

Pupil premium strategy statement – The Priory CofE School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	673
Proportion (%) of pupil premium eligible pupils	20.25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jo Trimnell
Pupil premium lead	Lorraine Abbott
Governor / Trustee lead	Ben Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,400.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,400.00

Part A: Pupil premium strategy plan

Statement of intent

At The Priory we aim to ensure that all PP students, receive a transformational education and can flourish in school and beyond. We aim for all our students to make good or better progress throughout the curriculum. Our intention is that each student will develop a love for learning and acquire skills and abilities to fulfil their potential, thriving now as a young person and then progressing to the next stages of their education and ultimately employment into adulthood.

Over the duration of our current strategy plan we will focus on the key challenges that may hinder our PP students from making good progress. Our approach will be responsive to generic challenges as well as to our students' individual needs, rooted in robust diagnostic assessment. The approaches that we have adopted complement each other to help students to flourish. To ensure that they are effective we will;

- ensure that all decisions taken are based on our understanding of the needs of those who are disadvantaged
- adopt a whole school approach in which all staff take responsibility for raising disadvantaged outcomes; this includes raising expectations of what can be achieved.
- track the progress of the disadvantaged and be responsive to what this data reveals so that the impact is maximised

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress of PP students</p> <p>The progress gap between PP and non-PP students needs to be reduced. Previous data from summer 2024 shows a gap of -0.7 between PP and non PP students. This gap needs to be reduced, and our PP students supported to improve their progress.</p>
2	<p>Attendance of PP students</p> <p>PP students have on average lower attendance and greater persistent absenteeism than students who are not eligible for pupil premium, this reflects the National trend. This impacts their knowledge and skills and that can negatively affect their attainment.</p>
3	<p>Literacy levels of PP students</p> <p>The standardised scores from our STAR reader assessments show that our PP students have, on average, lower literacy levels than their peers. We also know many disadvantaged learners may often struggle with phonics and have a vocabulary gap compared to non-disadvantaged students. This impacts on their ability to engage with the curriculum.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, (2027)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance of PP students Improved attendance of all PP students in line with the National Average</p>	<ul style="list-style-type: none"> • Positive engagement on school site between PP students and parent/carers with Home School Link Worker and Grace Deacon, enabling attendance plans to be effectively initiated. • Sustained higher attendance of pupil premium students, demonstrated by an average attendance for all pupils of 96% • The attendance gap between disadvantaged students and their peers being less than 5%
<p>Progress of PP students Improved progress and attainment among PP students, through the development of high-quality teaching.</p> <p>A particular emphasis on increased progress of students in English and Maths at the end of KS4</p>	<ul style="list-style-type: none"> • All students, including pupil premium students, experience a rich and challenging curriculum in English and Maths. A mastery curriculum embedded in both core subjects. • End of unit assessments in each subject will be used to track the progress of all students, gaps identified will be addressed through forward planning and more effective use of Do Now tasks. • The introduction of knowledge organisers to ensure that every student has the core information required for every topic. • Learning walks, formative and summative assessment, will demonstrate that PP students are grasping key concepts and developing strong curriculum knowledge in English and Maths. Seen through high levels of participation and engagement in learning and increased depth and quantity of written work in books. • Step Lab introduced to structure feedback, inform professional development and data from this will show a shift in the quality of teaching and learning • P8 scores for PP will improve to above -0.3 • PP students achieving 4+ in English and Maths will exceed 60%
<p>Literacy of PP students Improved reading comprehension among PP students across Key Stage 3.</p>	<ul style="list-style-type: none"> • Reading age tests demonstrate improved vocabulary and comprehension skills among PP students so that they are achieving the average standardised score on the STAR Reader assessment. • FASE reading introduced across the whole school

	<ul style="list-style-type: none"> • In year 7 PP students will participate in weekly book clubs • Specific disciplinary reading and vocabulary instruction in every unit of learning across the curriculum.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality teaching</p> <p>Continue to improve the quality of teaching by building on the introduction of walkthrus from last year, to achieve 100% attention, participation and engagement in lessons so that PP students think deeply.</p> <ul style="list-style-type: none"> • Developing the use of scaffolding and chunking of tasks in all lessons • Increasing the quality of checking for understanding in lessons (use of Teach Like a Champion) <p>Coaching program for teachers to support this development</p> <p>Middle leader training program that supports effective learning walks, use of data and instructional coaching in their teams.</p> <p>Question level analysis used by all subjects following KS4 internal exams, the outcomes of which used to inform teaching. Addressing the knowledge and skills gaps.</p> <p>Online homework support via Sparx and Educake for Years 7 to 11</p>	<p>High-quality teaching improves pupil outcomes and effective CPD offers a crucial tool to develop teaching quality (EEF). Our INSET days incorporate effective strategies to maximise attention, engagement and participation by all. There are deliberate practice sessions (applying the EEF's five mechanisms for developing teacher techniques)</p> <p>Completing high-quality homework can have a high impact on student 2, 3, 5 6 progress, according to the EEF +5 months.</p>	1

