

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

1. Summary information					
School	Priory Community School, An Academy Trust.				
Academic Year	2017-2018	Total PP budget	Estimated £276,145	Date of most recent PP Review	September 2017
Total number of pupils	1261	Number of pupils eligible for PP	310	Date for next internal review of this strategy	December 2017

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

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Underperformance of students with a target of a 5.	
B.	Boys' outcomes – basic literacy and numeracy skills	
C.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students with a grade 5 target in English/maths to achieve this.	All PP students with a target of a 5 for English and / or maths to meet their target
B.	Raising of the attainment of PP eligible boys, specifically with regards to English and maths.	Boys eligible for PP to achieve a P8 score in line with national non-PP boys.

C.	High attaining pupils (KS2) who are eligible for PP to achieve outcomes in line with those of equivalent ability who are non-PP	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3 and 4 so that their progress is in line with non-PP students. Where they are not, departments are putting in place wave 1 interventions, monitored by Heads of Department and Leadership team.
D.	Attendance of PP students to be in-line with non-PP students	Reduce the number of short time (3 day) absences among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93% to 95% in-line with 'other' pupils.

5. Planned expenditure					
Academic year		2017 - 2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	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?
B. Boys' outcomes – basic literacy and numeracy skills	Overstaffing in maths, English, science and LGU to allow for smaller class sizes.	Smaller class sizes allow for personalised teaching and feedback. Overstaffing allows for small class sizes	<ul style="list-style-type: none"> - Staff to be well matched to the role - Monitoring over time and via 9 week cycles outcomes 	Head of Maths / Head of English	Termly
<p>A. Underperformance of students with a target of a 5.</p> <p>B. Boys' outcomes – basic literacy and numeracy skills</p> <p>C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.</p>	Maths and English information evenings for all year groups	Communication with parents/carers is essential. Information evenings ensure that parents/carers understand the requirements of English / maths courses and are able to support is appropriate. They are also introduced to key members of staff and as such, relationships are built.	<ul style="list-style-type: none"> - Registers taken to monitor attendance. - PP students given personal invitations and contact home. - Evenings are to focus on practical ways that parents/carers can support students. 	Head of English / Head of maths.	January 2017.

<p>A. Underperformance of students with a target of a 5.</p> <p>B. Boys' outcomes – basic literacy and numeracy skills</p>	<p>PiXL. Investment to ensure up to date knowledge of teaching techniques applicable to exam boards and access to revision materials.</p>	<p>PiXL is a nationally recognised company instrumental in bring schools together and raising standards.</p>	<ul style="list-style-type: none"> - Reading for meaning to be incorporated into the Tutor Programme - Monitoring and celebration of the use of the PiLit and maths apps - Resources specifically targeting L5 level to be used by faculties and evidenced during book scrutiny - Main meetings and subject specific meetings attended (attendance recorded by RSL) - Key feature on agendas for Raising Standards meetings 	<p>RSL James White</p>	<p>Termly</p>
<p>A. Underperformance of students with a target of a 5.</p>	<p>Evening School. Staffed with English, maths and science specialists.</p>	<p>Evening School provides a learning environment for those who do not have it at home as well as access to professionals out of 'regular' school hours.</p>	<ul style="list-style-type: none"> - PP coordinator to meet with all PP students to devise Evening School timetable / make contact home/ monitor attendance. - Staff employed to be of a high quality 	<p>Head of Upper School – Kirsty Aaron / PP Coordinator</p>	<p>March 2018</p>
<p>A. Underperformance of students with a target of a 5.</p> <p>B. Boys' outcomes – basic literacy and numeracy skills</p>	<p>Holiday revision schools 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.</p>	<ul style="list-style-type: none"> - Monitored planning of sessions (Quality Assurance) - LT presence to facilitate smooth running of sessions - Sessions publicised via the school website / Twitter / Facebook - PP students given specific invitations to relevant sessions and contact made home - Registers taken to monitor attendance. 	<p>Progression Team – James White</p>	<p>January 2018</p>
<p>A. Underperformance of students with a target of a 5.</p> <p>B. Boys' outcomes – basic literacy and numeracy skills</p>	<p>Subsidising revision resources. English, maths and science revision workbooks and guides.</p>	<p>Students cannot be successful is they cannot access revision materials or are not supported (whether intentionally or not) by adults at home.</p>	<ul style="list-style-type: none"> - Register of books that are issued to be kept - Use of books in lesson and at home monitored by teachers 	<p>Progress Team – Ian Shopland</p>	<p>Termly</p>

