

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Community School – an Academy |
| Number of pupils in school | 1428 |
| Proportion (%) of pupil premium eligible pupils | 23.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 2021/22 to 2023/24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Angelos Markoutsas (Principal) |
| Pupil premium lead | Tina Delaney (PP Lead) |
| Governor / Trustee lead | Marie Cox |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £327, 765 |
| Recovery premium funding allocation this academic year | £41, 035 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £58, 145 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £426,945 |

Part A: Pupil premium strategy plan

Statement of intent

At Priory Community School - an Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education and experiences to enable them to become responsible young people of the future and within the community. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our aim is to limit these through rigorous tracking, careful planning and targeted support and intervention, so that our students access experiences inside and outside of the classroom with success.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the 1:1 tutoring programme for students whose education has been worst affected, including non-disadvantaged students.

Objectives:

Remove barriers to learning created by poverty, family circumstances and background.

Narrow the attainment and attendance gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1/A | <p>Attendance - Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been 4-5% lower than for non-disadvantaged students.</p> <p>Observations and assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 2/B | <p>Behaviour – PP students' learning habits need ingraining.</p> <p>Looking at our behaviour data over the past 3 years, it is evident that there is an overall difference in behaviour of our disadvantaged students compared to our non-disadvantaged students when considered as a group. The number of behaviour</p> |

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| | <p>points by disadvantaged students has increased. This is an amalgamation of P1, P2 and P3s which includes behaviour, late to school and lack of home learning.</p> <p>Disadvantaged students in Years 9-11 receive on average 1/3 fewer positive praise points indicating that at this stage, learning habits become weaker.</p> <p>Per head, more disadvantaged students have received suspensions than non-disadvantaged students with the biggest gap (around 0.07 per head) being in Year 9. Additionally, per head across Years 8 and 9 more disadvantaged students receive parkings, with the biggest gap being in Year 10 and there being little or no gap in Years 7 and 11.</p> |
| 3/C | <p>Curriculum – Underperformance of PP students across a number of subjects.</p> <p>The maths, English and science attainment of disadvantaged students is generally lower than that of their peers and assessments suggest that many students particularly struggle with reading and comprehension due to low reading ages.</p> <p>Evidence from NGRT tests completed in July 2021, show that 48% of disadvantaged students were below their reading age compared to 32% of non-disadvantaged students.</p> |
| 4/D | <p>Diminishing Differences</p> <p>Through staff training, assessments, observations, the tutor programme and the delivery of PSHE we have identified an increase in concerns raised around students' social and emotional wellbeing. This is evident through an increase in safeguarding referrals and referrals to outside agencies. Students feel safe to articulate how they are feeling around anxiety, low mood and low self-esteem. There is a pattern which indicates that Key Stage 4 worries are driven by catching up concerns, uncertainty and worries over future assessments and examinations.</p> <p>The pandemic has led to an increase in referrals from staff, parents and students themselves. This has resulted in us funding two separate agencies to come in and support with the additional demands and ensuring students' well being is a priority. Currently there are 16 students accessing private counselling (8 being PP) with 9 (3 being PP) on the waiting list, there are over 30 students accessing our R2L provision daily, this is an increase of 200% in the last 18 months.</p> |
| 5/E | <p>Enrichment – Increase participation of disadvantaged students in extracurricular activities and enrichment activities on offer to students.</p> <p>Data from all Period 6 enrichment registers show that the amount of disadvantaged students attending an opportunity across subjects is less than 23%.</p> |

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 |
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| To achieve and maintain improved attendance for all students, particularly our PP/disadvantaged students, particularly in Years 8, 10 and 11. | <p>Sustained high attendance from 2023/24 demonstrated by:</p> <p>The overall absence rate for all students being no less than 90% and the attendance gap between</p> |

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| | disadvantaged students and their non-disadvantaged peers being reduced from -5.03. |
| Behaviour – reduce the number of behaviour points and gaps between PP and non PP students including HL points by targeted programming in Return to Learn for students who are persistently making poor choices. | <p>Reduce the number of parkings of disadvantaged students in Years 8, 9 and 10. Reduce numbers of parkings per cycle from: Year 8:89 Year 9: 76 Year 10: 32</p> <p>Reduce the number of suspensions of disadvantaged students, particularly in Year 9 from 12 per cycle.</p> <p>Increase the number of positives given to disadvantaged students in Years 9-11. This can be done by ensuring one Friday positive call is issued to a disadvantaged student as a purposeful and specific opportunity to celebrate.</p> <p>Fewer classes to feature on the hotspot rota during the year. This is a timetable that teachers use for support with their groups. Reduce the number from 42 classes per cycle.</p> |
| Improve the literacy and oracy of disadvantaged students across all age groups. | 2023/24 outcomes demonstrate that disadvantaged students gain higher reading ages in their NGRT tests than currently. The current data shows that 48% of disadvantaged students have a lower reading age than their chronological age, compared to 32% of non-disadvantaged students. By 2024/25, this percentage would have decreased to below 48%. |
| Plan for academic tutoring to improve the outcomes of disadvantaged students in English and Maths through a programme of 1:1 / small group tutoring | 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> - An attainment 8 score of at least 46.0 |
| To improve the enrichment experiences for PP students through a programme of trips and activities and ensure more students access these. | Sustained high levels of well-being from 2023/24 demonstrated by: <ul style="list-style-type: none"> - At least 23% or more of PP students attending P6 enrichment opportunities across most subjects. - Data from P6 (after school provision) registers and qualitative data from student voice will inform us of this. - Increased numbers of PP student leaders and prefects from previous years. This has been an average of 3 per group of 15 students. |