Specific induction and support program for all new staff to ensure fidelity to our classroom habits and pedagogy.		
Improved literacy levels for all PP students Introduce FASE reading	Reading comprehension strategies help focus on the students' understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read, accelerating progress by +6 months (EEF). https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss	3
Increased staffing in current Year 11 Maths Provide a KS4 pathway for students in year 9 progressing into year 10, that provides additional lessons for English and/or Maths support at KS4 and reduce options to help specific PP students manage the workload.	Increased staffing in key subjects allows for high-quality teaching, which is the 'most important lever schools have to improve pupil attainment' (EEF).	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy</p> <p>Develop reading interventions for Year 9 students making links with college applications, careers and personal statements.</p> <p>See above link to FASE reading</p> <p>Year 7 and 8 STAR reader assessments and interventions for PP students with a below average standardised reading score. Interventions are for 1 hour a day for a two-week period and include 25 minutes of reading with an adult.</p> <p>Book clubs established to ensure weekly reading for lowest scoring Y7 students.</p>	<p>Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF).</p> <p>Reading comprehension strategies help focus on the students' understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read, accelerating progress by +6 months (EEF).</p> <p>25-minutes-a-day interventions that are proven to improve students' accuracy and fluency</p>	3

	when reading, as well as their comprehension, spelling and punctuation.	
<p>Academic Interventions</p> <p>Period 6 Maths and English interventions with a focus on students at risk of not achieving a grade 4.</p> <p>Spring term 2 tutor time English, Math, Science and History lessons with an exam skills focus.</p> <p>Small group (2:1 or 3:1) Math interventions for those PP students who are at risk of not achieving a grade 4.</p>	<p>The EEF has found that after-school intervention has an average impact on progress of +3 months.</p> <p>Small group tuition has been shown to have an average impact of between 2 and 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
<p>Revision Support</p> <p>Michelle Miller revision workshop for Y11 students and then an evening session for parents.</p> <p>Revision workshops for Year 10 students in summer term 1 and a weekly lesson focusing on revision using the EEF seven step model</p>	<p>https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</p>	1

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

Budgeted cost: £ 24,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Attendance officer, Home School Link Worker and Wellbeing Support Assistant develop supportive relationships with the wider community and provide advice and interventions at an early stage, ensuring all absent PP students receive regular phone calls.</p> <p>Directed provision of in-house ELSA and Wellbeing support for PP students who need it to help increase their attendance in lessons.</p> <p>Attendance officer (MKT) will engage and then work with parents to address attendance issues early, to reduce persistent absenteeism amongst PP students.</p>	<p>Robust tracking of attendance data is crucial to address attendance issues. This allows patterns of absence to be scrutinised and interventions to be implemented in a timely manner. Parental engagement is a significant lever in addressing attendance issues as supported by Durrington Research School report.</p>	2
<p>Social Skills</p> <p>Social skills curriculum implements strategies for PP students to address self-regulation and develop social skills</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions with an EEF rating of +4 months</p>	2

<p>Participation in Extra-curricular activities</p> <p>Associate assistant head will focus on developing PP student engagement with extra-curricular opportunities – to include partial support for funding trips and identifying barriers to access that the school can respond to.</p> <p>Opportunities for PP students at KS3 to visit and participate in events at Reigate and East Surrey College to raise aspiration</p>	<p>Durrington Research School found in their studies that ensuring opportunities across the school within enrichment opportunities encouraged attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2</p>
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Total budgeted cost: £134,400,00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading interventions at KS3 helped to secure improvement in reading scores for all those who participated.

In 2023-2024 we focused developing quality first teaching as a whole staff using 8 selected teaching strategies. These focused on establishing effective classroom habits to reduce cognitive load for our students and maximise their learning capacity. Our data shows us that by the end of the year the attainment gap between PP and non-pp students in Y10 had reduced compared to the Y11 cohort results. We are seeing the impact of our classroom habits being embedded as all students arrive and are on task quickly, making better use of learning time. We are aware that we need to continue developing quality first teaching in every lesson for every student, enabling our PP students to show better progress in the next academic year and beyond.

Sparx Maths was introduced across the school and weekly lunch support sessions were provided to ensure every student could access and complete their homework. Sparx is also being used to given individualised feedback to students and help them identify knowledge gaps and complete learning in these areas. We recognise the need to ensure that the curriculum is now developed around the Sparx mastery model in order that students make better progress.

Attendance of our PP students remained slightly below the national average for PP students 81%. This is an area that we know requires further development and resourcing to achieve the change that we are striving for. It will remain part of our PP strategy.

Analysis of our reading intervention using the STAR reader has shown an improvement in the standardised score of all students and a reduction in students with a standardised score of below 90. Ensuring all PP student have at least an average standardised score of 95 by the time they end year 9 remains a challenge in the coming year.

Increasing positive engagement with parents is hard to measure but feedback from the exam's information evening was positive, and parents reported finding it helpful. All PP parents and carers received a call to invite them. All PP parents and carers except 1 attended the Year 11 exam revision support evening in January 2024. The attendance of parents and carers of PP students at parents' evenings was more variable. This remains an important challenge for us to address in our strategy, especially in conjunction with raising attendance.

All PP students participated in the fieldtrips as part of their Geography curriculum throughout KS3 and KS4. Support and fund raising for the year 11 students enabled those who wanted to attend Year 11 prom to do so.

More effective tracking of attendance at extra-curricular clubs is required to ensure our aim of participation by all PP students is met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sparx	Sparx
Educake	Educake
Step Lab	Step Lab

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.