

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 school.

School overview

Detail	Data
School name	Priory Rise
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 with an annual review
Date this statement was published	16 December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ms R Seagar
Pupil premium lead	Mrs K Truan
Governor / Trustee lead	Mrs M Minett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,140
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,620

Part A: Pupil premium strategy plan

Statement of intent

Priory Rise staff strive to ensure that every pupil in our school community is given the best possible chance to achieve their full potential academically through the highest standards of Quality First Teaching, with the progress rates and attainment levels for disadvantaged children being at least equitable to that of their peers. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our teachers provide high quality lessons and a stimulating environment in which to learn. Our curriculum is designed so that all pupils receive a comprehensive range of culturally enriching learning experiences and ensure a rounded development of the 'whole-child' thus preparing our pupils for the next stage of their learning journey and broadening horizons on life choices.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set
- act early to intervene at the point need is identified for all children

The implementation of this strategy incorporates all members of our school team and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

The use of the Pupil Premium money is allocated yearly following rigorous data analysis and the careful consideration of pupil needs. The allocation of the budget feeds into the whole school budget rather than being ring-fenced.

Challenges

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

Challenge number	Detail of challenge
1.	Inclusion, Equality and awareness of unconscious Bias (School culture and ecological awareness)
2	Language Acquisition
3	Reading including Phonics: Increase Attainment
4	Writing: Increase Attainment
5	Maths: Increase Attainment
6	Support vulnerable families and pupils with emotional and social needs

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
<p>Target 1</p> <ul style="list-style-type: none"> To minimise assumptions that all disadvantaged pupils face similar barriers or are assessed to have lower prospective performance when compared with their peers. There could be a risk that those eligible to be included into this cohort of children may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs). Furthermore, we want to minimise risk that this group of children eligible for the grant, may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers. (Bronfenbrenner) Staff and families have evident and consistently high aspirations for all the children attending the school. No child is left behind due to financial constraints. No child is labelled due to their disadvantage or identifiable by their socioeconomic circumstance, and each child is treated as an individual. 	<ul style="list-style-type: none"> PP children have new uniform each year, with vouchers issued All staff complete unconscious bias training in school and have an increased awareness of potential unconscious bias towards PP children (2022) Anonymous pupil survey indicates that PP children feel equally included and valued when compared to their peers (2023) <ul style="list-style-type: none"> The targets for PP children are as ambitious as those for their peers Throughout EYFS, KS1 and KS2 PPG children make strong progress from their starting points and consequently achieve at least in line with their peers at the end of each key stage and at least in line with national figures of attainment for this cohort.

<p>Target 2</p> <ul style="list-style-type: none"> • Improved oral language skills and vocabulary – including a larger repertoire of known words. • Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding. • The school ensures that PP children have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary. 	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils which will be shown in reading, writing and across the curriculum. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Classrooms will be literacy rich – with word walls and the use of semantic mapping to build language. • Staff will have refresher training on the tiers of language and the use of semantic mapping. • All lessons across the curriculum will have a section to review words already taught and will introduce new vocabulary. • Talk partners and oral rehearsal will be used across all lessons • There is a reduction language gap between PP children and their peers by the end of KS1/2
<p>Target 3</p> <ul style="list-style-type: none"> • Increased attainment in reading by the end of Year 2 and Year 6 of Pupil Premium children • Maintain and increase attainment in phonics in Covid recovery 	<ul style="list-style-type: none"> • 70% of pupils to be working at age related expectation Year 2 and Year 6 (2023) • An increase of children PP children will pass the phonic screening (2023) • Evidence of children applying their phonic knowledge will be seen in their blending to read and their segmenting to spell. • Evidence will be seen in books, ongoing teacher assessment and in test situations across the school. <p>*for children with significant additional learning needs to have made accelerated progress within their own targets and criteria.</p>

