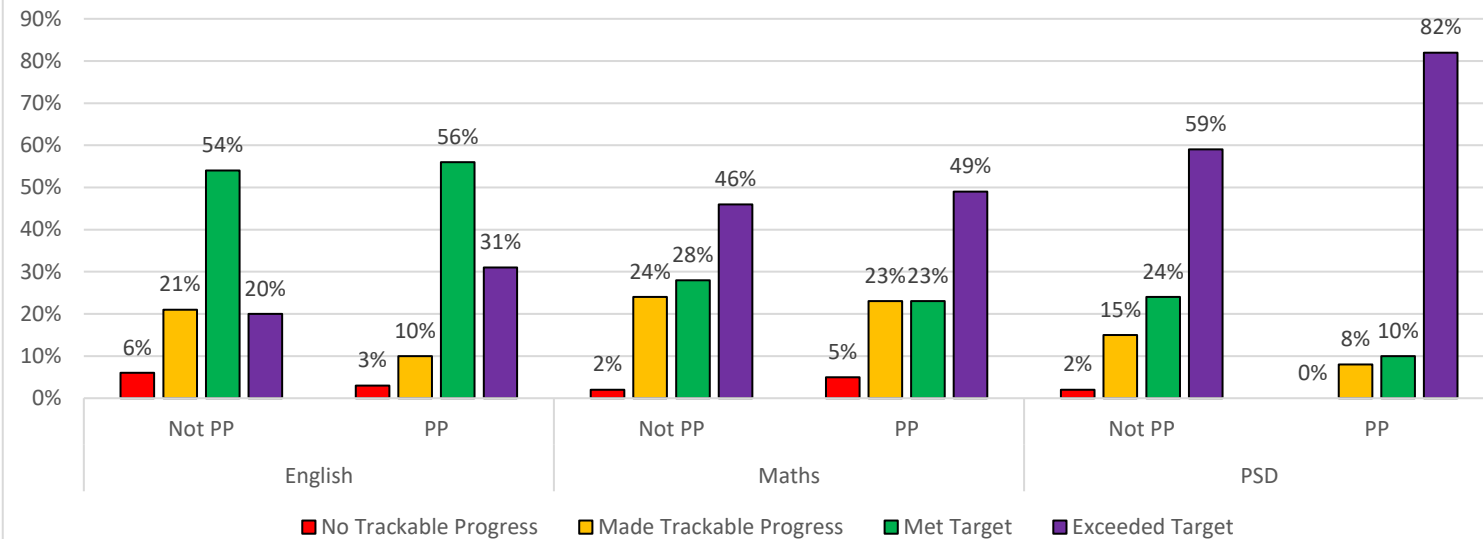


1. Pupil Premium Strategy Statement: The Priory School

Academic Year: 2020 - 2021	Total Pupil Premium Budget	£49,660	Date of most recent review	Sept 2020
Total number of pupils: 136	Total number of pupils eligible for Pupil Premium	52	Date of next internal review	Sept 2021

2. Current attainment and progress



3. Barriers to future attainment (for pupils eligible for pupil premium, including higher ability pupils)

It is clear from previous reviews and analysis of the impact of Pupil Premium (PP) expenditure that "disadvantaged" pupils at The Priory School do as well as their peers in almost every area. In some areas they are in fact out-performing others. In the majority of cases a pupil's special educational need has no bearing on their deprivation status. This is particularly the case at The Garth School and not dissimilar at Priory. Both schools ensure that any pupil who is making less than expected progress is identified early and targeted for intervention. This is both the case for both PP pupils and non-PP.

At the Priory School there are a number of pupils for whom deprivation "could" negatively impact upon their rates of progression and outcomes. Additionally, some pupils have parents with learning difficulties themselves. This in turn can lead to lower levels of attainment for these pupils. The school targets its PP resources to ensure academic, social or therapeutic intervention and catch up programmes are implemented effectively. The school's Learning Mentor supports families where parental SEND issues are of concern. This can be through TAC or CIN, but also through the Parent/Carer workshops and coffee mornings and targeted individual family support. The Inclusion Mentor's track and support pupils across the school and PP pupils are an area of key focus.

