

## Priory Community School, An Academy Trust - Pupil Premium Strategy Statement 2017/2018.

1. Summary information					
<b>School</b>	Priory Community School, An Academy Trust.				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	Estimated £276,145	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	1261	<b>Number of pupils eligible for PP</b>	313 Year 7 - 64 Year 8 - 70 Year 9 - 62 Year 10 - 54 Year 11 - 63	<b>Date for next internal review of this strategy</b>	January 2018 (Term 3)

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Grade 5 in English/Maths (2016/17 only)</b>	27.9/32.8	45.8/46.7
<b>Progress 8 score average (from 2016/17)</b>	-0.49	-0.14
<b>Attainment 8 score average (from 2016/17)</b>	33.46	44.36

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barrier	
<b>A.</b>	Underperformance of PP students across a number of subject areas in the curriculum, specifically boys
<b>B.</b>	Basic literacy and numeracy skills for a large number of PP students on entry are lower than expected/other pupils

<b>C.</b>	Learning habits for a large number of PP students across the whole school are less ingrained	
<b>External barriers</b>		
<b>D.</b>	Attendance to school. Historically pupils eligible for PP are not in-line with others nationally.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All students across the breadth of the curriculum to make progress at least in line with others nationally	All students to make progress across all subjects that is at least in line with others nationally
<b>B.</b>	All students make appropriate levels of progress at least in line with others nationally.	Literacy – KS3. All students to have a reading age in-line with their chronological age. KS4. All students to make progress at least in-line with others nationally. Numeracy – KS3. All students to have basic arithmetic skills in-line with others nationally. KS4. All students to make progress at least in-line with others nationally.
<b>C.</b>	No significant difference between the learning habits and behaviour of pp students and others	Fewer behaviour incidents in-line with the whole school population.
<b>D.</b>	Attendance of PP students in each year group to be in-line nationally with others.	No gap between PP students and others nationally.

5. Planned expenditure					
Academic year		2017 – 2018			
i. Quality of teaching for all					
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
<b>A. Underperformance of PP students across a number of subject areas in the curriculum, specifically boys.</b>					
Overstaffing in maths , English and science to allow for smaller class sizes where the need is greatest	Smaller class sizes allow for personalised teaching and feedback. Overstaffing allows for small class sizes (EEF - giving quality feedback) (EEF - 1:1 and small group teaching)	<ul style="list-style-type: none"> <li>- Staff to be well matched to the role (monitored by CL)</li> <li>- Monitoring over time and via 9 week cycles outcomes and in-class testing to show progress.</li> <li>- Evidence also gathered via Learning Walks</li> <li>- Progress shown through Year 11 PPEs</li> </ul>	Head of Maths / Director of Maths/Head of English / Head of Science/ Director of Science / Head of LGU	With each Praising Stars data entry following 9 week cycles. Cycle 1 - Sept 4 - Nov 17 Cycle 2 - Nov 20 - Feb 2 Cycle 3 - Feb 5 - April 27 Cycle 4 - April 30 - July 6	£88K
<b>B. Basic literacy and numeracy skills for a large number of PP students on entry are lower than expected/other pupils</b>					
PiXL membership for use across the school.	Evidence from schools as part of the PiXL partnership show improved outcomes for their students. Average performance of PiXL schools at the end of key stages has comfortably exceeded the national averages. When national percentages of students obtaining five good grades (including English and Maths) at KS4 were in decline, PiXL schools bucked the trend and recorded significant increases in their percentages. Of the most improved schools in 2014, the top five were all	<ul style="list-style-type: none"> <li>- KS3 - all students to show progress through 9 week arithmetic testing cycles</li> <li>- KS3 - reading ages to improve to match chronological age</li> <li>- KS4 – all students to show progress in the Wave exam sessions</li> <li>- Embedding of reading for meaning within Upper School to show impact</li> </ul>	RSL/ Central Leader in each area	Termly.	Percentage of £15K

	<p>PiXL member-schools, as were 16 of the top 30.</p> <p>The support provided will focus on strategic and forensic use of data, and the application of pedagogical principles dealing with diagnosis of need and appropriate intervention or therapy and testing (DTT). We will be supported in this work with access to a comprehensive range of resources that will support targeted and bespoke interventions as well as a programme of CPD and a link with a PiXL Associate who will advise and challenge</p> <p>(Will Smith).</p>	in increased English Language progress			
<p><b>C. Learning habits for a large number of PP students across the whole school are less ingrained</b></p>					
<p>Homework clubs / P6 for all year groups. Staffed with subject specialists.</p> <p>Evening School (Year 11)</p>	<p>These initiatives provides a conducive learning environment accessible for all students (Sutton Trust)</p>	<ul style="list-style-type: none"> <li>- PP coordinator to monitor attendance and progress attending these clubs and to act on this data. Data to be reported termly.</li> <li>- Monitor via data windows</li> <li>- Feedback also to be collated by the Student Voice team</li> </ul>	RSL	Termly	£16K
<p>Holiday revision schools for Year 10 and Year 11 run by teaching staff.</p>	<p>Holiday school provides a learning environment for those who do not have it at home as well as access to professionals out of 'regular' hours. It also keeps the focus on learning during holiday time and encourages routines to be kept to (historic school data shows that attendance to these sessions resulted in increased progress for these students.</p> <p>(EEF)</p>	<ul style="list-style-type: none"> <li>- Monitored planning of sessions (Quality Assurance at Leadership meeting beforehand)</li> <li>- LT presence to facilitate smooth running of sessions and to provide quick anecdotal feedback</li> <li>- Student Voice feedback</li> </ul>	RSL	Easter 2018 May 2018 following each block	£12K

