



# The Priory Academy LSST Pupil Premium Strategy Statement

| 1. Summary information |                     |                                  |             |  |           |
|------------------------|---------------------|----------------------------------|-------------|--|-----------|
| School                 | Priory Academy LSST |                                  |             |  |           |
| Academic Year          | 2018-19             | Total PP budget                  | £181,000    | Date of most recent PP Review                  | Sept 2018 |
| Total number of pupils | 1336 (Y7-11)        | Number of pupils eligible for PP | 166 (Y7-11) | Date for next internal review of this strategy | Sept 2019 |

| 2. Current attainment                 |   |  |
|---------------------------------------|---|--|
|                                       | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving basic measures (Ma/En 5+) | 52%   | 42%  |
| Progress 8 score average              | -0.32                                       | 0.11   |
| Attainment 8 score average            | 52.33                                       | 49.51  |

| 3. Barriers to future attainment (for pupils eligible for PP)  |   |
|--|---|
| <i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>               |   |
| A.   | Literacy and Numeracy skills on entering Year 7 are lower for some pupils eligible for PP than for other pupils.  |
| B.   | Higher attaining pupils who are eligible for PP are not making expected levels of progress.   |
| C.   | Engagement in the wider life of the Academy   |
| <i>External barriers (issues which also require action outside school, such as low attendance rates)</i> |   |
| D.   | Attendance rates for specific pupils eligible for PP are lower than non-disadvantaged students and fall below the Academy targets for all students of 95% and some which fall below the persistent absence benchmark of 90% which impacts on their academic progress. |

| 4. Intended Outcomes |   |  |
|----------------------|---|--|
|                      | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| <b>A.</b>            | Those students eligible for PP who come in with lower levels of literacy and numeracy make sustained progress in Literacy and Numeracy throughout Year 7.   | After initial base line testing there will be targeted intervention provided. Further assessments will be planned to show progress made, or adjustments required.  |
| <b>B.</b>            | Improved levels of progress for high attaining pupils eligible for PP.  | Those identified as high attaining from KS2 data show improved P8 scores across the year. This will be evidenced by Module Grades, teacher assessments, monitoring through teachers, HOY and HOD through the use of 4Matrix and QA by Senior Team. |
| <b>C.</b>            | Pupil Premium students will engage in the wider cultural, social and moral experiences offered by the Academy. This will be monitored through the House system and Enrichment team and captured in student engagement, the reward system and the Priory Passport. | Representation of PP students in the reward system and house system is comparable to NPP students.   |
| <b>D.</b>            | Increased attendance rates for pupils eligible for PP.  | Reduce the number of persistent absentees among pupils eligible for PP and close the gap with those who are not eligible for PP. Evidenced by attendance records and documentation from HOY and Pastoral Learning Mentors tracking attendance.     |

**5. Planned expenditure**

|                      |                |
|----------------------|----------------|
| <b>Academic year</b> | <b>2018-19</b> |
|----------------------|----------------|

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? |
|-----------------|--------------------------|---|---|------------|--------------------------------------|
|-----------------|--------------------------|---|---|------------|--------------------------------------|

|   |  |  |   |   |  |
|---|--|--|---|---|--|
| B. Improved progress for High Attaining pupils      | A proportion of funding is used towards teaching staff to enable additional groups in the core subjects at Key Stage 4.  | The Assistant Head for Curriculum reviewed grouping practices in the core subjects and based on evidence from Taylor and Francis et al (2017) and the Education Endowment Fund (2018) determined that the availability of additional groups would give greater flexibility for the core subjects to target groups of students effectively to enhance progress. | Department led QA and analysis of module grades to review effectiveness of groupings with emphasis on the progress of high attaining PP students.                           | English, Maths, Science HoDs<br>Deputy Head T&L<br>Deputy Head Curriculum   | Ongoing review in line with the Academy QA calendar. SLT feedback each module. |
| B. Improved progress for High Attaining pupils      | A proportion of designated CPD time is being allocated to departments to focus on the development of subject knowledge and new examination specifications for all staff. Also development of new DDP to monitor progress of Departments across the year to ensure subject knowledge development is | In 'What Makes Great Teaching', Robert Coe et al specify that 'the most effective teachers have a deep knowledge of the subject they teach.' Therefore time is being allocated for the development of subject knowledge to enable greater levels of challenge and enhance pupil progress.  | Monitoring of Department Training through HODs, CPD coordinators and SLT.<br>Further monitoring through Learning Walks, formal and informal observations, and work scrutiny | CPD Lead<br>Deputy Head T&L   | Ongoing review in line with the Academy QA calendar. SLT feedback each module. |
| A. High Levels of progress in Literacy.             | The implementation of the Federation wide approach of Language For Learning will develop students' skills in reading, speaking and writing across all subjects.  | There is a large body of evidence demonstrating the importance of reading and the clear links between reading and educational success.   | Cross Federation Language For Learning meetings.<br>Feedback from staff and students.   | Head of English   | Ongoing review in line with the Academy QA calendar. SLT feedback each module. |
| A. High Levels of progress in Literacy.and Numeracy | The delivery of Priory Baccalaureate lessons in Y7 and 8 to develop literacy and numeracy which can be applied across all subjects.  | These sessions will focus specifically on developing pupils' skills in researching and reading for a purpose, analysing and presenting data, and extended writing to support pupil progress in literacy and to enhance their performance across all subjects.  | Heads of History and Science monitoring delivery through their departments using QA processes – learning walks, observations, work scrutiny and student voice.              | Head of History<br>Head of Science<br>Assistant Head curriculum enhancement | Ongoing review in line with the Academy QA calendar. SLT feedback each module. |
| <b>Total budgeted cost</b>                          |  |  |   |   | <b>£90,000</b>   |
| <b>ii. Targeted support</b>                         |  |  |   |   |  |

