

Pupil premium strategy statement – Priorslee Academy- 2024-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Priorslee Academy
Proportion (%) of pupil premium eligible pupils	FSM = 14.6% Forces = 3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jodie Cooper Headteacher
Pupil premium lead	Jodie Cooper Headteacher
Detail	Data

Governor / Trustee lead	David Speakman
-------------------------	----------------

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,720
Pupil premium (and recovery premium*) funding carried	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98,720

Part A: Pupil premium strategy plan

Statement of intent

At Priorslee Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This is used alongside research conducted by the EEF. There is no “one size fits all”. We have ensured that all teaching staff have been involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Ultimate Objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Ensure ALL pupils are able to manipulate numbers with confidence.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context:

Priorslee Primary School converted to an academy in 2011. Upon conversion to academy status, the existing school closed, and the new school opened in its place. Priorslee Academy is a large, two-form entry school in Priorslee, Telford. Priorslee Academy is extremely fortunate to be set in beautiful and extensive grounds.

The school has provision for three and four-year-olds in its attached to the school ‘Little Seedlings’. The proportion of pupils known to be eligible for free school meals is well below the national average at 14.6%. The school currently has 441 pupils on site (including pre-school), with 39.7% of pupils are from minority ethnic backgrounds groups. 23.5% of children in school are identified as EAL.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Appoint experienced teachers to provide outstanding quality first teaching opportunities.
- Guarantee that team leaders and subject leaders have adequate release time, in order to monitor, and undertake coaching to improve the quality of teaching and learning across the school.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Allocate learning support assistants to provide small group work focussed on overcoming gaps in learning every afternoon.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture from our pastoral team to support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1. Mental Health and Wellbeing	A number of pupils are struggling with anxiety and the ability to separate from parents in order to come to school, which is affecting their academic progress and their attendance.
2. Social and Emotional Skills	Some pupils are struggling to regulate their emotions and lack the social understanding needed in order to form effective relationships with their peers.
3. Reading, Writing and Maths	There is an attainment gap between pupils in receipt of pupil premium funding compare to those who do not receive this funding.

4. Phonics and Early Reading	Developing early reading for all and addressing gaps in pupils' knowledge of phonics.
5. Maths	Developing children's confidence to manipulate numbers.
6. Access to wider opportunities	A number of pupils do not access enrichment experiences outside of the school experience.

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
Pupils are more willing to come to school (display reduced anxiety).	An improvement in attendance levels (including lateness).
Pupils are more able to self-regulate and manage emotions in appropriate ways.	CPOMS logs show a reduction in negative incidents. Pupils form effective relationships with their peers.
Narrowing the attainment gap for pupils in receipt of Pupil Premium compared to their peers	Pupil data shows PP children achieving the same as their peers
Narrow the gap between non PP and PP pupils passing the Year One Phonics Screening Check	Pupil data from the screening check shows an upward trend of PP passing the screening check
Children are experiencing wider opportunities.	An increase in pupil premium children accessing wider opportunities e.g. residential visits and trips

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 estimated cost: £49,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching: High quality teaching and curriculum</p> <p>Appointment of four TLR positions (Phonics/EYFS, Maths, Writing and Reading). A focus on raising standards through planning, modelling and team-teaching, as well as monitoring teaching and learning.</p> <p>TLR payments =£12, 068</p> <p>TLR release time= £10, 336</p>	<p>EEF Effective Professional Development for Staff</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom</p>	<p>3 & 4, 5</p>

<p>High Quality Teaching: Assessment</p> <p>Purchase of Standardised Assessments & Intervention Therapies</p> <p>£4320</p>	<p>EEF Teaching and Learning Toolkit (+6 months)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>3 & 4</p>
---	--	-------------------------

<p>High Quality Teaching: appointment and retention of experienced teachers</p> <p>£11, 333</p>	<p>Appointment of one experienced teacher for Key Stage 1 from September 2024 (one at M6).</p> <p>Sutton Trust Developing Teachers : Sutton Trust Report on Teacher Development</p> <p>Good instruction includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of good quality instruction.</p>	<p>3 & 4</p>
--	---	-------------------------

