

The Priory Primary School: Pupil Premium strategy statement 2024-2025

This statement details our school's use of pupil premium funding (including the recovery premium grant and the national tutoring grant) 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	The Priory CE VA Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	26 (12.8%)
Academic year/years that this pupil premium strategy plan covers	2024-2025
Date this statement was published (written)	08.11.2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Richardson Headteacher
Pupil premium lead	Sarah Richardson
Governor / Trustee lead	Geoff Tabor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,560 FSM £10,280 PLAC Total £42,840
Recovery premium funding allocation this academic year	NA 2024-2025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Premium (monies relating to National Tutoring Premium will be detailed separately in red for accounting purposes)	NA 2024-2025
Total budget for this academic year (excluding national tutoring premium)	£42,840

Part A: Pupil premium strategy plan

Statement of intent

Made to Flourish

'Inspiring a generation to learn, flourish and achieve in a caring, Christian community.'

Our Christian vision is at the heart of each school day. It is woven through our school policies, practices and underpins our approach to all aspects of school life. Our vision celebrates diversity and difference, encourages all children to aspire to be the best version of themselves and provides a range of personal and social opportunities to support physical and mental wellbeing.

Through our vision we are committed to

- promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- frequently monitoring and assessing our pupil premium pupils and putting in place an individualised approach to addressing any barriers to learning and catering for wider emotional needs.
- focusing on providing high quality teaching in the classroom in addition to providing additional targeted support and interventions outside of the classroom

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium, the NFER report on supporting the attainment of disadvantaged pupils and the recent update to The EEF Guide to Pupil Premium (Sept 2023). We have chosen approaches based on this research and based on strategies that have worked well in previous years.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing , including self-regulation and self-esteem - providing disadvantaged pupils with the tools needed to feel equipped to regulate emotions, reduce anxiety and to have open conversations about mental health. Extra curricular and enrichment opportunities provide children with the necessary skills to collaborate, think critically, problem solve and reflect on emotions.
2	Attendance and punctuality - ensuring disadvantaged pupils and families are supported to strive for excellent attendance and punctuality
3	Early reading and number fluency - supporting pupils to develop phonological awareness and vocabulary at the same rate as other pupils, recognising that they may have less exposure to words spoken and books read at home.
4	Writing Composition Writing composition and transcription skills
5	High Quality Teaching, Learning and Assessment Tailored CPD focusing on subject knowledge, Rosenshine Principles of Instruction and Assessment.

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
Pupils will have the tools to manage their emotions effectively. They will have a positive self image that allows them to be active participants in the life of the school and beyond. They hold positions of leadership in the school and contribute to local and global initiatives.	<p>ELSA interventions show positive impact on emotional wellbeing (tracked through interview/pupil wellbeing surveys)</p> <p>Children can demonstrate wellbeing strategies they have acquired through wellbeing programs delivered in school - Trick Box, Forest School</p> <p>100% Y6 PP pupils offered opportunity to lead others:</p> <ul style="list-style-type: none"> • school council • sports ambassadors • house captains • reading ambassadors • values leaders • curriculum ambassadors • worship leaders • wellbeing ambassadors • community leaders <p>100% of PP children in school offered opportunity to lead others: Bronze Ambassadors Classroom Monitor Roles</p> <p>100% of PP children in Y2 - Y6 take part in the Dorset School Games Tournaments</p>
Improved school attendance and punctuality	<p>Disadvantaged pupils enjoy school and can articulate benefits of excellent attendance and punctuality.</p> <p>Pupil attendance data shows an increase.</p> <p>Pupils enjoy coming to school and feel safe and happy.</p>
Strong reading foundations established and built upon for disadvantaged pupils through targeted phonics teaching, interventions.	<p>A strong focus on developing a love of reading for disadvantaged pupils, alongside an emphasis on developing phonological awareness and vocabulary. PP pupils are read with daily.</p> <p>Assessment of reading across the school shows good rates of progress and catch up.</p> <p>Phonics Screen pass rate is high and disadvantaged pupils achieve their very best.</p> <p>KS2 Reading outcomes are high with disadvantaged pupils achieving ARE.</p>
Strong writing foundations established and built upon for disadvantaged pupils through high quality modelled writing with a focus on vocabulary and sentence structure.	<p>Pupils acquire and demonstrate ARE in writing for their year group.</p> <p>A focus on vocabulary learnt through a broad reading curriculum and high quality oral rehearsal ensures all children use rich language in their independent writing.</p> <p>Writing demonstrates sound sentence structure for their age group.</p> <p>KS2 writing outcomes are high with disadvantaged pupils achieving ARE.</p>