<p>Target 4 Increased attainment in writing by the end each year in all year groups.</p>	<ul style="list-style-type: none"> • 70% of PP pupils to be working at age related expectation Year 2 and Year 6 (2024) <p>Year group data (using Target Tracker) will show that in each year group across the school that PP children 70% are meeting age related expectation (2024)</p> <p>*for children with significant additional learning needs to have made accelerated progress within their own targets and criteria.</p>
<p>Target 5 Increased attainment in Maths at the end of each year in all year groups.</p>	<ul style="list-style-type: none"> • 70% of PP pupils to be working at age related expectation Year 2 and Year 6 (2024) <p>Year group data (using Target Tracker) will show that in each year group across the school of the PP children 70% are meeting age related expectation (2024)</p> <p>*for children with significant additional learning needs to have made accelerated progress within their own targets and criteria.</p>
<p>Target 6</p> <ul style="list-style-type: none"> • Regardless of socioeconomic backgrounds, pupils at Priory School are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits. • In the event of school closure, all pupils are able to access technology to support their continuation of learning at home. 	<ul style="list-style-type: none"> • PP children will have high quality specialist music teaching once a week • PP children will have high quality PE sessions with sports specialists • All children will attend school trips and residential where Covid rules allow • Where resources allow, technology needs to access home- learning because of COVID19 lockdown/isolation will be supported. • Pupils participate in sports clubs as extra-curricular • Pupils encouraged to attend 'Active Risers' as a before school provision

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 46,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Unconscious bias training/awareness for all staff (used as starting point for wider inclusion work as part of challenge 1).</p> <p>Ensuring the PP children are given the same opportunities and aspirations as non pp children</p>	<p>Dee, T., & Gershenson, S. (2017). Unconscious bias in the classroom: Evidence and opportunities. Google's Computer Science Education Research.</p> <p>Campbell, T. (2015). Stereotyped at seven? Biases in teacher judgement of pupils' ability and attainment. Journal of Social Policy, 44(3), 517-547.</p> <p>Shows that limited expectations and stereo types can have a negative impact on child achievement and create self-fulfilling prophecy.</p>	<p>1</p>
<p>Phonic training for staff linking to early reading skills (CPD) – refreshing existing training in the light of new guidelines and ensuring all new staff have training as part of the induction process.</p> <p>Training and a full awareness of the Priority Rise systematic programme (from Nursery through to Year 6)</p> <p>Little Wandle regular assessments will be used to track carefully and to show progress over time</p>	<p>The EEF suggests that:</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. •</p> <p>Responsiveness: check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.</p> <p>Engagement: lessons engage pupils and are enjoyable to teach.</p> <p>Focus: a responsive approach to grouping pupils is likely to help focus effort and improve teacher – shown in AFL, planning and tracking of each pupil –</p>	<p>1,2,3 and 4</p>

<p>Monitoring of lesson content planning /use of the progression document and lesson observations</p> <p>Embedding the newly purchased Little Wandle phonics scheme – ensuring all staff have equity in training and there is an ongoing audit of resources purchased to ensure maximum impact.</p> <p>Weekly ‘surgery’ will be available for staff to ensure mentoring is available.</p> <p>Lesson drop ins and coaching sessions given to staff once they have had some time to use the resources, follow planning.</p>		
<p>Language acquisition-</p> <p>Refreshing training that has already taken place on the tiers of language and semantic mapping.</p> <p>Ensuring all staff are trained.</p> <p>In early years: Renfew will be used to assess language needs and support is given where identified. NELI (Nuffield Early Language Intervention) will be used.</p> <p>Boxall profiles will be used where a need is identified/appropriate</p>	<p>EEF guidance reports on</p> <ol style="list-style-type: none"> 1) ‘Improving literacy in KS1’ 2) ‘Preparing for Literacy’ 3) ‘Improving literary in KS2’ available here. Hirsch, E.D. Jr. (2003). <p>Reading comprehension requires knowledge— of words and the world. American Educator, 27(1), 10-13. Quigley, A. (2018).</p> <p>Closing the vocabulary gap. London: Routledge. (see above row for further relevant research)</p>	<p>2</p>

