

# Pupil premium strategy statement – Priory Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	DfE Census 16 children 8.8% Currently 19 children on roll 10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/3, 2023/4, 2024/5
Date this statement was published	March 7 <sup>th</sup> 2023
Date on which it will be reviewed	July 31 <sup>st</sup> 2023
Statement authorised by	Rachael Plunkett
Pupil premium lead	Rachael Plunkett
Governor lead	Julie Gilligan and Tina Ring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,415
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 22,415

# Part A: Pupil premium strategy plan

## Statement of intent

- At Priory Primary School we are dedicated to achieving the best outcomes for all of our pupils and celebrating their successes. We endeavour to create an exciting and stimulating learning environment which supports and challenges all pupils so that they thrive, and are confident and happy.
- Our intention is that all children will be able to participate fully in and benefit from the opportunities presented by both curricular and ex-curricular activities at Priory Primary School. These opportunities are available to all children, irrespective of their background or challenges they face.
- In curricular activities all children are entitled to high quality teaching and we maintain a level of support in each class which allows for smaller groups and individuals to be supported to access the learning in class.
- The school is currently transitioning back to a full programme of extra-curricular activities, including after school clubs, trips, workshops. There are opportunities to participate in individual music lessons and Rocksteady. We will support families to ensure children are able to take part in these activities.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that pupils have gaps in knowledge and understanding, particularly in Maths, English and Science as a result of the known constraints of the last few years.
2	Attendance has been heavily impacted by the pandemic and there has been a rise in avoidance/anxiety related absence.
3	Social Skills and ability of children to self-regulate has been impacted. There has been an increase in low level but disruptive behaviour as well as an increase in high levels of need. A greater number of children experience anxiety and others who find the sensory experience of a small, busy school, quite overwhelming.
4	Specific support for speech and language and mental health needs has been difficult to access for school or families. Assessment of and support and advice for high level SEND needs have been difficult to obtain in a timely manner.

## 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
Improved attainment in phonics at the end of Year 1 and Year 2.	By 2024/5, at least 80% of disadvantaged pupils will achieve the threshold to pass the phonics check.
Maintain attainment and progress in reading at the end of Key Stage 2	For children who do not pass the phonics check by the end of Year 2, reading interventions and curriculum is clearly identified. By 2024/5, attainment and progress in reading of disadvantaged children is in line with non-disadvantaged children.
Improved progress and attainment in writing for disadvantaged pupils at the end of Key Stage 2	By 2024/5, at least 80% of disadvantaged children will meet the expected standard for writing at the end of Key Stage 2.
Improved progress and attainment in maths for disadvantaged pupils at the end of Key Stage 2	By 2024/5, attainment and progress in maths of disadvantaged children is in line with non-disadvantaged children.
To improve and maintain attendance for all pupils and particularly the disadvantaged.	By 2024/5 sustained high levels of attendance are maintained; where there is support, this is effective in improving attendance and reducing anxiety
Resume range of extra-curricular activities and events; resume programme of trips and participation in events outside the school	By 2023/4 children are better able to self-regulate in a variety of social contexts. Self-control is more evident and there is less low level disruption in school.
Additional needs assessed and provision, including support from other services, signposted and/or accessed by school and families	Provision meets the needs of the children; reasonable adaptations so that all children can experience all activities offered

## 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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retaining high ratio of classroom staff (Class teachers, HLTAs and LSAs)</i>	EEF – good quality teaching staff and Learning Support Assistants	1,3,4
<i>Access to training – Mental Health, Anxiety Based Absence</i>	EEF – Staff training	2,3
<i>Continuing to develop emotional support in classes and provision in school</i>	Ensuring children are safe and ready to learn - Maslow	
<i>Continue to subscribe to National College- all staff and Governors have access</i>	EEF – good quality teaching staff and Learning Support Assistants	

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

Budgeted cost: £ 22,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AFALS assessment of KS2 children</i>	EEF – Staff training; delivering evidence based strategies	1
<i>Precision Teaching; IDL</i>	Evidence based strategies	1
<i>Small group support/ individual support</i>	High quality teaching and interventions	1, 3

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

Budgeted cost: £ 0

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Full timetable of extra curricular activities and trips</i>		2,3

**Total budgeted cost: £ 22,415**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2021/22

KS2 SATs – attainment was broadly in line with non-disadvantaged pupils, except in writing. Progress was in line with the rest of the cohort.

Disadvantaged children did not achieve GLD at the end of Reception Year and most are identified on the school's SEN register. None of the disadvantaged children reached the phonics threshold in the Year 1 phonics check and most are on the school's SEN register. At KS1 attainment was broadly in line with the non-disadvantaged pupils, except in writing.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
IDL	IDL
Times Table Rock Stars	TT Rockstars