Assessment is used effectively to ensure high quality outcomes across the curriculum.	<p>Teacher pedagogy related to assessment is strong and is demonstrated through high quality classroom practice.</p> <p>Teachers use a range of effective assessment strategies within lessons to enable children to move forward in their learning.</p> <p>Retrieval skills of teachers is effective and children demonstrate that they have secured knowledge over time.</p> <p>Children achieve ARE in all curriculum subjects.</p>
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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 (2024-2025)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Projected spend: **£9708**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths No Problem textbooks & workbooks	<p>Supports high quality whole class teaching approach (Jurassic Maths Hub and DfE recommended scheme)</p> <p>The Education Endowment Foundation (EEF) Guide to Pupil Premium evidences mastery learning as high impact for very low cost.</p>	<p>3.</p> <p><u>£4,408</u></p>
Maths Mastery Number Fluency project	<p>Supports high quality whole class teaching approach to number fluency in EYFS and Key Stage 1.</p> <p>The Education Endowment Foundation (EEF) Guide to Pupil Premium evidences mastery learning as high impact for very low cost.</p>	<p>3</p> <p>£800</p>
Little Wandle systematic synthetic phonics scheme	<p>This approach supports high quality whole class and small group teaching of phonics (DfE accredited scheme).</p> <p>EEF findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home.</p>	<p>6</p> <p><u>£3,750</u></p>
The Write Stuff writing scheme	<p>Supports high quality whole class teaching approach to writing which uses teacher modelling to develop composition, grammar and literary features, learning to effective independent writing.</p> <p>There is strong evidence that metacognition approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Evidence base: High</p>	<p>4</p> <p><u>£750</u></p>

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

Projected spend: **£21800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified groups of learners in y5 and y6 given further reading and maths tuition	According to the EEF small group tutoring has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs following diagnostic assessments.	3 <u>£3000</u>
Little Wandle Rapid Catch up Phonics	According to the EEF guidance, phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	6 <u>£6200</u>
Provision of ELSA support (includes ELSA supervision meeting/ training updates)	Parents reported positively (parent wellbeing survey July 22) on the impact/benefit of having a trained/named ELSA to support pupils in a range of areas including separation, anxiety and bereavement. School holds firm commitment to supporting positive mental health and emotional wellbeing of all pupils for them to become more resilient, confident and less anxious thereby improving academic outcomes and life chances.	1 <u>£12,600</u>

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

Projected spend: **£11280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and enrichment Forest School Sessions and Nurture Group	<p>The EEF recognises there is a wider evidence base indicating that outdoor adventure learning may have positive impacts of other outcomes such as self efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of wider school experiences.</p> <p>At the Priory School we value God's creation and the beauty in our locality. We aspire for all our pupils to have a full appreciation of their local environment.</p>	1, 5 <u>£2,640</u>
Attendance Champion supporting families to improve attendance and following up all PP absences.	<p>DfE has outlined key actions for all schools in improving attendance for all pupils. School has developed a robust and supportive attendance policy; Attendance Champion to rigorously follow up on all absence, particularly persistent absence to improve attendance and punctuality for disadvantaged pupils. Network with other schools and attend BCP forums each term.</p>	2. <u>£5600</u>
School coffee mornings and Parent Workshops to support home learning (reading, maths, online safety, wellbeing)	<p>Priory parents have given feedback through surveys that they would like further support to help their child with both learning and emotional resilience.</p> <p>The EEF toolkit also identifies that parental engagement, especially through tailoring communications to encourage positive dialogue about learning and incorporating approaches where a parent works directly with their child one-to-one has most impact, particularly for pupils with low prior attainment.</p>	4
Uniform costs	<p>Priory is committed to social equity and to making sure all pupils feel valued and included within the school community. Both school and parents associations are committed to making uniforms affordable and accessible for all.</p> <p>This QDOS voucher can be spent on Priory branded items.</p>	1. <u>£1040</u>
Financial assistance for school trips, residential and extra curricular clubs and enrichment	<p>Ofsted report (Feb 22 - Good) commented on the wealth of activities which enrich the curriculum and opportunities (leadership) which are available for all pupils, particularly disadvantaged pupils.</p> <p>Pupils to have full access to 'cultural capital' opportunities across the school.</p>	1 & 5. <u>£2,000</u>

Total Pupil Premium projected spend: £42800

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 last academic year.

Desired Outcome	Progress towards desired outcome
The school works to raise academic achievement for all pupils including the disadvantaged.	<ul style="list-style-type: none">• High quality texts used to inspire children as readers and writers.• Lessons are sequential for all learners.• Children are engaged learners in all subject areas• Staff are highly skilled in phonics.• Teaching demonstrates pupil progress within lessons.• High quality phonics teaching in Key Stage Two for pupils who are working below the expected standard.• Pupils have access to high quality books and these are matched to their phonic ability.• 76% pass rate in Year 1 phonics screen 2024.• 97% pass rate in Year 2 phonics re-takes in 2024• Number fluency is prioritised.• Average score of 23.1 in Year 4 Multiplication Check 2024.
All disadvantaged children in need of ELSA or pastoral support will be identified and receive appropriate support.	<ul style="list-style-type: none">• Relax Kids has supported positive mindfulness and mental health of children.• Strong pastoral leadership (ELSA, SENCo, pastoral lead) who embraces working with and alongside external agencies to ensure high quality provision for pupils. Eg, Family Hub, Social Care, CAMHS, Aspire,• Effective pastoral intervention is delivered, tracked and impact is monitored.• Full time ELSA ensures consistency of provision and communication with pupils and families.• All pupils with an EHC receive personalised pastoral support.
Good attendance for all pupils including disadvantaged pupils.	<ul style="list-style-type: none">• Strong relationships built between school and families through parent meetings, coffee mornings, Navigator, SAPT team leads.• Strong leadership of attendance with rigorous follow up on attendance including TAC meetings, home visits, Early Help intervention.• Strong pastoral support provided for pupils in order to address barriers for regular attendance

Externally provided programmes

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

Programme	Provider
NA	NA