

# Priory Academy LSST Pupil Premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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 academy.

## School overview

| Detail  | Data                |
|---|---------------------|
| School name   | Priory Academy LSST |
| Number of students in school  | 1787                |
| Proportion (%) of student premium eligible students   | 17.07%              |
| Academic year/years that our current student premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021-22 – 2023-24   |
| Date this statement was published   | December 2023       |
| Date on which it will be reviewed   | December 2024       |
| Statement authorised by   | Mrs J Hopkinson     |
| Pupil premium lead  | Mr I Dinnie         |
| Governor / Trustee lead   | Mr J Rouston        |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Student premium funding allocation this academic year   | £290,110 |
| Recovery premium funding allocation this academic year  | £60,168  |
| Student premium funding carried forward from previous years (enter £0 if not applicable)  | £13,200  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £387,584 |

# Part A: Pupil premium strategy plan

## Statement of intent

To achieve the **Priory Trust's** mission of improving life chances of our students so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

**The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it.** Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

**The following structural principles apply to the use of additional funding in all Priory Academies:**

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all students;
- The strategy is integral to the whole-academy plans for education recovery.

In line with the Trust mission, at the Priory Academy LSST, our intention is that all students, irrespective of their background or the challenges they face, engage in a broad and balanced curriculum with particular emphasis on the inclusion of Ebacc subjects through to the end of Key Stage 4. This is complemented by an enriching Personal Development curriculum. All students will make good progress and achieve high academic attainment to enable them to successfully move on to the next phase of their lives and become true citizens of the world.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker, young carers and others who face challenging circumstances. The approach we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of what we do and fundamental to our support of disadvantaged students, with a careful focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of School Led Tutoring for students whose education has been worst affected, including non-disadvantaged students. Alongside academic support our strategy is also based on providing strong pastoral care to develop emotional wellbeing to enable all students to thrive personally and academically.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are sufficiently challenged in their learning;
- use regular assessment to identify concerns early and ensure appropriate intervention;
- place high emphasis on the development of reading and language skills;
- carefully monitor the attendance of disadvantaged students alongside other external influences to provide early support and access to external agencies where necessary;
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Our internal baseline assessments, alongside available data from primary schools during transition, has indicated that disadvantaged students have lower levels of reading comprehension in comparison to non-disadvantaged students at the same stage. The September 2023 NGRT (New Group Reading Test) identified that the average standardised score for non-disadvantaged students in Year 7 was 111.9 compared to an average standardised score of 109.3 for disadvantaged students. This has also been seen through teacher feedback and further observation and assessment work with students.</p>  |
| 2                | <p>Information from Primary Schools and our own internal assessments show that numeracy skills are not as developed in disadvantaged students compared to non-disadvantaged students at the same stage.</p> <p>Internal assessment data on entry to Year 7 indicates that PP students scored an average of 41 in our baseline test and 110 in the standardised score for the WRAT test. Non PP students scored 43 in the baseline and 113 in the WRAT. This gap is smaller than last academic year.</p> <p>In Year 11 PP students had a P8 of -0.37 and an A8 of 4.47. Non PP had a P8 of 0.16 and an A8 of 5.65.</p> <p>It is also important to note that internal assessments also show that there are very high performing disadvantaged students and we maintain a commitment to sustain their progress and attainment.</p> |

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|---|---|
| 3 | <p>Our attendance data over the last 3 years shows that disadvantaged students' attendance is 2-3% lower than non-disadvantaged students. This data also shows that rates of Persistent Absence (PA) are 9-10% higher for disadvantaged students than non-disadvantaged students. Assessments, observations and teacher feedback indicate that this level of absence is negatively impacting on the progress of disadvantaged students.</p>   |
| 4 | <p>Our assessments (including Pupil Perception Survey and internal wellbeing surveys), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the return to schools since the pandemic, teacher referrals for support markedly increased. 111 students (36 of whom are disadvantaged) currently require additional support with social and emotional needs and are accessing individual or small group interventions for emotional wellbeing.</p> |

## 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  |
|--|---|
| Sustained improvement in reading fluency and comprehension by the end of Key Stage 3 for all students, including those that are disadvantaged. | Reading tests taken by all students in Year 7 and Year 9 demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. English assessments across Key Stage 3 also demonstrate sustained improvement in reading comprehension and fluency. There will also be indications of these improvements across all subject areas shown through engagement in lessons and book reviews. |
| Sustained improvement in numeracy skills by the end of Key Stage 3 for all students, including those that are disadvantaged.                   | Maths assessments throughout Years 7 and 8 demonstrate improved numeracy skills and a smaller disparity between disadvantaged students and their non-disadvantaged peers.   |
| Sustained improvement in attendance for all students, including those that are disadvantaged.  | <p>By 2024-25 improved attendance will be demonstrated by:</p> <p>Overall attendance rates being above the national average.</p> <p>Attendance rates for disadvantaged students being above the national average.</p> <p>Persistent Absence rates for all students being below the national average.</p>  |

