Pupil premium strategy statement

School overview

Metric	Data
School name	Priory Academy LSST
Pupils in school	1340
Proportion of disadvantaged pupils	13.2%
Pupil premium allocation this academic year	£194,000
Academic year or years covered by statement	7-11
Publish date	October 2019
Review date	October 2020
Statement authorised by	Mrs J Hopkinson
Pupil premium lead	Mr I Dinnie
Governor lead	Mrs P Wood

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.14
Ebacc entry	90.48%
Attainment 8	52.07
Percentage of Grade 5+ in English and maths	52%

Disadvantaged pupil barriers to success

Barrier 1	Levels of literacy and numeracy on entry to the Academy for disadvantaged pupils creates a barrier to them making good progress in all subjects
Barrier 2	A lack of confidence and belief in their own abilities as learners can mean that self-efficacy is a barrier for our disadvantaged pupils.
Barrier 3	Lower average attendance compared to our non-disadvantaged pupils impacts on learning and progress

Strategy aims for disadvantaged pupils – Academic Capital

ADP Links:
L5v: Provide effective Recruitment and Retention packages.

L5vi: Provide high quality, fit for purpose CPD at every level.
IM3: Review the effectiveness of the Metacognition framework.
IM4: Review the effectiveness of the Assessment framework.
IM7: Review the effectiveness of the Language for Learning framework.
IM1: Our ambitious curriculums meet the needs of disadvantaged, higher ability and SEND students.
IM4: Culture of reading is embedded across the academy

Aim	Evidence of impact		Target date
Progress 8	Closure in gap between PP and non PP in school		September 2022
Attainment 8	Closure in gap between PP and non PP in school		September 2022
Percentage of Grade 5+ in English and maths	Closure in gap between PP and non PP in school		September 2022
Ebacc entry	Maintain 90%+ EBACC entry		September 2022

Strategy aims for disadvantaged pupils – Social and Cultural Capital

ADP Links:
B7i: Effective use of PLMs and/or LSAs to deliver supportive behavioural intervention groups to further develop positive relationships.
IM1: Our ambitious curriculums meet the needs of disadvantaged, higher ability and SEND students.
P4i: Participation in House events and extra-curricular activities are monitored in order for 'all' students to be encouraged to participate.
P4ii: Continue to diversify the range of activities on offer to encourage 'all' students to engage.

Aim	Target	Target date
To improve attendance of disadvantaged pupils	Improve attendance towards national average for non PP	September 2022
Improve attitude to learning and self-efficacy of disadvantaged pupils	Improved AtL reports	September 2022
Develop social and cultural capital of students with support for extra-curricular activities	Greater participation in extra-curricular activities. Increased numbers of disadvantaged pupils successfully completing the Priory Baccalaureate	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1 L5v: Provide effective Recruitment and Retention packages.	A proportion of funding is used towards teaching staff to enable additional groups in the core subjects. The investment in staff also enables us to maintain staffing levels and retention of subject specialists, particularly in the core subjects. This also provides the option of very small group specialist support for the most disadvantaged in Years 10 and 11 where specific need is identified.
Priority 2 L5vi: Provide high quality, fit for purpose CPD at every level. IM7: Review the effectiveness of the Language for Learning framework.	The implementation of the Federation wide approach of Language For Learning will develop students' skills in reading, speaking and writing across all subjects. 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. Staff across the academy will use this CPD to implement strategies to improve literacy skills in all students. 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. Some of the pupil premium funding has been used to purchase copies of these books to make sure they can be accessed by all students. There are also adapted versions of these books available for students of all abilities to access. Funding is also used for a subscription to 'The Day' online news magazine for Form Tutors to access with students.
Priority 3 L5vi: Provide high quality, fit for purpose CPD at every level. IM3: Review the effectiveness of the Metacognition framework. IM4: Review the effectiveness of the Assessment framework. .	Departments develop effective use of assessment and feedback and cognitive strategies to support student learning
Barriers to learning these priorities address	Levels of literacy and numeracy on entry to the Academy for disadvantaged pupils creates a barrier to them making good progress in all subjects
Projected spending	£75,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 B7i: Effective use of PLMs and/or LSAs to deliver supportive behavioural intervention groups to	Based on initial mentor meetings, baseline assessment results and consultation with HOY and HOD plan academic intervention programmes which could involve: in class support, before school intervention sessions, after school homework sessions, small group withdrawal,

