

Pupil premium strategy statement – Priory Primary School – November 2025

This statement details our school’s use of pupil 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	137 at census Oct '24
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	November 2024 - November 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Date of following review	November 2026
Statement authorised by	Claire Laver
Pupil premium lead	Emma Wilson
Governor / Trustee lead	Michael Simmonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£22,725

Part A: Pupil premium strategy plan

Statement of intent

Our approach to learning for all children, regardless of background or challenges, is captured in our school vision:

“At Priory we are dedicated to achieving the best outcomes and celebrating the successes of all. We aim to offer exciting and stimulating learning experiences which support and challenge all pupils to thrive, with confidence and happiness.”

“Achieving our best; supporting and celebrating each other.”

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our Pupil Premium Plan aims to address the main barriers our pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all pupils the access and opportunities to enjoy academic success.

Our strategy does not make assumptions regarding the impact of disadvantage. The approaches we use complement one another and match our whole school approach to valuing the whole child.

Our aims are to:

- Ensure that teaching and learning opportunities are high quality and challenging across the curriculum and meet the needs of all pupils;
- Identify needs early and instigate appropriate and effective intervention strategies;
- Narrow the gap between disadvantaged and non-disadvantaged pupils using statutory data, as well as school’s own internal data;
- Enable pupils to meet or exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus be well prepared for the secondary phase of their education;
- Support pupils in their personal, social and emotional development;
- Adopt a whole school approach so that all teachers and learning support assistants take responsibility for the outcomes for all pupils and particularly the disadvantaged;
- Allocate funding following a needs’ analysis, which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Internal data shows that some our pupil premium children (particularly those also with SEND) do not achieve in line with their peers.
2	A number of pupil premium children are challenged with mental health needs, which have an adverse effect on progress and attainment.
3	To ensure regular attendance of pupil premium children identified by the attendance officer.
4	Limited access to wider enrichment activities.

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 progress and attainment in Reading, Writing and Mathematics for disadvantaged pupils at the end of Key Stage 2. (link to challenge 1)	By 2026/2027 the end of Key Stage 2 Reading, Writing and Mathematics outcomes show that at least 80% of disadvantage pupils meet the expected standard; progress scores are in line with the national average or better. Pupils with SEND are achieving their One plan targets that support progress and attainment.
To achieve and sustain wellbeing for all pupils and particularly the disadvantaged. (link to challenges 2 & 3)	By 2026/2027 sustained high levels of well-being are demonstrated through qualitative data from family and pupil surveys as well as teacher and family observations. The attendance of disadvantaged pupils is in line with that of school average (95%).
To widen the horizons of disadvantaged pupils where family financial hardship is a barrier to participating in activities and opportunities. (link to challenge 4)	At the end of each academic year all disadvantaged pupils will have been able to participate in wider activities such as Year 6 School Journey, sporting and cultural events and out of school hours activities where financial hardship is a barrier.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for Maths Hub. - We are now entering the second year of this project.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Maths Hub moderation and monitoring</p>	<p>1</p>
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils: SENCO to continue to train all LSAs and teachers on implementation and assessment using "The Ordinarily Available" document and resources.</p> <p>Second year to provide support for new colleagues and new PPG pupils also with SEND.</p>	<p>Essex approach to SEND provision and the Universal Offer.</p> <p>https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2</p>	<p>1</p>

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

Budgeted cost: £9,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 tutoring programmes for KS1 and KS2 pupils delivered by trained LSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
EPS maths intervention training for 2 x colleagues and daily 12-week intervention.	https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-training-support/targeted-interventions	1
IDL subscription – supported by LSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=inter	1
High quality reading across the school supported through the Literary Curriculum and investment in CPD and resources	Reading and comprehension approaches have a significant impact on pupils reading ability and fluency. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit Internal school evidence of progress of PP pupils	1

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

Budgeted cost: £5730

Activity	Evidence that supports this approach	Challenge number(s) addressed

LSA with specific training (BCCS), employed 1 day per week for wellbeing support across school (2024/2025 LKS2 focus)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	Challenges 2, 3
Development of well-being Team and Senior Mental health lead through training and development for key staff and all staff team (Zones of regulation and other strategies)	https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/SEL-Pick-Mix-Shotton-Hall.pdf?v=1731869071	Challenges 2, 3
Subsidised extra-curricular and curricular activities	Swimming, Rocksteady/music lessons, sports clubs, Year 6 residential trip,	Challenge 4

Total budgeted cost: £22,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Improved progress and attainment in Reading, Writing and Mathematics for disadvantaged pupils at the end of Key Stage 2. (link to challenge 1)</p>	<p>2025 – all pupils 62.5% RWM</p> <p>93% Y1 pupils at standard for Phonics screening check with 100% PPG pupils at standard.</p> <p>Disadvantaged pupils – none in Y6 cohort (left within academic year – relocation – internal data shows on track to achieve RWM)</p> <p>Y5 66% PPG EXE + reading</p> <p>Y5 33% PPG EXE + writing</p> <p>Y5 66% PPG EXE + Maths</p>
<p>To achieve and sustain wellbeing for all pupils and particularly the disadvantaged. (link to challenges 2 & 3)</p>	<p>All Y5 pupils have signed up to Autumn 25 residential visit, as they feel confident to do so.</p> <p>Wellbeing support has improved attendance for key PPG pupils.</p>
<p>To widen the horizons of disadvantaged pupils where family financial hardship is a barrier to participating in activities and opportunities. (link to challenge 4)</p>	<p>Families are supported financially for residential visit</p> <p>Places at Rocksteady</p> <p>Funded educational visits.</p>

Externally provided programmes

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

Programme	Provider
IDL	IDL solutions