| 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. High levels of progress in Literacy and Numeracy.            | Baseline assessments in reading and spelling and CATS test carried out.   | EEF toolkit has shown that small group intervention is effective in boosting progress.  | PP Coordinator monitoring the intervention sessions and tracking pupil progress – module data.  | SENCO/PP Coordinator | Regular review dependent on the intervention.<br>Module QA meetings. |
|   | <p>Collate assessment results and consult with HOY and HOD in English and Maths to identify concerns.</p> <p>Plan intervention programme which could involve: in class support, before school intervention sessions, after school homework sessions, small group withdrawal, mentoring sessions.</p> <p>Availability of Learning Strategy Mentors with full teaching qualifications to work with targeted students in specific timetabled sessions.</p> | <p>These approaches also involve delivering effective feedback on a personalised level to aid progress across all subjects, but specifically in terms of developing literacy and numeracy skills.</p> <p>The Rose Review and research by Greg Brooks have also identified these strategies as being effective in improving literacy and numeracy.</p> | <p>Regular meetings within Learning Strategies Department.</p> <p>QA meetings with SLT link.</p> <p>Student Voice reviews.</p>  |                      |  |
| B. Improved progress for High Attaining pupils eligible for PP. | <p>Monitoring Module Grade data to identify underperformance and consult with HOY and HOD to implement appropriate intervention.</p> <p>Strategies include: targeted in class support through learning mentors, mentoring out of class, use of 6<sup>th</sup> Form mentors</p>  | <p>Use of well-trained learning mentors has been shown to be an effective and underutilised resource in improving pupil progress (EEF – making best use of teaching assistants, Mobilise Project research) so we are working on developing this area to further enhance the progress of our High Attaining pupils.</p>                                | <p>PP Coordinator monitoring the in class support and tracking pupil progress – module data.</p> <p>Regular meetings within Learning Strategies Department.</p> <p>QA meetings with SLT link.</p> <p>Student Voice reviews.</p> | SENCO/PP Coordinator | Modular Review   |

|  |   |   |   |  |                |
|--|---|---|---|--|----------------|
| C. Pupil Premium students will engage in the wider cultural, social and moral experiences offered by the Academy. This will be monitored through the House system and Enrichment team and captured in student engagement, the reward system and the Priory Passport. | 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 | There has been success in previous years here and in other academies across the Trust with personalised approaches which create more time specifically to understand and intervene with vulnerable students. This model enables that. | Student Welfare Officer, Heads of Year and Assistant Head overseeing the performance of Pastoral Learning Mentors and providing QA of the provision.<br>Assistant Head for Curriculum Enhancement will monitor the participation of PP students in extra-curricular and House activities. | Assistant Head PDBW<br>Assistant Head Curriculum Enhancement | September 2019 |
| B. Improved progress for High Attaining pupils eligible for PP.  | Give educational resources and revision materials and other educational resources to students where appropriate to directly influence outcomes.   | Remove financial barrier so certain students can access the same materials as others.<br>Where this strategy has been deployed it has worked well, in conjunction with good mentoring   | Assistant Head and SENDCO have established a system with PLMs, Heads of Year and Heads of Dept where they identify students with needs and give them easier access to appropriate materials.  | Assistant Head SENDCO  | September 2019 |
| <b>Total budgeted cost</b>   |   |   |   |  | £85,500        |