The affordability of some aspects of extra-curricular life at the schools or the purchase of uniform and equipment could present a barrier to well-being or outcomes. A proportion of PP funding is allocated to remove this as a potential issue.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	To continue to ensure rates of progress for pupil premium pupils across Key Stage 3 and 4 are in line or above their peers.	Pupils eligible for PP make as much progress as "other" pupils in the core areas of Literacy and Numeracy.
B	Pupil premium pupils 'falling behind' are identified early and appropriate intervention is implemented to enable catch up.	PP pupils identified make rapid progress and gap closes.
C	Any behavioural or social welfare issues are addressed through early, well targeted interventions.	Fewer behaviour incidents recorded on school system. Feedback from pupils and parent/carers routinely positive about outcomes and attitudes to learning and school life.
D	Any attendance issues are addressed through early, well targeted support and interventions.	Attendance of PP pupil is in line with peers and the overall figure is improved from previous year.

5. Planned expenditure 2019 - 2020

Desired outcome	Chosen action or approach	Cost	Purpose	How will impact be measured
To continue to ensure rates of progress for pupil premium pupils across Key Stage 3 and 4 are in line or above their peers.	Targeted small group and 1- 1 intervention including Catch Up Literacy, Catch Up Numeracy, Addicus, 5-minute Maths, 5-minute Literacy, bespoke phonics, SALT and social skills interventions, Friends Programme, Zippy Friends,	£11,500	To impact positively on pupils' attitudes to learning and self-esteem To reduce likelihood of gaps in progress or attainment emerging.	3 x per year progress data checks and analysis. 2020 - 2021 accreditation outcomes. Positive feedback at EHCP reviews. Annual end of year progress analysis.

	<p>Lego Therapy, Pets as Therapy and Art Therapy.</p> <p>Specialist tuition for higher ability students to support access to mainstream and higher-level qualifications.</p> <p>HT and/or Inclusion Mentor (AP & CiC) to meet with teachers to identify pupils at risk of falling behind before fixed assessment point reporting, subsequently deploying interventions to ensure pupils make progress in line with their peers.</p>	£2,000	<p>To ensure higher ability PP students obtain GCSE qualifications in English and Maths.</p> <p>To promote increased independence and confidence in accessing the community, including inclusion at adjoining mainstream secondary school for HA pupils.</p> <p>To ensure no PP pupil finishes the academic year with less than expected progress outcomes.</p>	Regular reporting from Interventions Mentor.
<p>Pupil premium pupils 'falling behind' are identified early and appropriate intervention is implemented to enable catch up.</p>	<p>Targeted small group and 1- 1 intervention including Catch Up Literacy, Catch Up Numeracy, Addicus, 5-minute Maths, 5-minute Literacy, bespoke phonics, SALT and social skills interventions, Friends Programme, Zippy Friends, Lego Therapy, Pets as Therapy and Art Therapy.</p> <p>Inclusion Mentor (AP & CiC) role fully established (full time).</p> <p>HT and Inclusion Mentor (AP & CiC) to agree schedule of interventions for identified</p>	£5,055	<p>To close the attainment gap for targeted pupils</p>	<p>3 x per year progress data checks and analysis.</p> <p>Review of intervention strategies conducted by AHT and external peer reviewers.</p> <p>Positive feedback at EHCP reviews.</p> <p>Regular reporting from Inclusion Mentor.</p>

