



Pupil premium strategy statement: PRIORY ACADEMY

| 1. Summary information | | | | | |
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| School | Priory Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £126,343 | Date of most recent PP Review | December 2017 |
| Total number of pupils | 697 | Number of pupils eligible for PP | 137 | Date for next internal review of this strategy | March 2018 |

| 2. Current attainment for KS 2 SATS 2017 | | | |
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| 24 PP students | <i>Pupils eligible for PP (our school)</i> | <i>Pupils not eligible for PP</i> | <i>National Average Non PP</i> |
| Reading Expected Standard | 68% | 84% | 77% |
| Writing Expected Standard | 72% | 84% | 72% |
| Maths Expected Standard | 84% | 97% | 80% |

| 2. Current attainment for KS 4 GCSE 2017 | | | |
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| 17 PP students | <i>Pupils eligible for PP (our school)</i> | <i>Pupils not eligible for PP</i> | <i>National Average Non PP</i> |
| Average Attainment 8 | 43.15 | 53.11 | 46.0 |
| Progress 8 | -0.48 | -0.91 | 0.0 |
| % Grade 5 or above in English and maths GCSEs | 58.8% | 71% | 42.2% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| Every student at our school who has an entitlement to Pupil Premium funding is unique. We have looked carefully at the needs of individuals as well as groups when considering provision and allocation of funding. | |
| In-school barriers | |
| A. | Secondary ready - 32 % of PP students in Year 7 2016 did 'Not Achieve the Standard' in KS2 Reading at the end of Year 6, this puts them at a disadvantage in making good progress in Year 8 and across other subjects at Key Stage 3. Improving literacy then is our starting point. |
| B. | Higher Prior Attainment pupils who are eligible for PP are making less progress than other high achieving pupils are in Year 8/9. This prevents sustained high achievement through KS4. |
| C. | A small group of Year 11 reluctant learners (mostly eligible for PP) having detrimental effect on their academic progress and that of some of their peers. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Parental support, particularly in reference to the parents' ability to support home learning and monitoring of attendance at student progress meetings, intervention sessions etc. Generally, attendance data shows marginally lower rates for Pupil Premium students (97.2% as opposed to 98.2%) in September 2016. |
| E. | A large proportion of Year 11 PP students have significant welfare/emotional and safeguarding issues. |

| 4. Desired Foci for 2017-18 | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve Progress 8 scores for PP students | <p>The year 11 progress 8 gap between PP and non-PP students is reduced by a minimum of 0.41 (from -0.91 to -0.5)</p> <p>The aim is that at least 50% of PP students exceed expectations. Other pupils still make at least the expected progress. This will be evidenced using Data assessment points and Department/Academy analysis.</p> <p>PP students to attend 80% of interventions made available to them – monitored by registers</p> <p>Year 10 and Year 11 PP students will attend externally led workshops based around goal setting, revision techniques and stress-coping measures.</p> |
| B. | Improved levels of progress in literacy and numeracy for Year 8 pupils eligible for PP. This will be tracked and monitored via AQA Year 8 Assessment material. | The year 8 gap in literacy and numeracy between PP and non-PP students is reduced by a minimum of 10% (from 33% to 23%) |
| C. | To improve the literacy and numeracy levels of PP students across KS2 | <p>Accelerated Reader test results will trend positively for all PP students, showing a clear improvement in reading age.</p> <p>TT Rockstar's test results will trend positively for all PP students, showing a clear improvement in numeracy ability.</p> <p>The gap for PP versus non-PP students in reading, writing and maths is reduced.</p> |
| D. | Improving parental support and interactivity; particularly in reference to the parents' ability to support home learning and monitoring of attendance at student progress meetings, intervention sessions etc.. | <p>School attendance figures for PP students to rise to 95%</p> <p>PP students to attend 80% of interventions made available to them – monitored by registers</p> <p>All parents who do not attend parents' evening will be contacted and offered alternative dates/times. Phone-call reports to be delivered if necessary.</p> |
| E | Mentoring sessions , coaching and counselling sessions | Year 11 students will attend 1 to 1 mentoring with SLT PP lead. Coaching and counselling sessions take place. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2017/18 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Improve Progress 8 for PP students | Quality first teaching. Smaller maths, English and science classes. Extra help and support through the 'Attendance Officer' and 'Student support officer'. Text books, study guides GCSE Pod purchased and 20/20 Learning invited to come in. Revision booklets and strategies given out. Intensive intervention where needed. | 'Whole school ethos of attainment for all and deploying staff effectively' (DFE Research report November 2015) Strategic staffing of the Deputy Subject Leader of English teaching this targeted Year 11 group. | Evidence from class assessment, mock examination questions and moderation regarding achievement. Extra mock exams for English, Maths and Science in April 2018. Attendance at intervention sessions and sessions run by external providers. | NK HOD's JMC | Feb 18 |
| B. Continued improvement of Year 6 literacy progress | Star tests and use of Accelerated Reader for students. In house CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews. Targeted students to work with the school's Literacy Intervention Officer. | Components of language identified as an area of weakness from moderation and tests; schools in the English network have successfully trialled this approach. Sutton Trust report which cites that this approach of individualised instruction 'might be a more viable strategy in small group...settings, where giving learners direct teaching at the same time is possible'. | Taking of the tests will be overseen by the Librarian and progress will be overseen by the SLT responsible for PP, in addition to the Maths and English department link staff. The SLT for PP and KS2 Leader has a fortnightly meeting with the LIO to discuss progress and iron out any possible issues. | JC KB JMC | Weekly by SLT responsible for PP and then Feb 18 in liaison with Head of English. |