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| <p>To achieve and sustain improved well being for all students, including those who are disadvantaged. Provide the support needed for disadvantaged students on well-being, mental health and safeguarding.</p> | <p>Sustained high levels of well-being from 2023/24 demonstrated by:</p> <ul style="list-style-type: none">- Data from registers, teacher observations and lower attendance and referrals to Support to Learn from 2020/21. |
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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: £ 36,695 (*Quality 1st teaching*), £44,235 (*SEAL*), £52,736 (*Leadership*)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| High quality CPD workshops/Learning Forum set up for all teachers to attend. Teachers choose the area they would like to work on and they attend 4 sessions to improve this within the classroom. Including use of Walkthrus training materials. | Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD (EEF 2021). | 3C 2B |
| Coaching CPD Coaching 15s activities to occur throughout each academic year to support teachers. This is made up of a quality assured team of staff to undertake the C15s to enhance and improve teaching and learning across the school. All teachers receive regular feedback on their teaching | Coaching is a key strategy for our school, a genuine attempt to help teachers improve; to encourage open-door classrooms and facilitate teachers to talk to one another about the same students they are teaching and the same issues they may be facing. (Teacher Tool Kit) A large body of evidence shows the benefit of high-quality, up-front training for teachers (EEF) | 3C 2B |

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| and a powerful action step to support improvement. | | |
| P6 (after school) provision for all students to access after school | 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 Rowland) | 5E 4D |
| PiXL membership to allow the use of PixL strategies. This will allow the use of strategies to aid the teaching, learning and intervention. | Evidence from schools as part of the PiXL partnership showed improved outcomes for their students. Average performance of PiXL schools at the end of the key stage has comfortably exceeded national averages. When national percentages of students obtaining 5 good grades (including Maths and English) 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 5 were all PiXL member-schools, as were 16 of the top 30. | 2B 3C |
| Promoting the importance of reading and increase students exposure to literacy and vocabulary. Implementation of the 'Reading for All' program in tutor time every day. This will in turn increase students' reading, speaking and writing with accuracy and fluency which allows them to access all areas of the curriculum. | Nurturing the development of the academic language of secondary school is crucial, given the increasingly specialised language of subject disciplines. This can be supported by targeted vocabulary instruction (EEF – improving literacy in secondary schools) | 3C |
| Using the TPLT trust-wide literacy strategy, lessons will incorporate development of Tier 2 vocabulary (academic but non-subject specific words) so that students are exposed to and use words more confidently. This should support the widening of vocabulary and | Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech (EEF) | 3C |

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| will be helpful in progress across the curriculum. Work will also be marked for writing accuracy using the PCS code to support and improve students' writing skills | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41,035 (Recovery funding), £35,177 (carry forward from 2020/21), £40,000 (1:1 tutoring), £5,142 (LAC tutoring)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Academic 1:1 / small group tutoring in maths and English for students whose education has been most impacted. A significant proportion of these students will be disadvantaged. | Evidence suggests that 1:1 tuition can be effective and add 5 months' worth of progress. This tutoring will be quality assured to ensure it is beneficial and effective. | 3C |
| External tutoring (Small group intervention of students whilst in maths and English lessons) | Students cannot be successful if they are not supported (intentionally or not) by adults at home. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EEF). | 3C |
| Year 10 / 11 Prep 4 success programming (Intervention groups offering further help and support to students after school to improve confidence and attainment. Subjects at PCSA have also led a rigid programme which has improved January outcomes/exam results) | Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher and more sustained engagement in smaller groups explains this impact. The evidence indicates that, on average, pupils make 2 additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes (EEF). | 3C |
| Holiday revision sessions for Year 10 and 11 students | Holiday schools provide 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 | 3C 4D 5E |

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| | learning during holiday time and encourages routines to be kept to (EEF). | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,671 (Attendance] £36,746 (LAC mat, welfare mat) £42,580 (enrichment) £43,669 (PP Pastoral assistants), £5,000 Brilliant Club