	mentoring sessions and 1:1 teaching and support where there is a specific need. Ongoing CPD to support Learning Support Assistants
further develop positive relationships. L5vi: Provide high quality, fit for purpose CPD at every level.	
Priority 2 B7i: Effective use of PLMs and/or LSAs to deliver supportive behavioural intervention groups to further develop positive relationships.	Deployment of Learning Strategy Mentors with full teaching qualifications to work with targeted students (identified through mentor meetings) in specific timetabled sessions.
Barriers to learning these priorities address	• Levels of literacy and numeracy on entry to the Academy for disadvantaged pupils creates a barrier to them making good progress in all subjects. • A lack of confidence and belief in their own abilities as learners can mean that self-efficacy is a barrier for our disadvantaged pupils.
Projected spending	£64,000

Wider strategies for current academic year

Measure	Activity
Priority 1 B7i: Effective use of PLMs and/or LSAs to deliver supportive behavioural intervention groups to further develop positive relationships. IM1: Our ambitious curriculums meet the needs of disadvantaged, higher ability and SEND students.	PP funding has been used to provide Pastoral Learning Mentors to work alongside the Head of Year in Years 7-11. 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 taking advantage of the extra-curricular activities and house events available to them. Learning Support Assistants and Pastoral Learning Mentors also provide support for the most disadvantaged students in developing their extra-curricular interests and supporting them in attending clubs and activities. Funding has been extended this year to also contribute towards CCF, DofE and Priory Leisure to make these opportunities more accessible to disadvantaged students.
Priority 2 B7i: Effective use of PLMs and/or LSAs to deliver supportive behavioural intervention groups to further develop positive relationships.	Funding is used to provide specific social skills and behavioural interventions through the Learning Strategies Department and Pastoral Learning Mentors and support with engagement and behaviour with students who are finding it very hard to engage with learning.
Priority 3 Improve attendance towards national average for non PP	Close monitoring of pupil attendance through Pastoral Learning Mentors and Heads of Year

Priority 4 P4i: Participation to House events and extra-curricular are monitored in order for 'all' students to be encouraged to participate. P4ii: Continue to diversify the range of activities on offer to encourage 'all' students to engage.	Funding has been extended this year to also contribute towards CCF, DofE and Priory Leisure to make these opportunities more accessible to disadvantaged students.
Priority 5 P9i Careers Mark is achieved to support all students accessing appropriate and ambitious destinations	PLM mentor discussions have a focus on goals and aspirations and identifying specialist support and guidance that can be provided. These inform meetings with the Student Pathways Coordinator to discuss and explore a range of careers and the routes into them.
Barriers to learning these priorities address	- A lack of confidence and belief in their own abilities as learners can mean that self-efficacy is a barrier for our disadvantaged pupils. - Lower average attendance compared to our non-disadvantaged pupils impacts on learning and progress
Projected spending	£55,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff understanding of and ability to identify and meet the needs of disadvantaged pupils. Consistent application of language for learning strategies to ensure development of literacy across all subjects.	Keep the issue of educational disadvantage high on the agenda across the academy through curriculum and department meetings and whole school briefings. Senior staff member leading language for learning to support staff and monitor implementation. Allocated CPD time to enhance practice
Targeted support	Assessing the impact of intervention and support to monitor effectiveness of strategies.	Use of SIMS to track, record and assess interventions.
Wider strategies	Sufficient time for Pastoral Learning Mentors to hold mentoring meetings and follow up required actions.	Time blocked out of timetables dedicated to support of PP students. Senior PLM monitoring and tracking mentor meetings. Learning Support Assistants also support with this by carrying out the review and mentor meetings with

		those students who are both SEN and PP

Review: last year's aims and outcomes

Aim	Outcome
Improving literacy and numeracy skills	Partially achieved – ongoing priority
Engagement in wider range of activities	Increased uptake in CCF and DofE – continued focus on increasing participation in extra-curricular and enrichment activities
Improving attendance	Slight increase in PP attendance: 93.24 to 93.38% - continued area of focus