Subsidising revision resources across the whole school for all year groups.	Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home. (EEF)	- All students to be fully equipped to extend learning at home and to revise for each assessment week during the 9 week cycle. Students should, therefore, continue to make progress across each assessment window.	Progress Team	Termly	£8K
<b>ii. Targeted support</b>					
<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
<b>A.Underperformance of PP students across a number of subject areas in the curriculum, specifically boys.</b>					
Weekly walking talking science and English mocks delivered by LT members to Year 11	Students are walked through science papers and are given feedback as they go. Thus, essentially giving an extra hour of science teaching to targeted students (PiXL). (PiXL) (Historic school data)	- progress is made weekly and feedback is given to students and home. Targeted students to change based on need and progress made.	Central Leader of Science, Director of Science, Central Leader of English, Principal, Progress Team	End of every 9 week cycle	£1,500

Intervention Coordinator employed to collate and track P0/P6/Evening School and other enrichment timetables for all year groups and to monitor progress data.	Ensuring PP students are organised and have a plan for their learning is important. Equally, students may be reluctant to attend extra sessions for reasons at home or linked to transport. The intervention coordinator can ensure these barriers are removed. (Marc Roland)	<ul style="list-style-type: none"> <li>- PP students attend all relevant interventions and enrichments across all year groups with effectiveness evidenced against progress data.</li> <li>- attendance lists reviewed weekly</li> </ul>	Head of Upper School, Head of Lower School	Termly (and annual Student Voice survey)	£10K
CLA programme of support and mentoring. Additional 1:1 tutoring for these students after school.	This programme provides a stable and targeted learning environment for CLA students with additional 1:1 support for English and maths put in place. (Marc Rowland) (PCSA historical data)	<ul style="list-style-type: none"> <li>- All CLA students make progress at least in-line with others nationally.</li> <li>- Monitored by KB at every data window and reported back to LS.</li> </ul>	CLA coordinator. Katrina Best	Termly	£33K
Information evenings for all column 1 and 2 subjects across the school.	Communication with parents/carers is essential. Information evenings ensure that parents/carers understand the requirements of all courses and are able to support as appropriate. They are also introduced to key members of staff and as such, relationships are built. Attendance by PP parents/carers should be at least in line with the whole school population (Rebecca Clark).	<ul style="list-style-type: none"> <li>- After having personal invitations and calls home, attendance to evenings will be monitor (at which point other strategies and follow up will be implemented for non-attendees e.g information sessions during the day)</li> <li>- Parental questionnaire feedback will be used to highlight strengths and weaknesses</li> </ul>	Central Leaders	After each information evening.	£2,500K
<b>B. Basic literacy and numeracy skills for a large number of PP students on entry are lower than expected/other pupils</b>					
Small group teaching by support specialists in both KS3 and KS4	Smaller class sizes allow for personalised teaching and feedback. Overstaffing allows for small class sizes (EEF - small group teaching)	<ul style="list-style-type: none"> <li>- LT walks to monitor quality of teaching</li> <li>- LS to monitor interventions and rapid progress for these students. Cohort to change once progress has brought students in line with others</li> </ul>	SENCo.Lisa Smith	January 2018	Proportion of £8,500

1:1 at home mentoring by tutors after school	Personalised learning and 1:1 support outside of the regular school day to ensure students have instant help and feedback (Sutton Trust)	- progress to be shown at the end of each cycle	James White/CL for English / CL for maths	January 2018	Extra £10000 supplied by PCSA in addition to Pupil Premium funding.
<b>C. Learning habits for a large number of PP students across the whole school are less ingrained</b>					
PP extra transition visits for Year 6 students. Transition meetings with leadership team for all students.	Ensuring a smooth transition from primary to secondary sector is essential for such pupils to be successful. Equally, this provides the opportunity to form early parental links with key staff. (PCSA historical school data)	- Feedback via Parent/Carer survey at Transition meeting. Survey to be reviewed by the Head of Lower School and Head of Year 7 and concerns addressed before students start in September.	Head of Lower School. Gemma Roberts	May 2018	£2K
Family Breakfast targeted at all Year 5/6 and KS3 and 4 PP families.	To take the fear of transition to Secondary education away for students and parents/carers. To embrace our open door policy for parents/carers and to embed our 'Students First' culture. (PCSA historical school data)	- At least 850 breakfasts to be served - Anecdotal feedback to be taken as part of the Transition meetings	Head of Lower School.	Annual review	£8K
Leadership mentoring for key PP students in Year 11 and Year 8 students from May onwards	LT often have a different relationship with learners. Being mentored by a member of LT may be seen as valuable by students and thus have more of an impact. (EEF 1:1)	- Programme of what to cover agreed and all students to be clear on the purpose of mentoring - Attendance to P6 by all targeted students - Progress to be shown across 9 week cycles	Head of Upper School / Head of Lower School	Weekly	£2,645K
<b>Other approaches</b>					
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Budget</b>

