



# The Priory Academy LSST Pupil Premium Strategy Statement

1. Summary information					
School	Priory Academy LSST				
Academic Year	2019-20	Total PP budget	£194,000	Date of most recent PP Review	Feb 2019
Total number of pupils	1340 (Y7-11)	Number of pupils eligible for PP	177 (Y7-11)	Date for next internal review of this strategy	Sept 2020

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	-0.14	0.11
Attainment 8 score average	52.07	49.51

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Standards of literacy and numeracy
B.	Engagement in learning
C.	Engagement in the wider life of the Academy
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance

## C. Review of expenditure

Previous Academic Year

2018-19

### 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
Improved literacy and numeracy	Fund staffing to enable additional groups in core subjects.	<p>The staffing levels enabled flexibility of grouping throughout the academy in the core subjects and particularly in Key Stage 4 where groups could be adapted to provide specialist teaching support to those that most required it in smaller group settings.</p> <p>Greater use of mixed ability groups in the core subjects has also supported the progress of disadvantaged students.</p> <p>P8 score increased to -0.14 from -0.32 in 2017/18.</p>	<p>To continue to provide specialist teaching support to all students and retain good teaching staff to provide quality first teaching we will continue to invest in staffing. This will also allow for the continued provision of very small group intervention for the most disadvantaged by subject specialists.</p> <p>Following review we will look at some of the most disadvantaged students accessing this intervention earlier.</p>	£89,500

Increasing aspirations	A proportion of designated CPD time is being allocated 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 having an impact. Senior members of staff are also engaged in additional CPD investigating feedback and assessment. This will support all students including those eligible for PP to make good progress, achieve highly and aspire to a brighter future.	QA processes identified that subject knowledge and deployment of it was a significant strength in the teaching and learning across the academy. The use of the new DDP and monitoring of it by middle leaders and senior staff allowed a more responsive approach to teaching and learning throughout the year enabling adaptation to teaching to meet the needs of all students to increase engagement and aspiration.  Further information and guidance on the use of feedback and assessment to staff has enhanced staff understanding of measuring the progress students are making and building up retention of information in students.	The updated DDPs have contributed to ongoing improvements in quality first teaching to support all students. This has developed into curriculum reviews across all departments and the production of statements of intent for all departments and enhanced curriculum overviews. This model will continue into this year with the implementation and embedding of the curriculum overviews.  The ongoing development of the Academy CPD will continue this year with a focus on 3 key strands across both the Academy and the Trust – Metacognition, Assessment and Language for Learning.	£200
------------------------	---	---	--	------

## 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
-----------------	--------------------------	--	--	------

High levels of progress in Literacy and Numeracy	Allocation and retention of high quality Learning Support Mentors to provide in class and out of class support for targeted pupils.	This use of funding allowed for greater support being available to disadvantaged and SEND students through a combination of in class support, small group intervention, 1:1 tutoring and student mentoring. All Y11 pupils eligible for PP went on to an appropriate post 16 educational setting.	This approach will continue to ensure the same level of support can continue to be provided to disadvantaged and SEND students. The types and range of interventions will continue to be monitored and evaluated to ensure all students receive the appropriate support.	£27,000
Increased attendance of students eligible for PP  Engagement in wider life of the academy	Appointment of 2 additional new Pastoral Learning Mentors to support Heads of Year in all lower school year groups in monitoring attendance. PLMs also provide mentoring and support to help students eligible for PP in their personal and emotional development and accessing other opportunities	PLMs enabled closer tracking of attendance and improvements in the attendance of some PP students.  PLMs provided valuable support to some more vulnerable PP students and were able to provide important interventions and mentoring.	The first year of having non-teaching staff supporting all lower school Heads of Year was very positive and saw a significant increase in the level of support available for disadvantaged and vulnerable students. The funding will continue to be used to provide this level of pastoral support. Systems will continue to be reviewed and evaluated to ensure all eligible students are accessing the appropriate support.	£31,500
<b>iii. Other approaches</b>				
<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> (and whether you will continue with this approach)	<b>Cost</b>

Broadening the cultural experiences of pupils who are eligible for PP.	Funding for eligible students to take up CCF and DofE	More students were able to take part in DofE and CCF and gain from the experience this brings.	We will continue with this with refinements of the procedure and the offer to try to get greater take up. We will also extend the offer to also support membership to Priory Leisure.	£7000
	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 still in place but the level of support is under review for 2020-21.	£2800
	Funding for Counselling sessions as and when required for any pupils eligible for PP.	This provides appropriate support for pupils at more difficult times to support mental health and wellbeing.	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