C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	In class mentoring of KS3 HAPP students and P6 HAPP enrichment sessions (including Learn to Learn skills)	Inspiring learners from the beginning of their journey at secondary school is key to encouraging advanced study. Provision must be made for HAPP students to access learning at all times.	<ul style="list-style-type: none"> - Leadership team walks - Soft data monitoring verbal feedback from students - Data from 9 week cycles 	Progression Team – David Pye	Termly
Total budgeted cost					103k
ii. Targeted support					
Desired outcome	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?
A. Underperformance of students with a target of a 5.	Weekly walking talking science mock delivered by LT members	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.	<ul style="list-style-type: none"> - data collections from 9 week cycle - Praising Stars data collection - talking mocks in science 	Head of Science	End of every 9 week cycle
A. Underperformance of students with a target of a 5.	Leadership mentoring for key PP students.	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.	<ul style="list-style-type: none"> - Programme of what to cover agreed - Attendance to P6 by all targeted students - Data from 9 week cycles 	Principal	Weekly
A. Underperformance of students with a target of a 5. B. Boys' outcomes – basic literacy and numeracy skills	Intervention Coordinator employed to collate and track P0/P6/Evening School timetables. Monitoring and contacting home for these students.	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.	<ul style="list-style-type: none"> - Data sheets kept and made accessible to teachers / Leadership to monitor attendance - All PP students to have a clear P0/P6/Evening School personalised to them - No students to cite non-attendance for transport reasons - Tracking of attendance 	Head of Upper School. Kirsty Aaron	Termly

<p>B. Boys' outcomes – basic literacy and numeracy skills</p> <p>C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.</p>	<p>SEND initiatives including small group teaching.</p>		<ul style="list-style-type: none"> - LT walks - Meetings with LS to discuss interventions 	<p>SENCo.Lisa Smith</p>	<p>January 2018</p>
<p>C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.</p>	<p>PP extra transition visits for Year 6 students. Transition meetings with leadership team for all students.</p>	<p>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</p>	<ul style="list-style-type: none"> - Year 6 student feedback from transition appointments - Analysis of KS2 data 	<p>Head of Lower School. Gemma Roberts</p>	<p>May 2018</p>
<p>C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.</p>	<p>End of year exam season including P6 sessions revision sessions.</p>	<p>End of year exams give a clear indication of progress across the who year. It also encourages the early embedding of planning and revision skills in students. Such exams provide data for subsequent teachers to ensure quality, personalised teaching from the beginning of each year.</p>	<ul style="list-style-type: none"> - Small group English and maths teaching - Information about exams passed on to parents via letter - All students to complete each exam set 	<p>Head of Lower School – Gemma Roberts and Progression Team.</p>	

