

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	2024 –2025 671 2025-2026 601
Proportion (%) of pupil premium eligible pupils	2024-2025 20.25% 2025-2026 18.11%
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 2025
Date on which it will be reviewed	November 2026
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	2024- 2025 £134,400 2025- 2026 £137600
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>	£137,600

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 creates knowledge and skills gaps that can negatively affect their attainment.</p>
3	<p>Literacy levels of PP Students</p> <p>PP students have 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 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, particularly in English and Maths at the end of Key Stage 4.</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. • P8 scores for PP will improve to above -0.4 • 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 • In year 7 PP students will participate in weekly book clubs

	<ul style="list-style-type: none"> • Specific disciplinary reading and vocabulary instruction in every unit of learning
<p>PP students are given multiple opportunities to gain more cultural capital.</p> <ul style="list-style-type: none"> - Lunchtime clubs to enable participation by those who get a coach home - Local trips which keep costs down and make them accessible for all 	<p>100% of students in Key Stage 3 participate in some form of enrichment inside or outside of school (e.g. sports, arts and after-school clubs). Increasing the number of PP students who participate in trips throughout the year to cultural institutions, such as museums, galleries or universities. These trips have a strong rationale rooted in the curriculum.</p>

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>Introduce Step Lab and the 14 mechanisms for effective professional development to support the ongoing improvement in the provision of high-quality teaching.</p> <p>This will include models, rehearsal and action planning in every PD session.</p> <p>Focus on mastery by teachers of pedagogy that secure high attention and engagement leading to deep thinking and improved oral and written communication.</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 progress, according to the EEF +5 months.</p>	<p>1</p>

<p>Ongoing embedding of work from last year and development of:</p> <ul style="list-style-type: none"> • Turn and talk • Independent practice <p>Increase of time and frequency allocated to PD. Session running once a fortnight.</p> <p>Train middle leaders to give feedback that focuses on the impact of teaching on learners</p> <p>Implement use of knowledge organisers across all subjects to help reduce knowledge gaps</p> <p>Develop homework provision in KS3 – increase in subjects providing homework from Y7 through to Y9.</p> <p>Increased department time to focus on effective use of assessment and tracking, informing planning. To include moderation of marking at KS4.</p> <p>New staff induction program to ensure Priory Habits are present in lessons</p>		
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<p>Improved literacy levels for all PP students</p> <p>Develop FASE reading in English</p> <p>Introduce library-based reading lessons each fortnight in English lesson for Year 7</p> <p>Year 8 paired reading scheme to develop fluency</p> <p>Introduce NGRT reading assessments in Y7 & 8 to highlight reading needs and develop plans of support for all readers' who achieve below expected for their chronological age</p> <p>SKT whole school focus on development of Reading</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>https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss</p>	<p>2</p>
<p>Supporting Exam Preparation</p> <p>Year 10 and 11 Exams evenings – interactive evenings introducing revision with parents/carers and students together</p> <p>Parent and student guided revision evening for English and for Math</p> <p>Parents' guide to supporting revision</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p> <p>https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model Framework around supporting revision</p>	<p>1</p>

at home for all parents at key points in the year.		
<p>Extra English and Math in two option blocks</p> <p>In the current Year 10 students at risk of not achieving their pass in English or Math were allocated an option block for that subject providing 5 hours additional support each fortnight</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-learningtoolkit/small-group-tuition	

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 (interventions)</p> <p>Developing the reading intervention for Year 9 students making links with college applications, careers and personal statements.</p> <p>Phonics intervention</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 when reading, as well as their comprehension, spelling and punctuation.</p>	2
<p>Math interventions in Year 11 for students at risk of not passing with a focus on disadvantaged students</p>	EEF research on small group tuition increasing progress by 4+ months	1

<p>Development of careers education and an introduction of a two-week work experience for all students at the end of Year 10.</p>	<p>https://www.careersandenterprise.co.uk/media/30gdxqu1/bit67-cec-report_v3.pdf</p> <p>The principles identified in this report demonstrate the importance of careers provision for pupil premium students, challenging 'class-based stereotypes and the benefits of targeted career support.</p>	
<p>Wellbeing Support</p> <p>Year 9 tutors trained by Joe's Buddy's to support students with their mental health.</p> <p>Shore Centre developed to create space for small group and individual support, provision of two ELSAs. It provides a quiet space open for students at lunchtimes with student ambassadors.</p> <p>Student wellbeing questionnaires each term followed by a you said we did process – helping to give PP students a voice</p>	<p>https://my.chartered.college/impact_article/student-wellbeing-research-shows-that-the-benefits-are-far-reaching-but-implementation-is-key-to-success/</p>	2