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| C. Improved rates of progress across Year 6 for high prior attainment pupils eligible for PP. | Robust tracking in place (for all Year 6 students) overlooking progress in English and Maths. This has led to alternative intervention sessions being proposed for those students unable (or with parents unwilling) to attend after school sessions. | Ofsted Report 2015 NFER research states that successful schools: 'use data to identify pupils' leaning needs at every opportunity ...during regular reviews of progress'. | Progress check meetings for the KS2, led by KS2 Leader. | JC JMC | Feb 18 |
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| ii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <ul style="list-style-type: none"> Parental support, particularly in reference to the parents' ability to support home learning and monitoring of attendance at student progress meetings, intervention sessions etc. Improve attendance Improve support for vulnerable PP Students | <ul style="list-style-type: none"> Ensure parents are aware of interventions sessions. Maintain attendance register every progress evening. Invite Year 8 parents to Literacy Evening and Year 6 parents to be contacted regarding non-attendance for intervention sessions in school. Use the services of an Attendance officer Use the services of the student Support Officer in the inclusion room and counselling | <p>Sutton Trust addresses this strategy 'focused approaches which support parents in working with their children to improve their learning is beneficial.'</p> <p>Clear liaison with parents will be evidenced via letters, records of phone calls home and meetings.</p> <p>Overcoming barriers – improving attendance and punctuality</p> <p>Overcoming barriers – improving emotional well-being of pupils</p> | <p>Keep an attendance register and observe some sessions. Monitor impact by looking a students' work for targeted topics.</p> <p>Regular tracking of PP students' attendance, letters home, meetings, etc.</p> <p>Monitor impact through student voice</p> | <p>JC JD NK JMC</p> | Feb 18 and April 18 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve English attainment across Year 6 Writing. | Year 6: Writing intervention workshops in school. | Year 6: Results were improved. Results for KS2 reading were not as strong as writing with pupils not making the desired progress but Improved upon from last year. | Detailed robust tracking in place this year overlooked by Academic Lead for KS2 and Subject Leader for English. Focus on Writing has remained with Big Write books being regularly monitored in meetings. We will continue with this approach. | £2500 |
| Purchase of Literacy textbooks in Year 9 in Preparation for KS4. | Year 9: purchase textbooks to support literacy. | PP students (14) compared to non PP (84) students. 76% of PP pupils compared to 84% of non PP pupils attaining expected +in English. 18% of pupils making exceeding +progress in English compared to 41% of Non PP pupils. | Quality First teaching and use of extra textbooks/ study a guide etc. has been successful. | £250 |
| Use of the Literacy Intervention Officer across all years | Targeted small group literacy tuition. | Data from 2016-17 shows the progress made by all students, including the PP students based on improvements in their reading ages. On average, students made 12-23 months' progress over the year, | The Literacy Intervention Officer has made a positive impact on these students; including the PP students, in terms of reading ages. However, there is no evidence to whether this is supporting their learning in the classroom and having a significant impact of attainment and progress. We will not be continuing with this approach. | £14,200 |
| ii. Targeted support | | | | |

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| Improve attainment and progress across subjects | <ul style="list-style-type: none"> ● Small groups in maths and English in years 5-11 ● Small groups in science in years 8-11 ● Maths/English and Science: 20/20 programme ● Intervention + After school, Half term and Easter Holiday Booster sessions | Overcoming barriers - targeted support at all levels | We will continue this approach next year but will take into account progress made in current intervention. | £44,000 £20,500 £4,500 £7200 |
| Improve attendance | Attendance officer | Overcoming barriers – improving attendance and punctuality | We will continue this intervention next year but will take into account progress made in current intervention. | £4,200 |
| Student Support Officer | Inclusion room manned daily | Overcoming barriers- improving 1-2-1 support in Inclusion room | We will continue this intervention next year as it provided increased support for students | £15,500 |
| Counselling | In school counsellor twice a week | Overcoming barriers – improving emotional well-being of pupils | We will continue this intervention next year as it increased confidence for targeted pupils | £5,200 |

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| Provide a range of opportunities to raise aspirations and in Years 9 and 10. | Enrichment activities: trip to Wadham College, Oxford University Aspiration Day and to see a production of 'Macbeth'. | Student questionnaire and conversations post the trips showed their engagement and enthusiasm. Two Year 10 students have now expressed an interest in attending college and one (high achieving student) wishes to go further and attend Oxford University. | Amend the questionnaire but continue with the visits next year. | £750 |
| Careers advice | Work experience and Independent Careers Advice and Information Guidance | Assisting students in their transition from school to work and providing them an opportunity to relate school studies with a workplace. Raising aspirations and guidance for students' next stage | This will be continued as students found 1:1 interviews very helpful. | £1,900 |
| Miscellaneous | Uniform and resources support Breakfast, lunch and after school refreshments (intervention/revision/pre-exam sessions) Music lessons | Overcoming barriers – improving emotional well-being of pupils | We will continue this approach next year | £5,400 |

7. Additional detail

We believe in an individual approach for our students entitled to the Pupil Premium grant. Therefore, we use the entitlement to fund a variety of things such as individual music lessons, school uniform, bus passes, additional funding for school trips, museum and art gallery visits, revision resources, and healthy heating breakfast to name but a few.