<p>High Quality Teaching: Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Release of Assistant Head from the classroom to support all staff in school</p> <p>£11,263</p>	<p>Release of Assistant Head from the classroom from September 2024</p> <p>EEF blog: Maximising professional development EEF</p> <p>Having a well-planned, well-implemented, and well-resourced programme of professional development (PD) for staff is one of the most important things a school can do to enhance the learning of its pupils.</p>	<p>3, 4 & 5</p>
--	---	----------------------------

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

Budgeted estimated cost: £22,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Intervention to support phonics and early reading development.</p> <p>Phonics Interventions with Support Assistants for Key Stage One and Year 3 pupils</p> <p>£5,008</p>	<p>EEF Teaching and Learning Toolkit (+5 months)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>3 & 4</p>

<p>Targeted Academic Support: Targeted interventions before school in each year group, delivered by learning support staff.</p> <p style="text-align: center;">£3,420</p>	<p>EEF Teaching and Learning Toolkit (+4 months) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted deployment, where teaching assistants deliver an intervention to small groups or individuals that has a higher impact.</p>	<p>1, 3, 4 & 5</p>
<p>Targeted Academic Support: use of technology to improve learning (writing) Clicker (one school site license)</p> <p style="text-align: center;">£1,306</p>	<p>EEF Teaching and Learning Toolkit EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Use of technology (Clicker) to improve pupils' access and engagement for writing. This programme has been recommended by the learning Support Advisory Team throughout the year.</p>	<p>3</p>
<p>Targeted Academic Support: Targeted intervention plans in each year group delivered by teaching staff.</p> <p style="text-align: center;">£7,459</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 3, 4 & 5</p>

<p>Targeted Academic Support: Targeted intervention plans in each year group delivered by teaching staff through the implementation of a new scheme, with high quality concrete resources.</p> <p>£2994.73 £2150.00</p>	<p>EEF Teaching and Learning Toolkit Ark Mathematics Mastery EEF</p> <p>Mathematics Mastery by Ark Curriculum Plus is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts.</p>	<p>1, 3, 4 & 5</p>
--	---	-------------------------------

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

Budgeted estimated cost: £53,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies: Supporting pupils' social, emotional and behavioural needs.</p> <p>ELSA Trained Member of Support Staff with 1 day per week release time.</p> <p>£3,736</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1 & 2, 5</p>

<p>Wider Strategies: Supporting pupils' social, emotional and behavioural needs.</p> <p>Behaviour and Emotional Support interventions with the Pastoral Lead.</p> <p>£20,000</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact) Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	<p>1 & 2, 5</p>
<p>Wider Strategies: Communicating and Supporting Parents</p> <p>Time for Pastoral lead to meet with parents to offer support.</p> <p>£2,800</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact) Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>1 & 2</p>

<p>Wider Strategies: Extracurricular activities</p> <p>Personalised budget (£50 per child/£150 for PP+ pupils), which allows families to access residential, trips and excursions.</p> <p style="text-align: center;">£3,500</p>	<p>EEF Teaching and Learning Toolkit (+3 months impact) Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	<p>1 & 2</p>
<p>Wider Strategies: Supporting pupils' social, emotional and behavioural needs</p> <p>Release of Assistant Head to support emotional and behavioural needs of all pupils, and to strategically direct all support and teaching staff.</p> <p style="text-align: center;">£11,263</p>	<p>EEF Making Informed Decisions about Behaviour Improving Behaviour in Schools EEF</p> <p>Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p>	<p>1 & 2, 5</p>
<p>Wider Strategies: Supporting attendance</p> <p>Release of Assistant Head to support attendance of all pupils, alongside EWO and admin attendance team.</p> <p style="text-align: center;">£11,263 £750</p>	<p>EEF Supporting attendance EEF</p> <p>Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</p>	<p>1 & 2, 5</p>

Total estimated budgeted cost: £124, 969

Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

National Data 2023 – 2024:

