



Pupil premium strategy statement: PRIORY ACADEMY

1. Summary information					
School	Priory Academy				
Academic Year	2016/17	Total PP budget	£100,000	Date of most recent PP Review	December 2016
Total number of pupils	682	Number of pupils eligible for PP	119	Date for next internal review of this strategy	March 2017

2. Current attainment for KS 2 SATS 2016			
Year 6 had 119 students (63 male and 56 female)	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average Non PP</i>
24 students were Pupil Premium and 95 non-pupil premium students	24	95	n/a
Reading Expected Standard	50%	69%	71%
Writing Expected Standard	79%	91%	79%
Maths Expected Standard	79%	83%	75%
SPAG Expected Standard	58%	77%	72%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
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 - 50 % of PP students in Year 7 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 7 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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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.

4. Desired Foci for 2016-17

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils and 85% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using star tests, accelerated reader assessments, literacy intervention work and English written assessments completed half termly. In addition, we will ask for parental involvement and support.
B.	Improved rates of progress across Year 6 for high prior attainment pupils eligible for PP.	Students eligible for PP identified as high attaining from KS1 data make as much progress as 'other' pupils identified as high attaining so that 85% or above are on track for good progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Reluctant learners in a Year 11 English class addressed - so that the focus can be on their attainment.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), each term. A new system has been implemented this year that has positive behaviour as its main focus.
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.	Evidence of high levels of attendance by parents at student progress evenings and targeted intervention sessions. Support strategies given to parents to aid home learning.

5. Planned expenditure					
Academic year		2016/17			
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. Improved Year 7 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	Components of language identified as an area of weakness from moderation and tests; schools in the English network have successfully trialled this approach.	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.	SLT for PP & Subject Leader for English.	Weekly by SLT responsible for PP and then Feb 17 with Head of English.
A. Improved Year 7 Literacy progress Two approaches	<ol style="list-style-type: none"> 1. Targeted students to work with the school's Literacy Intervention Officer. 2. High prior attaining students at KS1 to work with a specialist English teacher. 	<p>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'.</p> <p>Evidence based data from last year shows that students who were taught by the school's LIO made good progress with their reading. This is reinforced by the Sutton Trust (2011) and the Social Mobility Commission that states 'good teachers are especially important for pupils from disadvantaged backgrounds.'</p>	<ol style="list-style-type: none"> 1. The SLT for PP has a fortnightly meeting with the LIO to discuss progress and iron out any possible issues. 2. The Subject Leader for English will monitor the high prior learning students with the group teacher. 	<ol style="list-style-type: none"> 1. LIO / SLT Lead for PP 2. Subject Leader for English. 	February, April and June 17

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. Improved Year 7 literacy progress: Feedback	Staff training on high quality feedback to be delivered by SLT, showcasing three different subjects.	We want to invest some of the PP in longer term change which will help all students. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on a half termly writing task in English, History and RE.	Use INSET days to deliver training. Peer observations of classes to do a book scrutiny and talk to students. Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	SLT responsible for T&L / Subject Leaders	Jan 17
B. 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 opportunityduring regular reviews of progress'.	Weekly morning meetings for the KS2 English team, led by Deputy Subject Leader in English and Academic Lead for KS2 to discuss data, interventions and update teachers.	Deputy Subject Leader in English, Academic Lead for KS2 and SLT for PP	Jan 17
Reluctant learners with a Year 11 class addressed - so that the focus can be on their attainment. Text books, study guides GCSE Pod purchased and 20/20 Learning invited to come in.	Effort grades monitored on SIMs by SLT for Behaviour and KS4 Leader.	'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. Evidence from SIMs regarding effort grades.	SLT for Behaviour, KS4 Leader	Jan 17

Targeted support	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
Desired Outcome					
A. Improved Year 7 literacy progress	<p>121 and small group provision of Talisman readers and use of Nessy spelling programme. Use Accelerated Reader to track reading progress.</p> <p>Small group teaching for prior higher attainment students Star tests and Standardised Reading Tests for Year 7.</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>NFER 2015 report shows that 'small group additional teaching' was the most popular strategy used by schools; the strategy is 'supported by evidence of effectiveness in the Sutton Trust/ EEF Teaching and Learning Toolkit'.</p> <p>We want to combine this additional provision with some mentoring from students from the top set in Year 11 reading with these students during Wednesday tutor times. Use of Accelerated Reader.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy.</p>	SLT for Pupil Premium	Jun 17
B. Improved progress for high attaining pupils in Year 6 eligible for PP	<p>Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent. In English after school or lunchtime</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.</p>	Head of Maths/Dep uty Subject Leader of English	Mar 17
Total budgeted cost					£ 71, 500

ii. Other approaches					
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?
C. Reluctant Learners within Year 11 English class addressed - so that the focus can be on their attainment.	Identify a targeted intervention for 5 students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Monitor effort but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards leading to raised achievement points.	Head of KS4	March 17
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.	Invite target Year 11 parents to free English tutoring small group sessions after school so that they are able to support their child's revision in English Literature. Maintain attendance register every progress evening. Invite Year 7 parents to Literacy Evening and Year 6 parents to be contacted regarding non-attendance for intervention sessions in school.	Sutton Trust addresses this strategy 'focused approaches which support parents in working with their children to improve their learning is beneficial.' We have a one hour session after school on a Monday evening as such 'parents may appreciate short sessions...to involve them' and we have created a welcoming atmosphere, where the emphasis is on <i>how</i> they can support their children.	Keep an attendance register and observe some sessions. Follow up with parent questionnaire at the end of each term's session. Monitor impact by looking at students' work for targeted topics.	SLT for PP	December 16 and Feb 17.

6. Review of expenditure				
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: Mixed results. Results for KS2 reading were not as strong as writing with pupils not making the desired progress.	Detailed robust tracking in place this year overlooked by Academic Lead for KS2 and Deputy Subject Leader for English. Focus on Writing has remained with Big Write books being regularly monitored in meetings.	£2500
Purchase of Literacy textbooks in Year 9 in preparation for KS4.	Year 9: purchase textbooks to support literacy.	PP students (12) compared to non PP (75) students. 92% of PP pupils compared to 100% of non PP pupils attaining expected +in English. 92% of pupils making expected +progress in English compared to 100% of non PP pupils.	Quality First teaching and use of extra textbooks/ study guides etc. has been successful.	£90
Use of the Literacy Intervention Officer across all years	Targeted small group literacy tuition.	Data from 2015-16 shows the progress made by all students, including the 23 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 significant impact on these students; including the 23 PP students therefore we will be continuing with this strategy.	£14, 193
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
Improve English attainment across Year 6.	Easter Holiday Booster sessions for English and Maths.	KS2 Writing results 24 PP pupils at 79% compared to 95 non PP students at 91%.	We will continue this intervention next year but will take into account progress made in current intervention.	£1935

iii. Other approaches				
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
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 the British Library for the 'Shakespeare in 10 Acts' exhibition.	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.	£385

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.