

# Priory Junior School Pupil Premium Strategy Statement



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	236
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 – 2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sharleen Whiley Chair of Govs
Pupil premium lead	Alison Prodger Head Teacher
Governor / Trustee lead	Sam Smith (Vice Chair of Govs)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,175
Recovery premium funding allocation this academic year	£3987
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 80,162

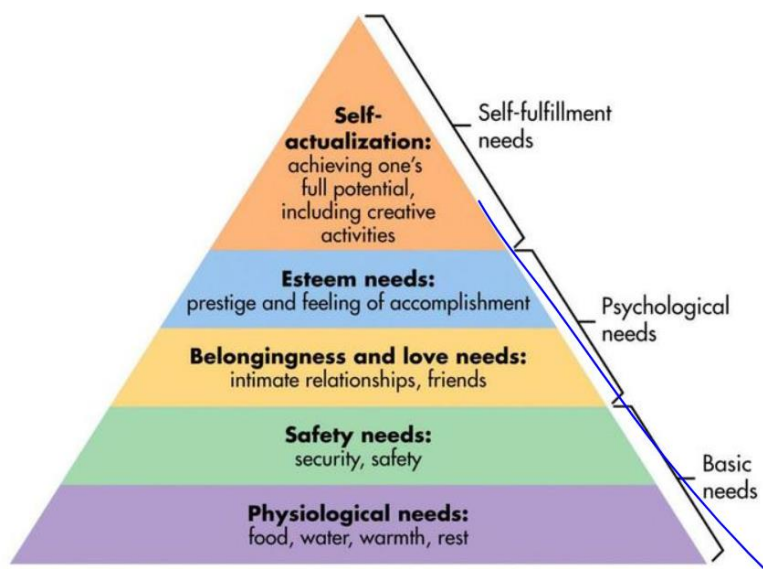
# Part A: Pupil premium strategy plan

## 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 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. Also there is 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, progress and attendance gaps between children eligible for pupil premium and non- pupil premium children in 2021-2022.**

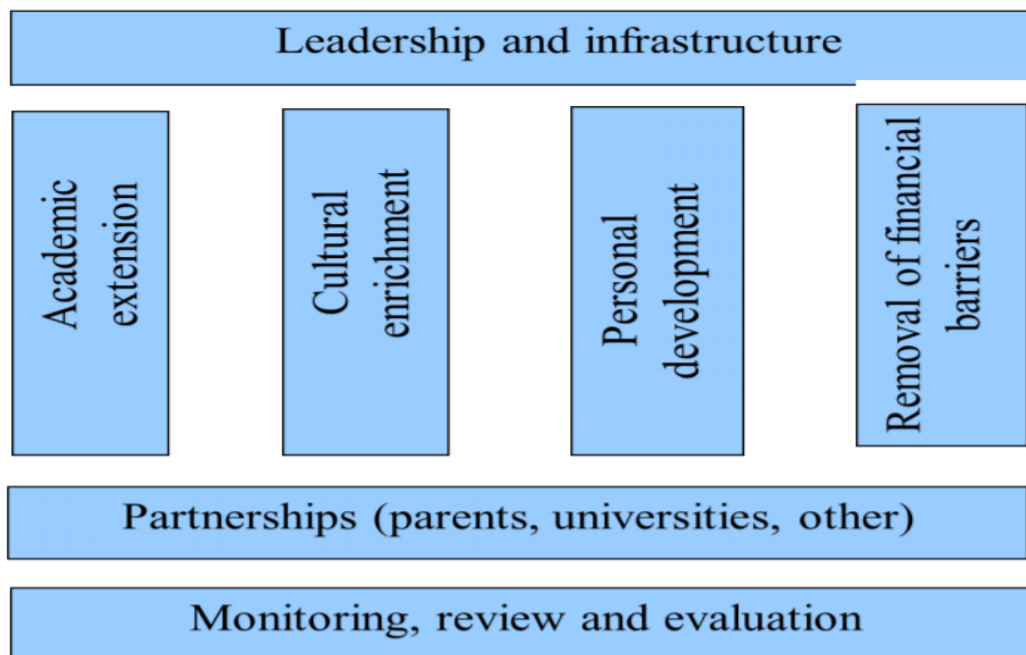
However we as a school understand that barriers can be in place that make it very difficult for children to realise their full potential. Maslow's Hierarchy of needs shows how it is very hard to achieve your full potential if basic and psychological needs are not met first.