### iii. 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? |
|---|--|---|--|-------------------------------|--------------------------------------|
| D. Increased attendance rates for pupils eligible for PP.   | Close monitoring of pupil attendance through Pastoral Learning Mentors and Heads of Year | NfER briefing for school leaders identifies addressing attendance as a key step.              | Weekly meetings attended by HOY, PLMs, Assistant Head – PDBW, SENCO/PP Coordinator, and Student Welfare Coordinator.   | Assistant Head PDBW           | Regular Review                       |
| C. Pupil Premium students will engage in the wider cultural, social and moral experiences offered by the Academy. | Provide access to educational visits and other activities such as CCF and DofE.          | Remove financial barrier so certain students can access activities similar to other students. | Assistant Head and SENDCO have established a system with Heads of Year and Heads of Dept where they identify students with needs and give them easier access to appropriate activities – DH will be gatekeeper | SENDCO<br>Assistant Head PDBW | September 2019                       |
| <b>Total budgeted cost</b>  |  |   |  |                               | £6000                                |

## D. Review of expenditure

Previous Academic Year

2017-18

### 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     |        |          |          |            |       |     |     |     |                |       |     |     |     |  |          |
|---|--|---|--|----------|--------|----------|----------|------------|-------|-----|-----|-----|----------------|-------|-----|-----|-----|--|----------|
| Narrowing the gap between disadvantaged and non-disadvantaged students. | High quality teaching and learning - staff are engaged on a CPD programme that is intellectually and professionally engaging to ensure positive outcomes for all students. | <p>2017-18 GCSE results indicated that in most areas the cohort performed well and in most areas figures were notably better than the figures for non-disadvantaged pupils nationally:</p> <table border="1"> <thead> <tr> <th></th> <th>A8</th> <th>5+ E&amp;M</th> <th>5+ EBACC</th> <th>4+ EBACC</th> </tr> </thead> <tbody> <tr> <td>LSST 17/18</td> <td>52.04</td> <td>53%</td> <td>39%</td> <td>56%</td> </tr> <tr> <td>National 16/17</td> <td>49.51</td> <td>49%</td> <td>25%</td> <td>28%</td> </tr> </tbody> </table> |  | A8       | 5+ E&M | 5+ EBACC | 4+ EBACC | LSST 17/18 | 52.04 | 53% | 39% | 56% | National 16/17 | 49.51 | 49% | 25% | 28% | <p>In line with whole school performance the issue that has been highlighted are the number of pupils eligible for PP coming into school as High Attaining pupils, based on achieving Level 5 at KS2, are not always making substantial and sustained progress from their starting point.</p> <p>The approach to engaging High Attaining students, particularly boys, at whole school level is being refined to tackle this.</p> | £110,000 |
|   | A8   | 5+ E&M  | 5+ EBACC   | 4+ EBACC |        |          |          |            |       |     |     |     |                |       |     |     |     |  |          |
| LSST 17/18  | 52.04  | 53%   | 39%  | 56%      |        |          |          |            |       |     |     |     |                |       |     |     |     |  |          |
| National 16/17  | 49.51  | 49%   | 25%  | 28%      |        |          |          |            |       |     |     |     |                |       |     |     |     |  |          |

### 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    |
|--|--|--|---|---------|
| Targeted intervention raises the performance of those pupils eligible for PP who had been identified as underperforming through baseline assessments and ongoing internal assessments. | Allocation of Learning Support Mentors to provide in class and out of class support for targeted pupils. | <p>19 out of 20 pupils achieved a C or above in English. 19 out of 20 achieved a C or above in Maths. Over half the cohort achieved a positive Progress 8 score in English and/or Maths. All pupils eligible for PP went on to an appropriate post 16 educational setting.</p> | <p>High Attaining pupils' not making positive progress has again been highlighted as an issue. As a result the allocation of targeted intervention will be reviewed to address this issue.</p> <p>There will also be increased use of pastoral learning mentors to support the all-round experience of PP students.</p> | £60,000 |

### iii. Other approaches

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
|--|--|--|---|-------------|
| Broadening the cultural experiences of pupils who are eligible for PP. | Part funding of the Y7 visit to the French Centre.   | The visit continues to provide a positive experience for the Year 7 pupils and helping them to forge relationships in their form as evidenced by responses noted during mentor meetings after the visit. | The French Centre is no longer being used but funding will still be provided for other educational visits and extended to support students wishing to take part in CCF or DofE.                                 | £4000       |
|  | Funding of Music Lessons available for pupils eligible for PP  | Positive impact for those who access the funding.  | It is only a limited impact on a small number of students. This is under review for 2018-19.  | £1800       |
|  | Funding for Counselling sessions as and when required for any pupils eligible for PP.                                    | This provides appropriate support for pupils at more difficult times.  | This will be continued to provide for the personal and social development of pupils eligible for PP.  | £3000       |
|  | Funding towards STEM events aimed at increasing aspirations and providing insight into future educational opportunities. | Events received positive feedback from pupils and staff involved.  | It is difficult to measure the longer term impact on academic progress from these events but the opportunities they provide to students who wouldn't normally access these type of activities seems beneficial. | £1500       |