Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (21-22) **/ 1531 (22-23)**
Proportion (%) of pupil premium eligible pupils	332 PP = 23.2% (21-22)/ **325 PP =21.2% (22-23)**
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 2022 and reviewed in October 2022
Date on which it will be reviewed	October 2023
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	£294,513
Recovery premium funding allocation this academic year	£81,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,336
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	£377,049

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/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	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. Observations and assessments indicate that absenteeism is negatively impacting the progress of disadvantaged pupils.
2/B	Behaviour – PP students' learning habits need ingraining. Looking at our behaviour data over the past 3 years, it is evident that there is a difference in behaviour of our disadvantaged students compared to our non-disadvantaged students. The number of behaviour 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.

	Disadvantaged students in Years 9-11 receive on average 1/3 fewer positive praise points indicating that at this stage, learning habits become weaker. 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.
3/C	Curriculum – Underperformance of PP students across a number of subjects 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. 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
4/D	Diminishing Differences 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. 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.
5/E	Enrichment – Increase participation of disadvantaged students in extracurricular activities and enrichment activities on offer to students. Data from all Period 6 enrichment registers show that the amount of students attending an opportunity across subjects is less than 21%.

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

	disadvantaged students and their non-disadvantaged peers being reduced from -6.93
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.	Reduce the number of parkings of disadvantaged students in Years 8, 9 and 10. Reduce numbers of parkings per cycle from: Year 8:39 (all students) **9 (PP)** Year 9: 104 (all students) **37 (PP)** Year 10: 69 (all students) **39 (PP)** Reduce the number of suspensions of disadvantaged students, particularly in Year 9 from 12 per cycle. 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 disadvantaged students as a purposeful and specific opportunity to celebrate. Less classes to feature on the hotspot rota during the year. Reduce the number from 42 classes per cycle.
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. The current data shows that 42% of disadvantaged students have a lower reading age than their chronological age, compared to 32% of non-disadvantaged students. By 2023/24, this percentage would have decreased to below 42%.
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: - 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: - At least 21% or more of PP students attending P6 enrichment opportunities across most subjects - - Qualitative data from P6 registers and 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.

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	- Sustained high levels of well-being from 2023/24 demonstrated by: - -Qualitative data from registers, teacher observations and lower attendance and referrals to Support to Learn from 2020/21.

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) £177,316

Budgeted cost: £ 71,478 (Quality 1st teaching), £50,808 (SEAL), £55,030 (Leadership)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact from 2021-22
Rigid CPD workshops/Learning Forum set up for all staff to attend Staff choose the area they would like to work on and they attend 4 sessions to improve this within the classroom.	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	Learning walks, lesson observations and drop-ins show rapid progress in aspects of teaching and learning. For example,Cold Calling is now a common approach to questioning across the school. This has ensured more students, including PP students are actively engaged and thinking in lessons. Review of teacher 'class packs' folders in lessons shows that teachers are proactively using Cold Calling as a strategy to engage PP students in lessons.
Coaching CPD Coaching 15s activities to occur each academic year to support staff. This is made up of a quality assured team of	It appears to me that **coaching** is the solution for every school; a genuine attempt to help teachers improve; to encourage open-door classrooms and facilitate	3C 2B	Regular coaching visits ensure that teachers receive specific action steps to improve their teaching. Follow up visits help ensure that these actions are successfully implemented thus impacting on the quality of teaching.

staff to undertake the C-15s to enhance and improve teaching and learning across the school	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)		
P6 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	27 PP students completed the Brilliant Club course 52 students attended a white water rafting trip 17% attended a surfing trip 16% attended an ice hockey trip 15% students attended the ski trip 17% attended Year 7 camp Student voice suggests that the students thoroughly enjoyed their experience and have never experienced this before. This in turn has increased cultural capital.
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	PiXL tools and approaches have been used to track student progress and identify students for intervention at both classroom level and through additional programmes. Impact of this can be seen in the improving Progress 8 trend 2018 -2022.

| Promoting the importance of reading and increasing students' exposure to literacy and vocabulary. Implementation of the 'Reading for All' program in tutor time every day. This will in turn increase student's 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 | NGRT data showed that the percentage of PP students who had a reading age of lower than chronological age decreased from 48% to 42% throughout the academic year. The data is showing that the biggest decrease in lower reading age than chronological age is in Year 10 which may suggest that the impact takes time. 15 Year 7 students were involved in a reading group with members of the Library staff. This occurred on a weekly basis and 60% of these students improved their reading age. |

