grammar, and transcription skills. Early evidence shows that pupils, including those eligible for Pupil Premium, are becoming more confident and competent writers across the school.

C 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. By 2026 there is a significant decrease in bullying/behaviour incidents and a significant decrease in suspensions.

December 2025 Review:

At Priory Junior School, Pupil Premium funding is used to support the personal development, wellbeing and social-emotional learning of pupils through a range of evidence-informed initiatives. These include:

- OPAL (Outdoor Play and Learning) – providing structured and imaginative play opportunities to develop confidence, cooperation, and physical skills.
- Zones of Regulation Curriculum – helping pupils recognise and manage their emotions, build self-regulation strategies, and develop resilience.
- ELSA (Emotional Literacy Support Assistants) and CASY Counselling – offering tailored emotional and social support to pupils who need it.
- Forest School Lessons – weekly outdoor sessions for each year group that develop teamwork, problem-solving, and confidence in a safe and inspiring environment.

Impact:

- Pupils have shown improved confidence, self-esteem, and resilience, enabling them to engage more fully in learning across the curriculum.
- Attendance and participation in lessons and enrichment activities have increased, reflecting a stronger sense of belonging and wellbeing.
- Pupils are better equipped to manage emotions and develop positive relationships with peers and staff.

Pupil Voice:

- “I love Forest School because I can try new things and work with my friends.” – Year 4 pupil
- “ELSA helped me feel calmer and ready to learn.” – Year 5 pupil
- “Zones of Regulation teaches me how to be in control of my feelings and try new ways to regulate.” – Year 6 pupil
- “OPAL play is fun and makes me feel happy and confident.” – Year 3 pupil

During our successful Anti-Bullying ‘All Together Week,’ targeted RSHE lessons helped pupils understand the roles in bullying and how to be defenders, leading to a reduction in incidents and more effective support for disadvantaged children. One pupil premium pupil reflected, ‘I understand how bullying can affect people’s emotions, and how even if you are a bystander, you are still involved. We should defend in a safe way and show we care – it’s not ok to be unkind at our school.’

These programmes, funded through Pupil Premium, ensure that all pupils are supported to thrive emotionally, socially, and academically, helping them develop the skills and confidence to achieve their full potential.

D	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. Lower absence % compared to Notts FSM 2025 average of 7.5%. Notts FSM persistent absence 24.1%
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December 2025 Review:

Our Pupil Premium strategy is having a positive impact on attendance. From September to December 2025, overall attendance at Priory was 95.3% (3.15% authorised 1.55% unauthorised), with FSM pupils achieving 93% (5.5% authorised 1.43% unauthorised). The targeted support from our Attendance Consultant, Mr. Buckmaster, is helping to reduce absence and ensure disadvantaged children are fully engaged in their learning, narrowing the gap with their peers.

DfE National figures: The attendance rate across the **2025/26 academic year to date** was 93.68%. The absence rate was, therefore, 6.32% across all schools. It was 95.07% in state-funded primary schools (3.60% authorised and 1.33% unauthorised)

Attendance comparisons from Autumn 24 and Spring 25

National average for all children attendance 93.1%

Notts average for all children attendance was 95.2%

Priory average for all children attendance was 95.11% (3.7% authorised 1.14% unauthorised)

National average for FSM attendance 85.5%

Notts average for FSM attendance was 92.5%

Priory average for FSM attendance was 91.23%

Sept 25 to Dec 25 FSM children attendance at Priory is 93% already showing a 2% increase in attendance due to the support of Mr Buckmaster and support systems in place.

With a renewed approach to intervening with attendance from all staff and the employment of an attendance lead we can close the gap between disadvantaged and non-disadvantaged attendance by 2026 and raise overall

attendance to 96% for all pupils. The updates to the attendance system by the Local Authority will support unauthorised absences.

E To improve the participation of our disadvantaged pupils within all aspects of school – building 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% of Pupil Premium. An increase in PPs involvement in pupil roles by July 2026 this will be raised from 5% to 10%.

December 2025 Review:

'Freedom Factory', a 100% Pupil Premium programme in drama, dance, and music, successfully boosted pupils' self-esteem and confidence. Feedback showed that pupils enjoyed the sessions and felt noticeably more confident, demonstrating the positive impact of targeted Pupil Premium investment in enrichment activities.

35% of pupil premium children attended sports clubs

27% of pupil premium children attended Rock Steady funded by school

4 pupil premium children attended Create Club funded by school

5 pupil premium children attended a day event for supporting mental health – Notts Alone Trip

83% of pupil premium children took part in an experience, club or enrichment programme.

25% of children who attended clubs were Pupil Premium.

In 2023 to 2024, 16% of FSM children held a representative role in school. In 2024 to 2025, 21% of FSM children held a representative role in school (such as representing a sports team or a school rep). By 2026 we wish to have 10% of the pupil roles in school are carried out by disadvantaged pupils.

Throughout the year school supported and funded uniform, Year 6 hoodies, a 50% off school trips or clubs.

Year 5 pupils who took part in DAART, funded through Pupil Premium, reported great benefits from the programme. One pupil said, 'I feel braver and more confident to not give in to peer pressure', while another shared, 'I've learned how to stay calm and think before I act.' The sessions helped pupils develop important skills, build resilience, and feel proud of their achievements, showing how targeted Pupil Premium funding can make a real difference to children's personal growth and well-being.

Year 6 took part in The Great Project, funded through Pupil Premium as part of their RSHE curriculum. Pupils shared that it helped them understand what abuse is and how to keep safe. One pupil said, 'I now know what to do if something doesn't feel right,' while another reflected, 'I feel more confident to speak up and ask for help.' This shows how targeted Pupil Premium funding supports pupils' safety, awareness, and personal development.