	pupils – continued involvement of those teaching assistants trained within specific interventions.			
Any behavioural or social welfare issues are addressed through early, well targeted interventions.	<p>Targeted individual, small group or whole school intervention from Inclusion Mentor (B4L), Inclusion Mentor (EW & S) and Inclusion Mentor (AP & CiC)</p> <p>Dedicated Inclusion Mentor (Behaviour and Attitudes for Learning) role fully established (full time).</p> <p>HT, AHT and Inclusion Mentor (B4L) to agree schedule of interventions for identified pupils.</p> <p>Clubs, educational visits, music lessons, school uniform and resources.</p> <p>Art Therapy.</p>	<p>£26,000</p> <p>£3,000</p> <p>£2,000</p>	<p>To impact positively on pupils' attitudes to learning and self-esteem</p> <p>To involve pupils in extended learning activities, to ensure pupils are able to participate and give pupils opportunity to experience new and challenging activities.</p>	<p>Analysis of behaviour incidents and fixed term exclusions.</p> <p>3 x per year progress data checks and analysis.</p> <p>2020 - 2021 accreditation outcomes.</p> <p>Positive feedback at EHCP reviews.</p> <p>Annual end of year progress analysis.</p> <p>Regular reporting from Inclusion Team and Art Therapist.</p>
Any attendance issues are addressed through early, well targeted support and interventions.	<p>Attendance review meetings conducted by the AHT and/or Inclusion Mentor (EW & S) to highlight potential barriers to accessing school.</p> <p>Referral to and ongoing support provided by the Inclusion Team in line with highlighted area of need.</p>		To increase pupils' attendance within school therefore impacting positively on pupils' attitudes to learning and self-esteem and ensuring opportunities are made to close the attainment gap.	<p>Fortnightly and Termly monitoring of pupil attendance.</p> <p>3 x per year progress data checks and analysis.</p> <p>Regular reporting from the Inclusion Team.</p>

	Targeted individual intervention from Inclusion Mentor (B4L), Inclusion Mentor (EW & S) and Inclusion Mentor (AP & CiC)			
6. Review of expenditure				
Previous academic year 2019 - 2020				
Desired outcome	Chosen action or approach	Cost	Evaluation and impact	Lessons learned
To continue to ensure rates of progress for pupil premium pupils across Key Stage 3 and 4 are in line with or above their peers.	<p>Targeted small group and 1- 1 intervention including Catch Up Literacy, Catch Up Numeracy, Addicus, 5-minute Maths, 5-minute Literacy, bespoke phonics, SALT and social skills interventions, Friends Programme, Zippy Friends, Lego Therapy, Pets as Therapy and Art Therapy.</p> <p>Specialist tuition for higher ability students to support access to mainstream and higher-level qualifications.</p> <p>HT and/or Interventions Mentor to meet with teachers to identify pupils at risk of falling behind before fixed assessment point reporting, subsequently deploying interventions to</p>	<p>£11,500</p> <p>£2,000</p>	<p>Assessment data captured prior to National lockdown evidenced that in general PP pupils made equivalent rates progress to non-PP pupils. Progression trajectories showed the vast majority of PP pupils were set to make at least expected progress in all core subjects. A proportion of pupils were expected to make more than expected progress in these areas given that they had already made expected and/or more than expected progress at this time. A large proportion of PP pupils exceeded their PSD target, a higher percentage of pupils compared to non-PP pupils.</p> <p>100% of PP pupils achieved a qualification in English or Mathematics</p> <p>Continuation of Life Skills programme which engaged targeted pupils to develop travel, shopping, money management and home care skills.</p> <p>100% of PP pupils transitioned successfully to an appropriate post-16 provision.</p>	<p>Data analysis for 2019 - 2020 evidences that there were no discernible differences in progress and attainment for PP pupils compared to others.</p> <p>Continue to gain feedback from teachers earlier than assessment points 1, 2 and 3 to ensure even speedier identification of pupils requiring accelerated learning.</p>