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/ 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 for 2020 -2023. Our funding for pupil premium and recovery 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	Assessments indicate that a higher proportion of our disadvantaged pupils in LKS2 did not pass their phonics screening check in Year 2 and therefore have not mastered the early reading skills necessary to make good progress with reading.
2	External data 2022 and current internal data highlights a gap between the attainment and progress of our non- disadvantaged and disadvantaged pupils in reading, writing and maths.
3	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	Our attendance data shows there is a gap between the attendance of children eligible for pupil premium and non- pupil premium children. The percentage of

	persistent absentees is greater for children eligible for pupil premium and children not eligible for pupil premium.
5	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.

## 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
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.
Continue to improve attainment data among disadvantaged pupils in reading, writing and maths.	External data in 2023 shows a sustained increase in the % of disadvantaged pupils achieving the expected standard in reading, writing and maths at KS2 exit to 50% in 2023 ( 45% for FSM pupils in 2022.
To improve the well-being 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 2023 all attendance is 96% and the gap is closed.
To improve the participation of our disadvantaged pupils within all aspects of school.	There is a marked increase so that 50% of disadvantaged pupils attend extra- curricular experiences raising to 60% by 2026. 5% raising to 10% of the pupil roles in school are carried out by disadvantaged pupils by 2026.

## Activity in this academic year

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
To continue to invest and embed the 'Rainbow Grammar programme of study to support the teaching of and progress in writing	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2
To embed the mastery lesson design across the curriculum with a greater focus on the arts.	Evidence suggests that arts participation can have a positive impact on academic outcomes in other areas of the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2

## 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 interventions to tackle and improve limited phonic 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Specific 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific SEMH interventions through our CASY counsellor and ELSA.	There is evidence that these types of interventions support particular social and emotional needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Provide enrichment opportunities – funding for clubs, residential, visits		4 5
Improving behaviour and at-	Strong universal approaches to behaviour that create a positive ethos can have a positive effect.	

<p>tendance – reward systems , lunchtime activities and through the embedding of the ‘Altogether’ programme.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Contingency fund for acute issues.</p>	<p>We have set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>£2,162</p>

**Total budgeted cost: £ 80,162**



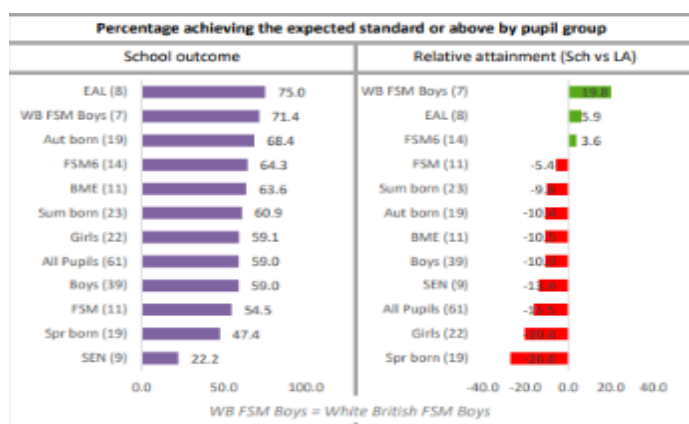
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

