

1. Pupil Premium Strategy Statement: The Priory School					
Academic Year	2016/17	Total PP budget	£48,620	Date of most recent PP review	September 2016
Total number of pupils	128	Total number of pupils eligible for PP	52	Date of next internal review of this strategy	September 2017
2. Current attainment and progress: See appendix 1					
3. Barriers to future attainment (For pupils eligible for PP, including high ability.					
<p>It is clear from previous reviews and analysis of the impact of Pupil Premium (PP) expenditure that “Disadvantaged” pupils do as well as their peers in almost every area. In some areas they are in fact outperforming 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 that is making less than expected progress is targeted for intervention. This is the case for both PP pupils and non PP.</p> <p>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 either academic or social intervention and catch up programmes are implemented effectively. The school’s learning mentor supports families where parental SEND issues are an issue. This can be through TAC or CIN, but also through the Parent/Carer workshops and coffee mornings and targeted individual family support.</p> <p>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.</p>					

4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	To ensure rates of progress for PP pupils across Key Stages 3 and 4 are in line or above their peers.			Pupils eligible for PP make as much progress and “other” pupils in the core areas of Literacy and Numeracy.	
B.	PP pupils “falling behind” are identified early and appropriate intervention is implemented to enable catch up.			PP pupils identified make rapid progress and gap close.	
C.	Any behavioural or social welfare issues are effectively addressed.			Fewer behaviour incidents recorded on school system. Feedback from pupils and parent/carers routinely positive about outcomes and attitudes to learning and school life.	
5. Planned expenditure					
Desired outcome	Chosen action/approach	Cost	Purpose	How will impact be measured?	Impact review (due September 2017)
To ensure rates of progress for PP pupils across Key Stages 3 and 4 are in line or above their peers.	Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art Therapy (i.e. Reading Explorers and Addacus) Specialist tuition for higher ability students	7910	To impact positively on pupils attitudes to learning and self-esteem To reduce likelihood of gaps in progress or attainment emerging. To ensure higher ability PP students obtain GCSE qualifications in English and Maths.	3 x per year progress data checks and analysis 2016/17 accreditation outcomes Positive feedback at EHCP reviews Annual end of year progress analysis	
PP pupils “falling behind” are identified early and appropriate intervention is implemented to enable catch up.	Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art Therapy	7910	To close the attainment gap for targeted pupils	3 x per year progress data checks and analysis Review of intervention strategies conducted by AHT and external peer reviewers. Positive feedback at EHCP reviews	

Any behavioural or social welfare issues are addressed.	Targeted individual, small group or whole school intervention from Behaviour Support Mentor	16,500	To impact positively on pupils attitudes to learning and self-esteem To involve pupils in extended learning activities, to ensure pupils are able to participate and give pupils opportunity to experience new and challenging activities.	Analysis of behaviour incidents and fixed term exclusions 3 x per year progress data checks and analysis 2016/17 accreditation outcomes Positive feedback at EHCP reviews Annual end of year progress analysis	
	Clubs, Educational visits, music lessons, school uniform and resources.	3,300			
	Targeted individual, small group or whole school intervention from Learning Mentor	13,000			

6. Review of expenditure

Previous academic year: 2015/16

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To impact positively on pupils attitudes to learning and self-esteem	Behaviour Support Mentor	Clear reduction in behavioural incidents. Improved lunch and playtime arrangement for pupils. Support provided to individuals and groups as well as parents. See Behaviour Watch analysis	It would be beneficial for the Behaviour Mentor to lead on an increasing range of whole staff training opportunities. i.e. restorative approaches.	£18,943
To close the attainment gap for targeted pupils	Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art Therapy	Clear evidence of gaps closing and accelerated progression for targeted pupils. See Data analysis for 2015/16	Catch up and intervention programmes proved particularly effective. Need to now incorporate specific intervention strategies i.e. ????	£22,393
To involve pupils in extended learning activities, to ensure pupils are able to participate and give pupils opportunity to experience new and	Clubs, Educational visits, music lessons, school uniform and resources.	Participation at afterschool clubs has been good. Sports, football, drama/music clubs have operated throughout the year.	Take up on extra-curricular activities has continued to be strong.	£1,324

challenging activities. To impact positively on pupils attitudes to learning and self-esteem	Learning Mentor	Outcomes for both pupils and families in receipt of LM support have been excellent. Pupil progression within PSD strands for PP pupils is extremely positive. See data analysis 2015/16	No planned changes.	£10,000
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Looked After Children (LAC) Strategy and Impact Statement

The Priory School				
Year 2016-17				
Number of LAC pupils on roll	6			
Total LAC funding (Indicative)	£11,400			
Desired outcome	Chosen approach	Desired Impact	Cost	Impact statement due September 2017
To impact positively on pupils attitudes to learning and self-esteem	Dedicated time with either the Learning Mentor or Behaviour Mentor when required.	Successful transitions to further education placements. Reduction in negative behaviours - if evident.	£5,000	
To close the attainment gap for LAC pupils where identified.	1:1 and small group tuition in school Funding of additional home based tuition	Clear evidence of gaps closing and accelerated progression for targeted pupils. Accreditation outcomes in line or above peers of similar abilities and starting points.	£4,000	
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 PP 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 has continued to be strong for LAC pupils.	£1,000	
Miscellaneous – to be agreed at LAC reviews with carers and social workers.	To fund specific items as agreed at LAC review meetings. i.e. lap top purchase.	Positive impact on wellbeing, progress and inclusion.	£1,400	