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Pupil premium pupils 'falling behind' are identified early and appropriate intervention is implemented to enable catch up.	<p>Targeted small group and 1- 1 intervention including Catch Up Literacy, Catch Up Numeracy, Addicus, 5-minute Maths, 5-minute Literacy, bespoke phonics, SALT and social skills interventions, Friends Programme, Zippy Friends, Lego Therapy, Pets as Therapy and Art Therapy.</p> <p>Dedicated Interventions Mentor role fully established (full time).</p> <p>HT and Interventions Mentor to agree schedule of interventions for identified pupils – continued involvement of those teaching assistants trained within specific interventions.</p>	£5,055	<p>100% of pupils who took part in an intervention made progress.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Age (Start)</th> <th>Comprehension Age (Start)</th> <th>Reading Age (End)</th> <th>Comprehension Age (End)</th> <th>Progress Reading (Months)</th> <th>Progress Comprehension (Months)</th> </tr> </thead> <tbody> <tr><td>A</td><td>10.00</td><td>9.11</td><td>10.11</td><td>11.02</td><td>11</td><td>15</td></tr> <tr><td>B</td><td>8.06</td><td>9.08</td><td>9.00</td><td>10.10</td><td>6</td><td>14</td></tr> <tr><td>C</td><td>7.10</td><td>9.01</td><td>9.00</td><td>9.01</td><td>14</td><td>0</td></tr> <tr><td>D</td><td>8.06</td><td>10.04</td><td>10.08</td><td>11.06</td><td>26</td><td>14</td></tr> <tr><td>E</td><td>10.04</td><td>11.06</td><td>11.03+</td><td>11.06</td><td>9</td><td>0</td></tr> <tr><td>F</td><td>4.10</td><td>5.05</td><td>7.08</td><td>6.08</td><td>34</td><td>15</td></tr> <tr><td>G</td><td>5.01</td><td>5.04</td><td>5.04</td><td>5.04</td><td>3</td><td>0</td></tr> <tr><td>H</td><td>7.10</td><td>7.00</td><td>8.03</td><td>9.01</td><td>5</td><td>25</td></tr> <tr><td>I</td><td>10.08</td><td>10.07</td><td>11.01</td><td>12.07</td><td>5</td><td>24</td></tr> <tr><td>J</td><td>9.01</td><td>7.03</td><td>10.11</td><td>11.02</td><td>22</td><td>47</td></tr> <tr><td>K</td><td>11.00</td><td>10.10</td><td>11.01</td><td>12.07+</td><td>1</td><td>21</td></tr> <tr><td>L</td><td>11.01</td><td>10.07</td><td>11.02</td><td>12.07+</td><td>1</td><td>24</td></tr> <tr><td>M</td><td>10.03</td><td>10.04</td><td>11.00</td><td>12.07+</td><td>9</td><td>27</td></tr> <tr><td>N</td><td>8.03</td><td>7.00</td><td>8.03</td><td>8.06</td><td>0</td><td>18</td></tr> <tr><td>O</td><td>11.01</td><td>9.11</td><td>11.02</td><td>12.04</td><td>1</td><td>29</td></tr> <tr><td>P</td><td>8.02</td><td>8.06</td><td>9.01</td><td>10.04</td><td>11</td><td>22</td></tr> </tbody> </table>		Reading Age (Start)	Comprehension Age (Start)	Reading Age (End)	Comprehension Age (End)	Progress Reading (Months)	Progress Comprehension (Months)	A	10.00	9.11	10.11	11.02	11	15	B	8.06	9.08	9.00	10.10	6	14	C	7.10	9.01	9.00	9.01	14	0	D	8.06	10.04	10.08	11.06	26	14	E	10.04	11.06	11.03+	11.06	9	0	F	4.10	5.05	7.08	6.08	34	15	G	5.01	5.04	5.04	5.04	3	0	H	7.10	7.00	8.03	9.01	5	25	I	10.08	10.07	11.01	12.07	5	24	J	9.01	7.03	10.11	11.02	22	47	K	11.00	10.10	11.01	12.07+	1	21	L	11.01	10.07	11.02	12.07+	1	24	M	10.03	10.04	11.00	12.07+	9	27	N	8.03	7.00	8.03	8.06	0	18	O	11.01	9.11	11.02	12.04	1	29	P	8.02	8.06	9.01	10.04	11	22		<p>In previous years the Interventions Mentor was a part time role. For this academic year the Interventions Mentor is full time and focusing only on intervention and CiC support. This has proved incredibly effective and will continue into next academic year.</p>
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	<p>HT, AHT and Behaviour and Inclusion Mentor to agree schedule of interventions for identified pupils.</p> <p>Clubs, educational visits, music lessons, school uniform and resources.</p> <p>Art Therapy.</p>	<p>£3,000</p> <p>£2,000</p>	<p>assist with social and emotional issues and deficits.</p> <p>21 (54%) PP pupils accessed support and intervention from the school's Behaviour and Inclusion Mentor to assist with social and emotional issues and deficits.</p> <p>Of the 8 pupils who received Art Therapy interventions, 6 were Pupil Premium. All pupils in receipt of Art Therapy made at least expected progress.</p>	
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Children in Care (CiC) Strategy and Impact Statement: The Priory School				
Year 2020 - 2021	Total number of CiC pupils on roll	17 (12%)	Total CiC funding (indicative)	£23,925
Desired outcome	Chosen action or approach	Desired Impact	Cost	Impact statement September 2021
To impact positively on pupils' attitudes to learning and self-esteem.	Dedicated time with key member of staff in the Inclusion Team when required. *NB Three Inclusion Mentor posts will be funded as full-time posts. All CiC pupils will receive bespoke interventions as an entitlement and not just in response to falling behind.	Positive behaviours and attitudes towards learning. Successful transitions to further education placements. Reduction in negative behaviours - if evident. 0% exclusions	£18,000	
To close the attainment gap for CiC pupils where identified.	1:1 and small group tuition in school. Funding of additional home-based tuition	Clear evidence of gap closing and accelerated progression for targeted pupils. Accreditation outcomes in line or above peers of similar abilities and starting points.	£2,500	
To involve pupils in extended learning activities, to ensure pupils are able to participate and give pupils opportunity to experience new and challenging activities.	Use of funding for all activities that cost. i.e. museum visits, residential trips etc. Purchase of equipment for specific lessons/courses where required.	Take up on extra-curricular activities should continue to be strong for CiC pupils.	£1,000	
Miscellaneous – to be agreed at CiC reviews with carers and social workers.	To fund specific items as agreed at CiC review meetings. i.e. lap top purchase.	Positive impact on wellbeing, progress and inclusion.	£4,900	