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £86,004

Budgeted cost: £ 49,368 (Recovery funding)), £33,168 (PP Pastoral Assistants-part), £3,468 (LAC tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact from 2021-22
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	The 1:1 tutoring started up in October and was fully running in January for Year 10 and 11. - 14 Year 11 students made progress in their maths exam and gained a grade higher in the summer examination than their earlier PPE (37%) -14 Year 11 students made progress in their English exam and gained a grade higher in the summer

			examination than their earlier PPE (67%).
External tutoring (Small 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	The 1-to-1 tutoring programme was run for both maths and English from November 2021 - July 2022. The programme offered tutoring to 149 students, totalling 1200 hours of tutoring. Of this number 42 students were PP (28%) and a total of 311(26%) tutoring hours provided to PP students. Most PP students on the tutoring programme in English achieved or exceeded their predicted grades. Most of the PP students on the tutoring programme in maths passed.
Year 10/11 Prep 4 success programming (Intervention groups Further help and support to students outside of the classroom 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 though the targeted use of before and after school programmes (EEF)	3C	The intervention programme of after school and holiday sessions engaged many students (e.g. 227 students attended during the Easter holiday). This support with revision and exam technique, complimented work in lessons and contributed to a trend of improved progress (e.g. Progress 8 scores according to 4 Matrix: November PPEs = -0.79, June exams = +0.15).
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 learning during holiday time and encourages routines to be kept to (EEF)	3C 4D 5E	The intervention programme of after school and holiday sessions engaged many students (e.g. 227 students attended during the Easter holiday). This support with revision and exam technique, complimented work in lessons and contributed to a trend of improved progress (e.g. Progress 8 scores

			according to 4 Matrix: November PPEs = -0.79, June exams = +0.15).

Wider strategies (for example, related to attendance, behaviour, wellbeing) £113,729

Budgeted cost: £45,116 (Attendance] £ 5,228 welfare mat) £42,185 (enrichment) £16,200 (PP Pastoral assistants-part), £5,000 Brilliant Club

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact from 2021-22
Weekly counselling from Sophie Loveday Counselling 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 Counsellor who works 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	39 PP referrals to ICM - 14 were PP 4 referrals to Off the Record (from earlier on in the years. We no longer use this service) 51 students accessed R2L - 21 were PP 35 PP students accessed the SLR The hours have been increased to support a higher need in PP students. No strict timescales on the number of sessions required. The support is in place until the leader feels the sessions can close. During the holidays there were 4 PP students who had weekly phone call check-ins due to the level of need and parents were grateful that this support was in place. There has been a reduced amount of students needing SEMH support from outside agencies. Term 1 2021/22 = 9 referrals Term 1 2022/23 = 3 referrals Students are feeling safe and more support which improves attendance and reduces the need for parents to take students to the GP/CAMHS or additional support.

Providing our students with the Social Emotional Mental Health support that they need.	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school (EEF)	1A 2B 3C 4D	Currently there are 26 students accessing R2L, 16 of them are PP. This number changes depending on new referrals and the success of students returning to the classroom. R2L is supporting students with SEMH and supporting students to improve their attendance and phase them back into the mainstream classroom. Zones of Regulation is an intervention being delivered to support students to manage and regulate their behaviour and emotions allowing them to remain in the classroom. 15 out of the 16 students attending R2L, have increased their attendance significantly. 8 of these students are attending a minimum of 4 lessons a day which is an increase from the start of September 2021. 6 students are at 50% lesson attendance and are working through a phased plan and are supported by outside agencies who are advising this slow phase. 1 student is still refusing to attend school or R2L. There are two agencies working with the family to support the student to reintegrate.
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.	3C	1:1 tuition for CLA is done through the annual PEP reviews where targets are set from them. These are mainly Maths and English based and we have to say whether the target is reached at the following review. The target must be smart and the virtual school will rate the targets and based on this it will determine whether we are given the termly funding for this. Our tutors liaise with teachers so learning is mirrored with the class unit being followed.

	On average, SEL interventions have an identifiable impact on attitudes. They also have an average impact of 4 months' additional progress on attainment		Trina checks with tutors and makes sure the targets are reached and if not what can be done to support this. This has had an impact on grades as our CLA's prefer school and home to be kept separate, so asking them to work at home causes challenging behaviour at home and carers then struggle.
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	PP mentors are working closely alongside the attendance team to monitor the progress of PP students. Currently the PP mentors have a remit of key students that they check in on each morning and will do home visits if they are not successful in attending school. The Attendance team are currently looking at some of the coding for our PP students that are accessing the VLC for tuition as the coding has provided an attendance figure which may be able to be altered based around this as the students are attending the separate provision which is not being recognised in our school system. Current attendance figures 7 8 9 10 11 Overall 2307 2672 2724 2579 2075 12357 2392 2989 3104 3198 2498 14181 96.45%89.39%87.76%80.64%83.07%87.14% Year 10 and 11 would be most impacted by the change in coding as this year group is accessing this service.
Ensuring access to materials for lessons and outside of school enrichment trips/activities	This is to improve aspirations of students and provide them with experiences that they have not had outside of school life. Preparing students for their future success.	5E	All PP students in Year 10 and 11 have their ingredients purchased for them to access the practical side of the Hospitality & Catering course. Parents/carers have reported on how grateful they are that their child can access the practical part of the course.