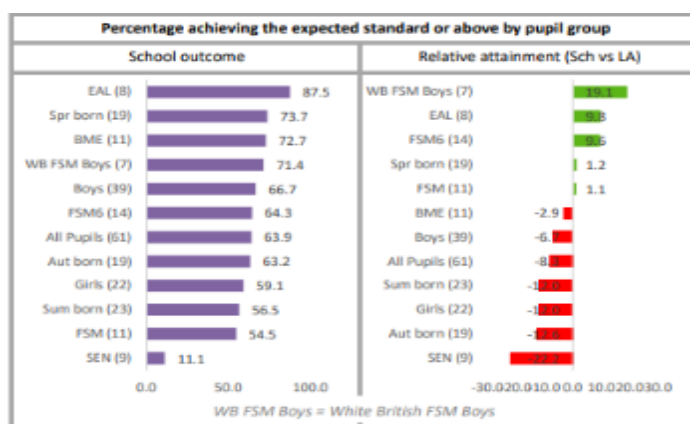
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The disadvantaged pupils' attainment data was slightly lower than non-disadvantaged pupils in reading, writing and maths at the expected and higher standard in 2021-2022 although we are pleased with the progress we have made to close the gap.

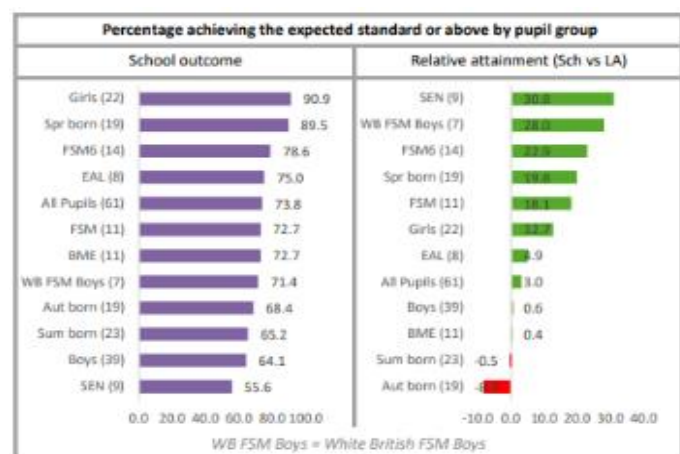
### Reading



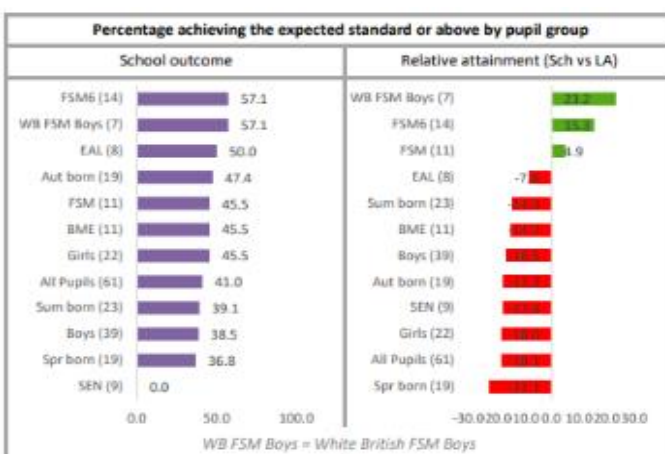
### Maths



### Writing TA



### Reading, Writing and Maths



Our commitment to tailored interventions and continual assessments and intervention at the point of need we hope in 2023-26 will maximise the progress opportunities for our disadvantaged pupils to close all gaps.

Our attendance sat at 94% in 2021-2022 with the attendance of our disadvantaged pupils sitting at only slightly lower at 93%. We hope with a renewed push on tackling attendance we can close the gap entirely between disadvantaged and non- disadvantaged attendance in 2022-2023 and raise overall attendance to 96%.

Although school closures have not happened in 2022 we are still helping our disadvantaged pupils recover from the effects of the pandemic emotionally and socially. Therefore we will continue to use funding to drive pastoral initiatives in 2022-2023 to ensure we are meeting the social and emotional needs of our disadvantaged pupils and their families to ensure their best chance of making progress.

## Further information

*We have utilised the DFE grant to train a Senior Mental Health Lead through the 'Three Eggs' company. Alongside the Mental Health First Aider these key roles are helping us to develop a robust whole school strategy to ensure the mental well-being of the whole school community. This will help to ensure that the basic hierarchy of needs are met in order to ensure children can maximise their learning opportunities.*