<p>A. Underperformance of students with a target of a 5.</p> <p>B. Boys' outcomes – basic literacy and numeracy skills</p> <p>C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.</p>	<p>CLA programme of support and mentoring. Additional 1:1 tutoring for these students after school.</p>	<p>This programme provides a stable and targeted learning environment for CLA students with additional 1:1 support for English and maths put in place.</p>	<ul style="list-style-type: none"> - Teachers monitor students - Learn 2 Learn skills improved - Invigilators to check student engagement in exams - All students to have a P0/P6 timetable with the addition of Evening School from term 4 	<p>CLA coordinator. Katrina Best</p>	<p>January 2018</p>
Total budgeted cost					77k
A. Other approaches					
Desired outcome	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?
<p>A. Underperformance of students with a target of a 5.</p> <p>B. Boys' outcomes – basic literacy and numeracy skills</p> <p>C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.</p>	<p>Trip subsidy to ensure all students can access enrichment, booster and revision events. Year 11 Leavers' hoodies and P both subsidised also.</p>	<p>It is essential that all students are allowed equal access to trips and celebratory events to encourage participation and a sense of belonging.</p>	<ul style="list-style-type: none"> - Lists of students cross-referenced across each faculty to draw comparisons between PP / non-PP focussing on attendance to trips. <p>Trips included (but not restricted to):</p> <ul style="list-style-type: none"> - Theatre trips in English and Creative - Graduation trip - PE trips to see professional teams 	<p>Finance Team</p>	<p>March 2018</p>
<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Attendance Interventions. PP students to be called first on first day</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies</p>	<ul style="list-style-type: none"> - 1 day door knocks for PP students - Attendance meetings attended by all Heads of Year 	<p>Head of Upper School –</p>	<p>December 2017</p>

	of absence. Home visits on third day of illness for PP students.	addressing attendance as a key step.	<ul style="list-style-type: none"> - Alternative transport provided - Attendance clinics for students of a concern - Students to attend P6 catch up. 	Kirsty Aaron. Head of Lower School – Gemma Roberts	
B.Boys' outcomes – basic literacy and numeracy skills C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	Vocational college visits for selected students to increase aspiration and motivation.	Exposure to these institutes helps to foster aspiration.	<ul style="list-style-type: none"> - Aspirational visits to colleges for all targeted students - Preferences process to be used to further identify appropriate students. 	James Wilmot – Careers Advisor	January 2018
A.Underperformance of students with a target of a 5. B.Boys' outcomes – basic literacy and numeracy skills	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.	<ul style="list-style-type: none"> - P6 and Evening School attended by all PP students. 	Pupil Premium Coach (PC)	December 2017
A.Underperformance of students with a target of a 5. C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	Raising aspirations and careers interviews for all students. Talks from previous students and professionals from a variety of industries to targeted students.	Exposure to these institutes helps to foster aspiration and broaden horizons.	<ul style="list-style-type: none"> - All students to have at least one career interview. - All students to apply to college - Reduce instances of NEETS post PCSA - 100% of Year 10 students to attend WEX - Upper School college visits - Upper School Oxbridge links - Work awareness and progression days attended by all Year 11 students. 	James Wilmot – Careers Advisor	December 2017
A.Underperformance of students with a target of a 5.	Early College Transfer for students who would benefit from a different learning environment on a	Early identification of students who would benefit from a different environment and who may otherwise risk not making progress.	<ul style="list-style-type: none"> - All students who apply to be accepted onto the college course they have applied for. 	Head of Upper School – Kirsty Aaron	February 2018

	vocational course (including English and maths).			/ Head of Year 10 – Callum Thompson	
A. Underperformance of students with a target of a 5. C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	Subsidy of Food technology Ingredients to ensure student can access the course.	Equal access for all is a basic right of all students.	- All students will be prepared for food lessons and will be able to take part in practical makes. This is monitored by teachers within the faculty.	Head of Design Technology – Christian Blackmore - Wyn	January 2018
				Budgeted cost	96k
				Total budgeted Annual Cost	276k

Additional expenditure provided by PCSA on top of money received for pupil premium students.

£10,000 for 1:1 tuition provided by maths and English specialists to ensure all PP students targeted a 5 achieve this grade.

Impact measured by: Praising Stars data and data from 9 week cycles & Weekly raising standards meetings.

Impact monitored by: Head of maths – Lois Kerrison, Head of English – Phil Dodd, Raising Standards Leader – James White & Principal – Jane McBride

September 2017.

May 2016