	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)		The P8 of our Year 11 PP students in Hospitality & Catering was +1.1. We have ensured that the smaller H&C classes have access to chrome books to complete their NEA in class.
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.	On average, SEL interventions have an impact on attitudes. They also have an average impact of 4 months' additional progress on attainment

Ensuring PP students are organised and have a plan for their learning is important. The intervention coordinator can ensure these barriers are removed (EEF) | 1A 2B 3C 4D 5E | PP Pastoral Assistants started in May 2022 and have worked with 50 students (10 per year group) until July 2022.

These 50 students are equipped for their learning and no negatives monitored for lack of equipment which means that this barrier has been removed.

Weekly meetings and catch ups for all 50 students who now have a place to attend during the school day for support.

5 students who have previously been absent from lessons are now returned to lessons by the PP pastoral assistants so that students are in lessons and learning. |
| Offering a chrome book to all PP/disadvantaged students to access work at home. | 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) | 2B 3C | All Year 7s offered a chrome book. 72% of PP students took a chrome book to use at home to complete home learning.

Year 7s gained 114 behaviour points for HL 30 mins catch up compared to 257 non PP.

The students who have been given chrome books, have gained less HL catch ups due to having access at home. |
| The Brilliant Club – 23 HAP Year 9 students involved in this programme. Involves | Students reported that access to the 'Brilliant Club' had been successful in motivating them to | 3C 5E | 27 PP students attended and passed the course. Students visited Bath University for a day and were given a full tour of the campus and facilities and were presented with a |

raising student's aspirations and develops cultural capital.	aspire to gaining places at top Universities (Ofsted)		demo lecture for an hour that was immersive and engaging. Students comments from the day and afterwards have been extremely positive with most quoting they thoroughly enjoyed the day and would love to attend Bath University in the future. From being involved in the Scholarship Programme, from tutorials to university trip, the students gained a better understanding of how university works and how they can benefit from attending university .
GCSE PP students are fully resourced. These students are provided with textbooks and revision books/study guides for all subjects.	Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home (EEF)	3C	All PP students in science, English and maths were provided with a study guide/textbook to use at home and in school. These were used for their GCSEs in the summer series. Students and parents showed gratitude for this and very thankful for their child receiving the same revision material as all others. Some parents mentioned that they would not have been able to supply these for their child and were grateful that they could use these for their PPEs and summer examinations.

Total budgeted cost: £377,049

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.

Below is the end of year data for PP students at PCSA compared to National average of all students. The data is taken from FFT based on data from 1700 state funded schools (FFT 2022 'Early Results Service')

	4 + English and Maths	5+ English and Maths	P8	A8

National (non PP)	77%	57%	Not yet available	Not yet available
PCSA (non PP)	62%	39%	+0.27	48.35
National (PP)	52%	32%	Not yet available	Not yet available
PCSA (PP)	48%	18%	-0.45	38.19

PCSA 2021-22 Data	4 + English and Maths	5+ English and Maths	P8	A8
Male	61%	33%	-0.03	44.52
Male (PP)	52%	14%	-0.93	35.88
Female	57%	38%	+0.35	48.52
Female (PP)	43%	24%	+0.09	41.37

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	Sophie Loveday Counselling
Boxall – assessment tool for social, emotional and behavioural difficulties in young people (evidence based intervention)	Boxall
Mental health support (evidence based intervention)	Mental Health Support Team
Zones of Regulations (Social and emotional framework/pathway to regulate behaviour. Delivered over 18 weeks at 30 minutes per session)	PCSA delivered
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?	- 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?	Student/Parent voice: Having spoken to students who accessed the above, they were grateful and happy to be involved in such activities. Students mentioned that they were grateful to have a termly meeting with a member of staff who had experience in the service background. They now know of other students they can talk to if needed at certain stages of their year (when parents were away). Parents were extremely grateful that they could have access to the 1:1 tutoring to increased progress based on praising stars and PPE outcomes.

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.