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	64	70%	● At or above	61%	74th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	64	11%	● At or above	8%	77th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	-	-	○ -	34%	-
Phonics Screening Check	% of pupils passing in Year 1	55	95%	● Above (significant)	~ 80%	92nd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	59	78%	● At or above	68%	81st

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	-	59%	66% ●	60%	64	70% ●	61%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	-	7%	14% ●	8%	64	11% ●	8%
Reading	% of pupils achieving the expected standard	-	73%	-	74%	80% ●	73%	64	83% ●	74%
Reading	% of pupils achieving the higher standard	-	27%	-	28%	30% ●	29%	64	27% ■	28%
Reading	Average scaled score	-	104.0	-	105.0	105.6 ●	105.0	64	106.2 ●	105.0
Writing	% of pupils achieving the expected standard	-	78%	-	69%	80% ●	71%	64	81% ●	72%
Writing	% of pupils working at greater depth	-	20%	-	13%	27% ⊕	13%	64	23% ⊕	13%
Maths	% of pupils achieving the expected standard	-	79%	-	71%	83% ●	73%	64	88% ⊕	73%
Maths	% of pupils achieving the higher standard	-	27%	-	22%	27% ●	24%	64	16% ■	24%
Maths	Average scaled score	-	105.0	-	104.0	105.3 ●	104.0	64	104.4 ●	104.0
GPS	% of pupils achieving the expected standard	-	78%	-	72%	77% ●	72%	64	75% ●	72%
GPS	% of pupils achieving the higher standard	-	36%	-	28%	38% ●	30%	64	31% ■	32%
GPS	Average scaled score	-	106.0	-	105.0	105.5 ●	105.0	64	105.0 ●	105.0
Science	% of pupils achieving the expected standard	-	83%	-	79%	92% ⊕	80%	64	95% ⊕	81%

Multiplication Tables Check (MTC)									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	0%	-	27%	21%	29%		-	34%
Average score (out of 25)	-	0.0	-	19.8	20.1	20.2		-	20.6

Key Stage 1										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	72%	~ 64%	50%	~ 53%	51%	~ 55%		-	~ 57%
Reading, Writing & Maths combined	% of pupils working at greater depth	17%	~ 10%	4%	~ 5%	3%	~ 6%		-	~ 6%
Reading	% of pupils achieving the expected standard	78%	75%	73%	67%	69%	68%		-	~ 71%
Reading	% of pupils working at greater depth	35%	25%	13%	18%	12%	19%		-	~ 19%
Writing	% of pupils achieving the expected standard	76%	69%	50%	58%	56%	60%		-	~ 62%
Writing	% of pupils working at greater depth	22%	15%	5%	8%	8%	8%		-	~ 8%
Maths	% of pupils achieving the expected standard	78%	76%	75%	68%	66%	70%		-	~ 71%
Maths	% of pupils working at greater depth	37%	22%	16%	15%	7%	16%		-	~ 16%
Science	% of pupils achieving the expected standard	100%	82%	93%	77%	76%	79%		-	~ 82%

Phonics Screening Check

Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	96%	82%	80%	75%	81%	79%	55	95%	~ 80%
% of pupils passing check by end of Year 2	95%	91%	17%	87%	86%	89%	57	91%	~ 91%

Early Years Foundation Stage

Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	-	72%	70%	65%	71%	67%	59	78%	68%
% of pupils at the expected level across all early learning goals	-	71%	68%	63%	71%	66%	59	76%	66%
Average number of early learning goals at the expected level per pupil	-	-	15.0	14.1	14.8	14.1	59	15.8	14.1

Externally provided programmes

Please include the names of any non-DfE programmes that you used for your pupil premium (or recovery premium) to fund in the previous academic year (2022-2023)

Programme	Provider
ELKLAN (3-5 years)	ELKLAN
TTRS	Maths Circle Ltd
WELLCOMM	WELLCOMM
1:1 specialist dyscalculia Maths tutoring	Jane James
Emotional Coaching	Telford and Wrekin Educational Psychology Team
Ark Maths Curriculum	Ark Curriculum
Education Welfare Officer	Shropshire Council