



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Priory Junior School
Pupils in school	235 pupils
Proportion of disadvantaged pupils	26% (60 pupils Sept 2020)
Pupil premium allocation this academic year	£80,700
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Alison Brown Head teacher
Pupil premium lead	Alison Brown Head teacher
Governor lead	Chris Allison

**Disadvantaged pupil progress score from 2019 due to Covid 19 pandemic and no assessment data being present for 2020.**

Measure	Score disadvantaged/non-disadvantaged
Average scaled progress score Reading, Writing, Maths	-1.8/ -1.5
Expected standard Reading, Writing, Maths	57%/68%
Higher standard Reading, Writing, Maths	7%/ 10%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Improve standards from 2019 data
Achieving high standard at KS2	Improve standards from 2019 data
Progress made by disadvantaged pupils	Gap between PP and non- PP narrows in reading, writing and maths
Attendance and behaviour	Attendance is in line with non -disadvantaged pupils.
Parental engagement	There is increased parental engagement with school from our families of disadvantaged pupils.
Enrichment opportunities	Disadvantage does not affect attendance at extra- curricular clubs and activities.

Measure	Activity
<b>Priority 1 – Teaching Priorities</b>	<ul style="list-style-type: none"> <li>• Spending on improving teaching to include professional development, training and support for both early career teachers and to support recruitment and retention.</li> <li>• Ensuring an effective teacher is in front of every class - through a rigorous monitoring programme and tailored support.</li> <li>• Providing high quality curriculum provision through quality resources and technology</li> </ul>
<b>Priority 2- Targeted academic support</b>	<ul style="list-style-type: none"> <li>• Targeted academic support for those who are not making good progress across the spectrum of achievement</li> <li>• Fund teachers and teaching assistants to enable them to provide targeted academic support, including how to link structured one-to-one or small group interventions to classroom teaching.</li> </ul>
<b>Priority 3 – Wider strategies – Improving behaviour and attendance and well-being</b>	<ul style="list-style-type: none"> <li>• Improving behaviour and attendance – reward systems , lunchtime activities.</li> <li>• Social and emotional support – CASY counselling and 1-1 ELSA support – particularly in light of lockdown</li> </ul>
<b>Priority 4 - Wider strategies – enrichment</b>	<ul style="list-style-type: none"> <li>• Enrichment opportunities – funding for clubs, residential, visits</li> </ul>
<b>Barriers to learning these priorities address</b>	<p>Pupils currently display low resilience and confidence and have been affected by lockdown and not been used to the structure and boundaries that school provides. There is varied support from home and some families do not see the benefit of regular school attendance. Pupils have limited experiences outside of their immediate locality. During Covid 19 family support services have been more limited in their involvement and support for families.</p>

## Teaching priorities for current academic year

Aim	Target	Target date
<b>Progress in Reading</b>	To raise overall standards in reading by the end of KS2 to ensure all pupils make good progress from KS1 exit	July 2021
<b>Progress in Writing</b>	To raise overall standards in reading by the end of KS2 to ensure all pupils make good progress from KS1 exit	July 2021
<b>Progress in Mathematics</b>	To raise overall standards in reading by the end of KS2 to ensure all pupils make good progress from KS1 exit	July 2021
<b>Phonics</b>	To embed a programme of whole class phonics teaching in Year 3 and specific phonics interventions for pupils with specific phonological difficulties	July 2021
<b>Ensuring teaching is at least good across the whole school</b>	All observed teaching is at least good across the year.	July 2021
<b>Projected Spend</b>	£25,000	

## Targeted academic support for current academic year

Measure	Activity
<b>Priority – Targeted academic support</b>	Audit current interventions to ensure there is a clear overview of current practice. Ensure all interventions have SMART objectives and an opportunity to measure their impact. Research new intervention programmes and strategies.
<b>Priority – Targeted academic support</b>	Ensure all disadvantaged pupils are receiving tailored interventions to ensure they are making good progress steps.
<b>Barriers to learning these priorities address</b>	Established gaps are being addressed to ensure they are narrowing. Limited support at home is addressed with the additional support at school.
<b>Projected spending</b>	£35,700

## Wider strategies for current academic year

Measure	Activity
<b>Priority 1 – improving behaviour, attendance and well-being</b>	Use of rigorous attendance procedure to tackle poor attendance. Investment into our PRIDE shop. Review of our house points system and introduction of half term rewards. Increase of time invested in our ELSA to deliver emotional support. CASY 1-1 counselling sessions given to pupils who need the support.

<b>Priority 2- increasing enriching opportunities</b>	Invest money into ensuring disadvantaged pupils can access visits/trips and other in school activities.
<b>Barriers to learning these priorities address</b>	Lack of support for the importance of regular schooling. Pupils not able to attend extra-curricular activities due to economic reasons.
<b>Projected spending</b>	£20,000

## Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
<b>Teaching</b>	Ensuring staff are up to date with current thinking and practice regarding teaching and learning	Ensure that funding is used appropriately for quality CPD, INSET training and purchasing quality teaching resources.
<b>Targeted support</b>	Ensuring that the interventions provided are meeting the needs of the individual pupils and are measured rigorously to maximise their impact.	Regular reviews to ensure teachers/TAs are responding appropriately to individual needs.
<b>Wider strategies</b>	Increasing the engagement of hard to reach families. Ensuring all families take up the offer of extra-curricular opportunities.	Attendance measure according to policy. Regular check ins with hard to reach families are undertaken to build positive relationships.

## Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
<b>Teaching</b>	There was a gap between the progress of disadvantaged and non-disadvantaged pupils at the end of July 2019 as shown above. There will be a focus on raising the standards in all core subjects but particularly reading going forward as the progress gap of reading is below 0. A new approach to reading through shared reading needs to be embedded across the whole school. A new phonics programme in Yr 3 and 4 we hope will support our lower attaining readers in the lower juniors.
<b>Targeted approaches</b>	An audit of interventions has led to some interventions being removed if their impact is not as effective as we would want. An emphasis of using guided groups within a whole class teaching strategy is being explored but needs embedding further. Further research into targeted interventions is an area for development.
<b>Other approaches</b>	Attendance is sitting at the national average. The gap between the disadvantaged/non-disadvantaged is small but more of our persistent absentees are from our disadvantaged families and needs addressing. There is a discernible

	<p>difference between the attendance at clubs between the disadvantaged /non -disadvantaged pupils and we want to redress the balance.</p>
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