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>Scrutinising data on a weekly basis to ensure early intervention is carried out quickly to prevent decline in attendance.</p> <p>A fully trained attendance team with specific roles monitoring students with a clear intervention in place at appropriate times.</p> <p>Profile of the importance of attendance impacting attainment is known by students, staff and parents: therefore, everyone's responsibility.</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>Extra-curricular provision</p> <p>Introduction of more trips, including subsidised places and opportunity to pay over a series of months. Offering greater breadth of opportunities and increasing cultural experiences.</p> <p>Extra-curricular opportunities and half-termly house competitions open to every student and in</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>	2

every subject. Participation being tracked and every student being encouraged to participate in some way.		
<p>Intervention timetable</p> <p>LSA are working on small group interventions every day based on students' needs.</p> <p>Soft start provision with GDN for students who have been PA</p>	<p>Interventions to enable students to be in school and present in as many lessons as possible. 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>	1,2

Total budgeted cost: £134,400,00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-2025, we focused on developing effective Priority learning habits through our PD programme. This work has reduced cognitive load for both students and teachers, better enabling everyone, including pupil premium students to engage more effectively with deeper thinking. This improved learning culture has supported improved progress. The GCSE results 2025 showed a significant improvement in the attainment of pupil premium students that was more closely aligned to non-pupil premium students. The difference between these two groups reduced and the percentage of PP students achieving a 4+ in English and Maths rose with the difference between PP and non-PP dropping. Student voice via learning and teaching surveys at the end of last academic year has shown us that the changes being made by teachers are being noticed by students and positively received. The focus on high quality, research driven PD remains central to the work we are doing this year.

Revision support for Year 11 last year had three main strands; extra-curricular revision groups, subject revision sessions in tutor times and parent and student workshop on revision techniques from Michelle Miller. All students participated in Michelle Miller's workshop over two sessions and these techniques were then applied in the tutor time sessions, this gave pupil premium students a clear model of good practice and ensured daily revision. There was a more mixed attendance at after school revision session by pupil premium students. We recognise the challenge for students getting home after coaches have left and that this is being addressed. For some pupil premium student's attendance remains the greatest barrier to success because they are not accessing the good provision in place for them. The work on this area is ongoing.

Reading interventions with Year 9 students focused on literacy associated with college courses and careers. All pupil premium students were pre-taught vocabulary around careers and their own skills that were then part of their PSE lessons in the summer term. Students also produced a small portfolio that included a personal statement and a CV. Students' engagement in this one-to-one provision was high and they spoke positively about it. This feeds into the developing careers program in Year 10, work experience and mock interviews in Year 11, giving pupil premium students. Measuring impact is difficult but student voice indicates a positive impact on pupil premium students identifying positive attributes in themselves and a confidence about engaging with college opportunities post-16.

STAR reader was used to identify the lowest scoring readers. The use of this data enabled students to be placed in the relevant intervention focusing either on phonics or fluency. For some this was also supported by the weekly book clubs. This year we are looking to use the NGRT testing to give us better analysis of student reader

needs so that we can make our interventions even more specific and give pupil premium students the very best opportunities for improving their literacy.

FASE reading was introduced in English and the approach shared with whole staff. The immediate change is that all students regularly read out loud in English lessons. The development of FASE was affected by a change in staffing at Easter. FASE and our work on reading will be developed this year in collaboration with the wider Trust. This area is now being led by Sofia Kett, our new Head of English and Associate Assistant Head.

As part of our wider initiatives around extra-curricular participation over 75% of all students attended extra-curricular PE during the last academic year. Revision sessions had an increase in participation and pupil premium students received personal invites, resulting in some increase. In 2025-2026 we will continue to work to build a sense of belonging and opportunity for our pupil premium students.

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
Maths Watch	Maths Watch
Sparx Maths (until April 2026)	Sparx Maths
Educake	Educake
BeMe	BeMe

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.

Agreed & Signed by Chair Local Governing Body 16/12/2025

Rev. Peter Nevins

A handwritten signature in black ink, appearing to read 'Peter Nevins', written over a light grey rectangular background.