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Weekly counselling from 'In Charlie's Memory' to support PP students for as long as is needed. | Evidence shows that professional counselling is beneficial to students struggling with their emotional wellbeing. This is a private charity who work with young people with a variety of mental health concerns. They have a team with a significant amount of experience and knowledge which covers most topics that need support. | 1A 2B 3C 4D |
| Weekly 1:1 CLA tutoring. | Research shows that success in education – more than anything else – determines whether a young person who has been looked after has a fulfilling adult life. Many children and young people in care do not receive a successful learning experience and by providing the tuition, we can start to change this. On average, SEL interventions have an identifiable impact on attitudes. They also have an average impact of 4 months' additional progress on attainment. | 3C |
| Monitoring of attendance for PP students. Attendance reports sent out at the end of every week to staff. This includes a breakdown per tutor group, year group and students. Regular phone calls home for low attenders. | Nationally the gap between PP and non PP students is evident. If we can increase the percentage of PP students attending school then this will decrease gaps in knowledge. | 1A |

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| <p>Ensuring access to materials for lessons and outside of school enrichment trips/activities.</p> | <p>This is to improve aspirations of students and provide them with experiences that they have not had outside of school life.</p> <p>Preparing students for their future success.</p> <p>Ensuring students are organised and have a plan for their learning is important. Equally, students may be reluctant to attend sessions for reasons at home or linked to transport (EEF).</p> | <p>5E</p> |
| <p>2 x PP co-ordinators to monitor and work with our disadvantaged students throughout all year groups by monitoring data, measuring impact of interventions and ensuring barriers to learning are minimised.</p> | <p>On average, SEL interventions have an impact on attitudes. They also have an average impact of 4 months' additional progress on attainment</p> <p>Ensuring PP students are organised and have a plan for their learning is important. The intervention coordinator can ensure these barriers are removed (EEF).</p> | <p>1A 2B 3C 4D 5E</p> |
| <p>Offering a chrome book to all PP / disadvantaged students to access work at home.</p> | <p>The likelihood of having access to the internet from home increases along with income, such that only 51% of households earning between £6000-10,000 had home internet access compared with 99% of households with an income of over £40,001. The link between poverty and digital exclusion is clear: if you are poor, you have less chance of being online (CCHPR).</p> | <p>2B 3C</p> |
| <p>The Brilliant Club – 23 HAP Year 9 students involved in this programme. Involves raising students' aspirations and developing cultural capital.</p> | <p>Students reported that access to the 'Brilliant Club' had been successful in motivating them to aspire to gaining places at top universities (Ofsted)</p> | <p>3C 5E</p> |
| <p>Ensure GCSE PP students are fully resourced. These students are provided with textbooks and revision books/study guides for all subjects.</p> | <p>Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home (EEF).</p> | <p>3C</p> |

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| Ensure all PCSA disadvantaged students are presented a reading book as a Christmas present to read over the holidays. | For young children, promoting shared book reading should be a central component of any parental engagement approach (EEF). | 3C |
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Total budgeted cost: £ 428,007

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 2020 to 2021 academic year.

All of our PP students had phone calls home during lockdown and this was evidenced on a google form by tutors. Having spoken to a sample of students, they felt that having that contact made the transition back to school easier.

All of our CLA students had regular communication from the member of staff who is in charge of CLAs. Some of these students attended school which made the transition easier for them when returning fully. Welfare calls made. Attendance for these students was good.

Vulnerable students had access to our 'Support to Learn' provision and came to school when other students were off school due to lockdown. Welfare calls were made.

Our PP students were allocated a chrome book to access their work from home. Some of these were delivered and some were collected by parents/carers. Because of this, PP student engagement increased online.

Below is the end of year data (2020-21) for PP students at PCSA compared to National average of all students (based on CAGs):

| | 4 + English and Maths | 5+ English and Maths | P8 | A8 |
|------------------|-----------------------|----------------------|-------|-------|
| National (other) | 66% | 44% | 0 | 47.6 |
| PCSA (other) | 73% | 32% | 0.31 | 49.86 |
| National (PP) | 44.7% | 24.7% | -0.45 | 36.70 |
| PCSA (PP) | 57% | 35% | -0.07 | 42.74 |

| PCSA 2020-21 Data | 4 + English and Maths | 5+ English and Maths | P8 | A8 |
|-------------------|-----------------------|----------------------|------|-------|
| Male | 76% | 49% | 0.23 | 49.97 |

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|-------------|-----|-----|------|-------|
| Male (PP) | 70% | 48% | -.25 | 44.01 |
| Female | 70% | 44% | 0.38 | 49.77 |
| Female (PP) | 46% | 23% | 0.09 | 41.62 |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---|---------------------|
| 1:1 counselling | In Charlie's memory |
| Boxall – assessment tool for social, emotional and behavioural difficulties in young people (evidence based intervention) | Boxall |
| Mental health support (evidence based intervention) | Off the Record |
| GCSE Pod | GCSE Pod |
| Tassomai | Tassomai |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | <ul style="list-style-type: none"> - Quality first teaching - Brilliant Club - Boxall - Uniform - Chrome books - Curriculum materials - 1:1 tutoring |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Student voice: Having spoken to students who accessed the above, they were grateful and happy to be involved in such activities.</p> |

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| | Students mentioned that they were more comfortable in lessons, answering more questions. |
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Further information (optional)

We have put a 1:1 tutoring programme in place this year and some of the students included are not PP, however are disadvantaged. We are using some of the PP budget to support this.