<p>Throughout the school – vocabulary will be a focus in story sessions, in capture sessions in writing and where needed pre-teaching of vocabulary is planned for to ensure access the lessons.</p>		
<p>Reading</p> <ul style="list-style-type: none"> • Staff training on Hooked on Books linking the lenses to VIPERS • Monitoring the planning of reading comprehension and guided sessions. • Teachers will use Reading Vipers and Hooked on Books to analyse texts – linking reading and writing explicitly • Additional texts and resources to support the teaching of reading/reading comprehension will be purchased. • Additional phonic books will be purchased, and existing phonic books aligned with the Little Wandle progression of sounds. • Monitoring of written responses in reading journals • Monitoring of on-going assessments and tracking documents 	<p>The EEF 2021 state that: Reading comprehension can be improved by teaching pupils’ specific strategies to support them with inferencing and self-monitoring their understanding.</p> <ul style="list-style-type: none"> • These include: prediction; questioning; clarifying summarising; and activating prior knowledge. • Teachers will use these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they can complete the activity independently • 	<p>2, 3</p>

<ul style="list-style-type: none"> Analysis of reading attainment and planning for gap filling/support using the reading quadrant and Simple View of Reading. 		
<p>Writing</p> <p>Staff training using the lenses to construct and deconstruct text – with an explicit link to reading/in guided reading.</p> <p>Monitoring of planning to include the writing lenses and a clear teaching sequence.</p> <p>Use of modelling in all lessons.</p> <p>Book looks to ensure consistency.</p> <p>Lesson /learning walk observations</p> <p>All teachers to use The Write Stuff lenses to support writing structure</p> <ul style="list-style-type: none"> KS1- Fantastic KS2 – Wider lenses 	<p>EEF research shows that improvements in English can be achieved through activities that -extend pupils’ expressive and receptive vocabulary; -collaborative learning activities where pupils can share their thought processes; -</p> <p>EEF research shows that Pupils’ writing can be improved by teaching them to plan and monitor their writing. • Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. • These include: — pre-writing activities; — drafting, editing and revising; and — sharing.</p> <ul style="list-style-type: none"> Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child can complete the activity independently. 	1,2,3
<p>Maths</p> <p>Staff training using the lenses to construct and deconstruct text.</p> <p>Monitoring of planning.</p>	<p>Lessons planned with a clear progression and use of variation to develop deep learning.</p> <p>Daily fluency practise in all year groups in a session extra to the maths lesson.</p> <p>The EEF states a progression and daily practise is required to ensure Maths concepts are fully understood</p>	5

Lesson observations/learning walk	/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf	
Book Looks		
Introduction of Mastering number (NCTEM) to KS1 using Rekenrek		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop social and language skills – using a Learning Mentor	Learning mentors will support those children with emotional barriers to learning.	6
Group support /Targeted Provision	<p>Use of NELI (EYFS) and pre-teaching of key vocabulary across the school.</p> <p>In all year groups TA staff will offer precision teaching where needed and group intervention with targeted teaching.</p> <p>A Maths specialist will teach small groups in Year UKS2 to support those who have gaps in learning.</p> <p><i>*small group tuition has an average impact of four months' additional progress over the course of a year. (EEF, 2021)</i></p>	2,3,4,5

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

Budgeted cost: £ 15,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance.	<p>Improve attendance and so access to learning – EEF: engagement has a positive impact on average of 4 months’ additional progress . It is crucial to consider how to engage with all parents to avoid widening a learning gap</p> <p>Learning mentors will monitor attendance issues with children (including the PP children) and will seek to support families to ensure attendance stays in line with non-PP children.</p>	1,2,3,4,5,6,
<p><i>Trips, residential programmes, theme/experience/immersion days</i></p>	<p>EEF Teaching and Learning Toolkit. ‘Arts Participation’ – low cost for moderate impact (+3 months’ progress on academic outcomes in other areas of the curriculum such as Maths, English and Science)</p> <p><i>Trips/residential: The EEF Teaching, and Learning Toolkit suggests that outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i></p> <p>PP inclusion in the wider opportunities across school will be monitored by all staff (2022-23) this will be monitored by the PP lead to ensure PP children are fully involved.</p>	1,2,3,4,5,6
<p>Sports clubs/Active risers led by specialist Sports Coaches</p>	<p>EEF Teaching and Learning Toolkit ‘Physical Activity’ (+1 month progress on academic attainment)</p>	1,2,3,4,5,6

	<p>EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science)</p> <p>Sports leads and PE co-ordinator will work with the PP lead to ensure uptake and attendance in clubs.</p>	
<p>Learning Mentors – will support emotional needs that have impact on well-being, social interaction</p>	<p>Develop social interaction/emotional regulation skills and language acquisition skills – using a Learning Mentor</p>	<p>1,3,4,5,6</p>

Total budgeted cost: £ 70,380

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 pupils in the 2020 to 2021 academic year.