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|  | <p>Persistent Absence rates for disadvantaged students being below the national average.</p> <p>Levels of attendance and persistent absence for disadvantaged students being in line with non-disadvantaged students.</p>   |
| Sustained improvement in wellbeing for all students, including those that are disadvantaged. | <p>By 2024-25 this will be demonstrated by:</p> <p>Responses to Pupil Voice Surveys.</p> <p>Numbers of students accessing additional support for social and emotional wellbeing.</p> <p>Qualitative information from student voice and teacher observations.</p> <p>Increased participation in enrichment and extra-curricular activities.</p> <p>This should also be indicated to some extent in attainment and progress data.</p> |

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,794

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teaching staff engage in the Trust Professional Development Programme.   | Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation. | 1, 2, 3, 4                    |
| The implementation of the Federation wide approach of Language For Learning will develop students' skills in reading, speaking and writing across all subjects. <ul style="list-style-type: none"><li>• To focus on developing literacy skills in all students one of the 3 main strands of CPD across the Trust is based on language for learning.</li><li>• Staff across the academy will use this CPD to implement strategies to improve literacy skills in all students.</li><li>• To support this and to increase cultural capital there will also be a focus on reading in form time and in English lessons from a selected list of books to ensure students are accessing high quality literature. In Years 7, 8 and 9 Form Tutors read set texts with students one day a week during Personal Development.</li><li>• Some of the pupil premium funding has been used to purchase copies of these</li></ul> | Developing literacy and reading skills is key for students as they learn new, more complex concepts in each subject:<br><a href="#"><u>Improving Literacy in Secondary Schools</u></a>   | 1, 2                          |

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| <p>books to make sure they can be accessed by all students.</p> <ul style="list-style-type: none"> <li>There are also adapted versions of these books available for students of all abilities to access.</li> <li>Funding is also used for a subscription to 'The Day' online news magazine for Form Tutors to access with students.</li> </ul>   |   |     |
| <p>Other areas of Professional Development, utilising the Walk Thrus programme, focus on Metacognition, cognition, SEND and assessment to support these areas and develop high quality teaching and learning across the curriculum.</p> <p>To further support students with SEND through quality first teaching a SEND framework has been developed, based on the EEF SEND guidance report, for implementation from September 2022. For September 2023 departments have developed subject specific SEND frameworks.</p> | <p>A range of sources have identified the positive impact on learning that the development of these areas can have.</p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Teacher Feedback to Improve Student Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p> | 1,2 |
|   |   |     |

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

Budgeted cost: £95,043

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ongoing diagnostic assessment of student performance at all levels – teacher, Head of Department, Head of Year, SENDCO, SLT – to identify students in need of more targeted academic support.</p> | <p>A range of evidence indicates the importance of effective diagnostic assessment to identify the needs of students and provide appropriate intervention and support. Particularly in response to the uneven experience of students during the pandemic.</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Blog: Learning recovery and the role of diagnostic...   EEF (educationendowmentfoundation.org.uk)</a></p> | 1, 2                          |

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| <p>A proportion of funding is used towards teaching staff to enable the option of very small group specialist support for the most disadvantaged in Years 9, 10 and 11 to provide additional support in core subjects where specific need is identified.</p>  | <p>EEF research shows that small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF Teacher Toolkit</a></p> | <p>1, 2</p> |
| <p>We engage with the National Tutoring Programme to provide school led tutoring for students who are identified as requiring additional support with their English and/or Maths. The focus for this is Year 7 and 8. We will also offer additional support to students in other year groups and in other subjects where gaps in knowledge is identified.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1, 2</p> |
| <p>Delivery of a range of evidenced informed, targeted intervention strategies to support development of literacy and numeracy through Learning Support Assistants and Intervention Coordinators.</p>   | <p>Well-evidenced interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and 'catch-up'.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>1, 2</p> |

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

Budgeted cost: £181,747

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>PP funding has been used to provide Pastoral Managers to work alongside the Head of Year in Years 7-13. A key part of their role will be to meet with and mentor PP students with a focus not just on academic performance but also on wellbeing and taking</p> | <p>A range of research identifies that to support students to learn they first need to feel emotionally secure and well regulated. This is particularly emphasised in the work of Dr Bruce Perry and the 3 Rs model of Regulate – Relate – Reason, to enable students to effectively access learning. This is the</p> | <p>3, 4</p>                   |