Children in Care (CiC) Strategy and Impact Statement (REVIEW): The Priory School				
Year 2019 – 2020	Total number of CiC pupils on roll	13 (10%)	Total CiC funding (indicative)	£26,400
Desired outcome	Chosen action or approach	Desired Impact	Cost	Impact statement September 2020
To impact positively on pupils' attitudes to learning and self-esteem.	Dedicated time with either the Learning Mentor, Behaviour and Inclusion Mentor or Interventions Mentor when required. *NB The Interventions/CiC Mentor, Learning Mentor & Behaviour and Inclusion Mentor will be funded as full-time posts. All CiC pupils will receive bespoke interventions as an entitlement and not just in response to falling behind.	Successful transitions to further education placements. Reduction in negative behaviours - if evident. 0% exclusions	£18,000	No CiC pupil received a fixed or permanent exclusion throughout 2019 - 2020 All CiC pupils in year 11 made successful transition to post-16 provision. 100% of CiC pupils received direct support and intervention from the school's Interventions Mentor. 25% of all CiC pupils received direct support and intervention from the school's Learning Mentor 58% of all CiC pupils received direct support and intervention from the school's Behaviour and Inclusion Mentor.
To close the attainment gap for CiC pupils where identified.	1:1 and small group tuition in school. Funding of additional home-based tuition	Clear evidence of gap closing and accelerated progression for targeted pupils. Accreditation outcomes in line or above peers of similar abilities and starting points.	£2,500	English: 92% of CiC pupils made progress with 25% making more than expected progress. Mathematics: 100% of CiC pupils made progress with 46% making more than expected progress.

				<p>PSD: 100% of CiC pupils made progress with 75% making more than expected progress.</p> <p>100% of CiC pupils achieved a qualification in English and Mathematics.</p>
To involve pupils in extended learning activities, to ensure pupils are able to participate and give pupils opportunity to experience new and challenging activities.	<p>Use of funding for all activities that cost. i.e. museum visits, residential trips etc.</p> <p>Purchase of equipment for specific lessons/courses where required.</p>	Take up on extra-curricular activities has continued to be strong for CiC pupils.	£1,000	All CiC pupils participated in a full range of school led and based activities.
Miscellaneous – to be agreed at CiC reviews with carers and social workers.	To fund specific items as agreed at CiC review meetings. i.e. lap top purchase.	Positive impact on wellbeing, progress and inclusion.	£4,900	Several laptops and other requested items were purchased during the year. A handful of pupils had private music tuition. This continues to be a relatively popular way of incentivising and supporting CiC achievement and attainment.