In Summer 2022, 8% of students at Priory Rise were Pupil Premium. The small sample size of Pupil Premium students in each year group greatly impacts the statistical significance of the data when comparing and analysing attainment. This is a point of important note.

EYFS

Word reading: Children performed well at word reading

PP children:50%

Writing: Children performed well at word reading

PP children:50%

Maths: Children performed well at word reading

PP children: 67%

Test data for 2021-22

Phonics:

Year 1: Children performed well (average score 38.5)

PP children:2/3 passed the screening – this small cohort

Year 2: (Tested in Aut 21 and re-sit in June 22 due to Covid)- 100% achieved by the end of Year 2 with an average score of 38.2 for all children and an average score of 38 for PP children.

Reading:

KS1 (Year 2) – Children performed well, and results were above the national average for expected standards.

PP children: 57% of this group met expectations.

KS2 (Year 6)- Children performed well, and results were significantly above the national average for greater depth.

PP children- 63% of this group met expectation.

It is worth noting that in both cohorts,

Writing:

KS1 (Year 2) Children performed well, and results were above the national average for expected and greater depth standards.

PP children: 71%

KS2 (Year 6)- Children performed well, and results were significantly above the national average for expected standards and greater depth.

PP children: 38% with the remainder having additional learning needs.

Maths

KS1 (Year 2) - Children performed well, and results were above the national average for expected and greater depth standards.

PP children: 86% met expected standards

KS2 – (Year 6) Children performed well, and results were above the national average for expected and greater depth standards

PP children: 75% met expected standards

Teaching and Learning

Funding supported a member of the teaching team, in collaboration with Year leaders to lead small groups in aspects of learning where there had been a significant impact from Covid.

In addition, one to one tuition after school took place for children, including PPG children who were identified as having gaps in learning due to Covid.

Weekly in-school training for teaching staff continues to ensure that lessons are well planned, progressive and engaging. There is also a significant training schedule for all teaching assistant staff to ensure that they are able to deliver quality support in the classroom with age-appropriate subject knowledge.

Training for Little Wandle letters and Sounds revised has been implemented and is ongoing to ensure consistency of provision from nursery through to KS2. Phase 1 of resources has been purchased and is being used by TA and teaching staff. Audits and ordering are ongoing based upon need and professional dialogue with the team.

Training on the **The reading framework Teaching the foundations of literacy** is ongoing through reading updates from the English lead. Ongoing books are added upon audits for diversity, values and for cultural capital to ensure a rich and current reading diet that inspires all children to read and love books!

Write Stuff training continues to be re-visited and further training on writing will continue during the year. Little Wandle and phonics have been explicitly linked to spelling to support writing as well as reading.

Mastery of number with Rekenrek is in operation in KS1 every day for fluency of number.

School Lunches:

All PPG families were continuously provided for during the academic year 21-22, ensuring that the children are fed well. Additionally, KS1 children benefit from daily fruit.

Attendance

- Attendance of all children was tracked carefully

- Learning mentors phoned /talked to parents where attendance in school is of a concern – both remote and in-school learning.
- PPG average attendance = 94%

The impact of this is that children had good levels of attendance and therefore opportunity to learn and progress in all areas of development.

Uniform:

PPG children are not identifiable by second-hand or worn-out uniform, and all families received support to ensure this continues.

Music Tuition

- PPG children are offered support each term with the cost of music tuition- this is an area for future development in 2022-23

Trips/residential

- PPG children were supported financially for them to be able to attend without causing financial hardship for families

Active Risers

- PPG children were offered places attend this before school provision

School clubs

- PPG children were offered spaces in each club provided by school (age appropriate) – these are being monitored for equality of access by all club leads and over seen by the PPG Lead.

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
NELI	Nuffield Early Language Intervention
Phonics Programme	Little Wandle Letters and Sounds Revised
The Write Stuff	Jane Considine
Hooked on Books	Jane Considine
Mastering Number	NCTEM

Service pupil 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 pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	