## A. Underperformance of PP students across a number of subject areas in the curriculum, specifically boys.

Taxis/travel for Period 6 (all years) and Evening School (Year 11) to ensure these sessions are accessible for all.	It is essential that all students are allowed equal access to P6 and Evening School. Travel arrangements can be a barrier to this hence transport provision being made. (Historical PCSA attendance data)	<ul style="list-style-type: none"> <li>- P6 and Evening School attended by all PP students</li> <li>- progress shown and monitored in each assessment window.</li> </ul>	Intervention coordinator (PC)	December 2017	£11K
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## C. Learning habits for a large number of PP students across the whole school are less ingrained

<p>Trip subsidy to ensure all students can access enrichment, booster and revision events.</p> <p>To include basic school equipment, school trips and Year 11 Leavers' package ( Hoodie, prom)</p>	It is essential that all students are allowed equal access to trips and celebratory events to encourage participation and a sense of belonging. (EEF)	<ul style="list-style-type: none"> <li>- All students to have attended at least one theatre trip, all Graduation events they qualify for (end of Year 8, end of Year 11), a trip with the Creative department and a visit to at least one post 16 educational establishment.</li> <li>- All students to have a fully stocked pencil case, monitored by tutors</li> <li>- All Year 11 students to have a Leavers' Hoodie and access to Prom (subject to completion of Passport to Prom)</li> </ul>	Finance Team / Head of Lower School / Head of Upper School	March 2018	£25K
Subsidy of Food technology ingredients and creative/ DT/ PE/ The Edge/ DofE kit across the school to ensure student can access	Equal access for all is a basic right of all students. (Marc Rowland)	<ul style="list-style-type: none"> <li>- All students to be fully equipped for all lessons. No incidents of 'lack of equipment' to be logged on SIMS</li> </ul>	All Central Leaders / Courtenay Gadd / Rowan Locke	January 2018	£6K



the course.					
Doddle – To include licence (5k per annum), printing of specialist PiXL packs and information evenings (2k)	Rationale. PiXL is a nationally recognised company instrumental in bring schools together and raising standards. In addition to other PiXL use across the school (see previous PiXL strategy),Doddle ensures PiXL resources can be accessed by all students, families and carers. (EEF)	<ul style="list-style-type: none"> <li>- All students to utilise resources. Monitored via use data each week (reports to be run by Rosie Callendar). Progress across faculties using Doddle to increase.</li> </ul>	Rosie Callendar/ James White	Weekly	£7,000
Vocational college visits for selected students to increase aspiration and motivation (5 visits) Plymouth, Cambridge, UWE, Weston college, Bridgewater college, Churchill Sixth Form, King Alfred's Sixth Form. Visiting guest speakers from industry. Visiting guest speakers from universities and industry for lower school students.	<p>Exposure to these institutes helps to foster aspiration.</p> <p>Careers information, advice and guidance can be a powerful tool. High-quality guidance helps young people make effective decisions and can be associated with significant wider benefits. However, concerns delivery of careers guidance have been voiced. A 2015 survey of employers by the Confederation of British Industry found 77 per cent of respondents felt that careers advice for young people was not good enough. The UK Government's own Statutory Guidance recognised that: <i>'Careers guidance in schools has long been criticised as being inadequate and patchy'</i>.</p> <p>To raise standards and aspirations new policy has a much stronger emphasis on employer engagement with schools/colleges, and workplace exposure for young people.</p>	<ul style="list-style-type: none"> <li>- All PP students to attend at least one aspirational visit to another establishment.</li> <li>- All PP students to have 1:1 Careers Appointments to determine best aspirational visit.</li> <li>- All students to hold at least 1 offer of post 16 education by the end of term 5.</li> <li>- Figure of 0% NEET to be maintained</li> <li>- Further monitoring via Student Voice</li> </ul>	James Wilmot – Careers Advisor	January 2018	£10K

**D. Attendance to school. Historically pupils eligible for PP are not in-line with others nationally.**

Attendance Interventions. PP students to have a home visit on the first day of absence.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. (Historical school data) (Case study from Plymstock School)	- Fortnightly attendance meetings to show increased attendance of PP students across the school.	Head of Upper School – Kirsty Aaron. Head of Lower School – Gemma Roberts	December 2017	£10K
<b>Total budgeted Annual Cost</b>				<b>276,145</b>	