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| <p>advantage of the extra-curricular activities and house events available to them. Learning Support Assistants, Enrichment Leaders and Pastoral Managers also provide wellbeing support for the most disadvantaged students, develop their extra-curricular interests and support them in attending clubs and activities. Funding has been extended to also contribute towards CCF, DofE and Priory Leisure to make these opportunities more accessible to disadvantaged students.</p>    | <p>basis for the use of key pastoral staff to support students' emotional wellbeing to allow them to be better regulated to engage with their learning.</p> <p><a href="#"><u>The Constellation of Regulation: Part 1 of the 3 Rs (epinsight.com)</u></a></p>  |            |
| <p>With the increased numbers of students requiring additional support for mental health and emotional wellbeing we have used PP and Recovery Premium funding to increase provision from external mentoring and counselling services (Energize Mentoring, Nurture Garden Counselling). This is part of a tiered approach to support emotional and social wellbeing – universal support and education for all students, targeted internal support and more specialist external support.</p> | <p>Our designated mental health lead and other staff have worked closely with the local Mental Health Support Team to develop our provision to support young people's mental health.</p> <p><a href="#"><u>Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk)</u></a></p> <p><a href="#"><u>adolescent-mental-health-summary.pdf (prioryacademies.co.uk)</u></a></p> | 3,4        |
| <p>To provide further support for student wellbeing as part of our tiered approach we have invested in having a team of Year 12 Wellbeing Ambassadors trained and supported by Nurture Garden counsellors. These ambassadors provide an initial layer of support for students with mild anxiety and social and emotional wellbeing concerns. We are also working with Lincoln University to provide wellbeing support for targeted students.</p>   | <p><a href="#"><u>Peer tutoring   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p>There is a range of evidence identifying the importance of early intervention with mental health and wellbeing to stop issues becoming more serious.</p>  | 3, 4       |
| <p>As part of our the Trust Careers Framework we have appointed an independent Level 6 Careers advisor. Priority will be given to meeting with all disadvantaged students in Years 9-13 to provide guidance on a range of possible next steps and raise aspirations.</p>   | <p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p>   | 1, 2, 3, 4 |

|   |  |      |
|---|--|------|
|   | <a href="#">Good Career Guidance   Education   Gatsby</a>  |      |
| <p>Pastoral staff embed approaches and procedures set out in DfE guidance to support students improve attendance.</p> <p>Key staff attend training from the Local Authority on the new Emotional Based School Avoidance ladder and PSP. The academy also accesses a package of support from the local authority on managing and supporting school attendance.</p> <p>Pastoral staff work closely with families to support improving attendance.</p> <p>The academy is also working with the Lincoln City Foundation on the Attendance for Attendance scheme to provide match day tickets as rewards for improved attendance. In 2024 we are also piloting the Lincoln City Foundation IMPowered scheme to provide sports based mentoring for targeted students to try to improve attendance and engagement.</p> | <p>Approaches are closely aligned with good practice set out in DfE's <a href="#">Improving School Attendance</a> and follow the attendance ladder and protocols set out by the Local Authority based on substantial evidence and work with other local authorities - <a href="#">Introduction (local-offer.org)</a></p> | 3, 4 |
| <p>To develop effective approaches for engaging hard to reach families the pastoral team has carried out a trial with parents of disadvantaged students to identify the barriers that are limiting parental engagement and ways to break these barriers down. Strategies are being shared to further develop engagement from hard to reach parents.</p>   | <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  | 3, 4 |
| Contingency fund to address any additional priorities that arise.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified  | All  |

**Total budgeted cost: £387,584**

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 students in the 2022 to 2023 academic year.

The overall Progress 8 score for Year 11 Pupil Premium students was -0.27. The upper confidence interval for Progress 8 was 0.18 showing a number of Pupil Premium students performed very well and made good progress from their starting points. Attainment 8 for Pupil Premium students was 44.2. 71% of our Pupil Premium students achieved a grade 4 or above in English and Maths. 74% of students were entered in the EBACC qualification and 42% achieved a grade 4 or above in all EBACC qualifications. These results were achieved in the context of the considerable impact of Covid 19 on this year group. The impact of this was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources on our SharePoint learning platform and increased use of Teams to deliver live lessons. Although laptops and other necessary technology were provided for all our disadvantaged students, there was still a lack of engagement in the remote learning from some. We endeavoured to get as many of our disadvantaged students as possible to attend during the periods of lockdown. Where students were not in school Pastoral Managers and Heads of Year maintained regular contact and communication with those identified as not engaging. This provided reassurances about their welfare and developed good communication links with families. When students returned to the academy from 8<sup>th</sup> March 2021 and then after the summer break in September 2021 departments carried out further assessment to identify areas of focus, revise curriculums and implement support for students.

Further to the positive results achieved, all but one of our disadvantaged students in Year 11 successfully accessed the next stage of their education and remained in education, employment or training, with the majority continuing with us into sixth form.

Internal data and assessments indicate some gaps in performance between Pupil Premium students and those not eligible for Pupil Premium. Ongoing diagnostic assessment and target intervention strategies remain a key part of the strategy moving forward.

Although overall attendance in 2022/23 continued to be impacted by Covid related absences and associated issues with anxiety and mental health and lower than in preceding years at 92.1%, it did not fall below the national average. Attendance for disadvantaged students was 87.5% and levels of persistent absence were higher for disadvantaged students. These gaps are larger than in previous years, which is why attendance remains a key focus of our current plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are continuing to build on that approach in our updated plan.

## Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service student premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details   |
|--|---|
| How did you spend your service student premium allocation last academic year?      | Dedicated members of staff support and monitor service students and their wellbeing – particularly when a family member is deployed.<br>Support is available to access extra-curricular activities and clubs. |
| What was the impact of that spending on service student premium eligible students? | Student voice, module grades and the Pupil Perception survey demonstrate positive attitudes in our service students. Many of them engage in a range of activities including CCF and DofE and achieve well.    |

## Further information (optional)

### Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.