

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	£198,760
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 – 2020 results are the Centre assessed Grades allocated due to the cancellation of exams caused by the Coronavirus pandemic.

Progress 8	+0.09
Ebacc entry	88.89%
Attainment 8	56.48
Percentage of Grade 5+ in English and maths	67%

Figures for 2018-19

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

Development Plan Links:

L5v: Provide effective Recruitment and Retention packages

IN2i: Establish a trust-wide programme which develops the pedagogical content knowledge of all teaching staff

IN2i: Establish a Trust-wide programme which develops the pedagogical content knowledge of all teaching staff. To include; metacognition; transition; disadvantaged and Language for Learning

IN3: Drawing on best practice, establish a strategy for improving outcomes further for SEND pupils

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

Development Plan Links:

B3: Introduce a pupil values framework that informs approaches to developing and improving relational wealth within a values led culture

IN3: Drawing on best practice, establish a strategy for improving outcomes further for SEND pupils

P1/7: Introduce a values based framework for pupils that is informed by Curriculum Intent and links to the Priory Bacc.

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
<p>Priority 1</p> <p>IN2ii: Establish robust and straightforward processes and plans for the online learning of pupils across the Trust. To incorporate a blended learning approach which provides equity of education regardless of the location of the learner.</p>	<p>An element of PP funding used alongside the 2020-21 Catch Up funding is used to support the professional development of staff and provide resources to support the delivery of effective blended learning. Training and support provided for all staff in the use of a range of tools and strategies to deliver online learning.</p>
<p>Priority 2</p> <p>L5v: Provide effective Recruitment and Retention packages</p>	<p>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.</p>
<p>Priority 3</p> <p>IN2i: Establish a trust-wide programme which develops the pedagogical content knowledge of all teaching staff</p> <p>IN2i: Establish a Trust-wide programme which develops the pedagogical content knowledge of all teaching staff. To include; metacognition; transition; disadvantaged and Language for Learning</p>	<p>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.</p>
<p>Priority 4</p> <p>IN2i: Establish a trust-wide programme which develops the pedagogical content knowledge of all teaching staff</p> <p>IN2i: Establish a Trust-wide programme which develops the pedagogical content knowledge of all teaching staff. To include; metacognition; transition; disadvantaged and Language for Learning</p>	<p>Departments develop effective use of assessment and feedback and cognitive strategies to support student learning</p>

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	£76,000

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>B3: Introduce a pupil values framework that informs approaches to developing and improving relational wealth within a values led culture</p> <p>IN2i: Establish a trust-wide programme which develops the pedagogical content knowledge of all teaching staff</p>	<p>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. For 2020-21, due to the impact of the coronavirus pandemic, the funding will help support increased need for academic support due to the period of partial closure.</p> <p>Ongoing CPD to support Learning Support Assistants and Pastoral Learning Mentors.</p> <p>Increased funding for external counselling and mentoring provision – further supported through the 2020-21 Catch Up funding to support the increased levels of anxiety and mental health related issues as a result of the ongoing pandemic.</p>
<p>Priority 2</p> <p>B3: Introduce a pupil values framework that informs approaches to developing and improving relational wealth within a values led culture</p>	<p>Deployment of Learning Strategy Mentors with full teaching qualifications to work with targeted students (identified through mentor meetings) in specific timetabled sessions.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> 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	£67,760

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>B3: Introduce a pupil values framework that informs approaches to developing and improving relational wealth within a values led culture</p> <p>IN3: Drawing on best practice, establish a strategy for improving outcomes further for SEND pupils</p>	<p>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.</p>
<p>Priority 2</p> <p>B3: Introduce a pupil values framework that informs approaches to developing and improving relational wealth within a values led culture</p>	<p>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.</p>
<p>Priority 3</p> <p>Improve attendance towards national average for non PP</p>	<p>Close monitoring of pupil attendance through Pastoral Learning Mentors and Heads of Year</p>
<p>Priority 4</p> <p>P1/7: Introduce a values based framework for pupils that is informed by Curriculum Intent and links to the Priory Bacc.</p>	<p>Funding has been extended this year to also contribute towards CCF, DofE and Priory Leisure to make these opportunities more accessible to disadvantaged students.</p>
<p>Priority 5</p> <p>IM1: Identify through the Priory Bacc Award how pupils' life chances have been improved.</p>	<p>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.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • 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
<p>Projected spending</p>	<p>£55,000</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Additional impact on teaching staff of measures introduced to meet Covid 19 requirements.</p> <p>Ensure staff understanding of and ability to identify and meet the needs of disadvantaged pupils.</p> <p>Consistent application of language for learning strategies to ensure development of literacy across all subjects.</p>	<p>Ongoing review of Covid 19 requirements and regular communication with all staff. Increased support available through SLT and HR.</p> <p>Keep the issue of educational disadvantage high on the agenda across the academy through curriculum and department meetings and whole school briefings.</p> <p>Senior staff member leading language for learning to support staff and monitor implementation. Allocated CPD time to enhance practice</p>
Targeted support	<p>Additional impact on the learning of students caused by the period of closure and ongoing Coronavirus pandemic.</p> <p>Assessing the impact of intervention and support to monitor effectiveness of strategies.</p>	<p>Adaptation to delivery of targeted support and interventions. Range of resources from local and national organisations shared to support strategies for staff.</p> <p>Use of SIMS to track, record and assess interventions.</p>
Wider strategies	<p>Additional impact of the coronavirus pandemic on mental health and emotional wellbeing of students increasing demand for support.</p> <p>Sufficient time for Pastoral Learning Mentors to hold mentoring meetings and follow up required actions.</p>	<p>Further investment in external agencies to provide mentoring and counselling support for students. Supervision available to pastoral staff.</p> <p>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</p>

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