

1. Pupil Premium Strategy Statement: The Priory School					
Academic Year	2017/18	Total PP budget	£43,945	Date of most recent PP review	September 2017
Total number of pupils	132	Total number of pupils eligible for PP	47 (35.5%)	Date of next internal review of this strategy	September 2018
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>					

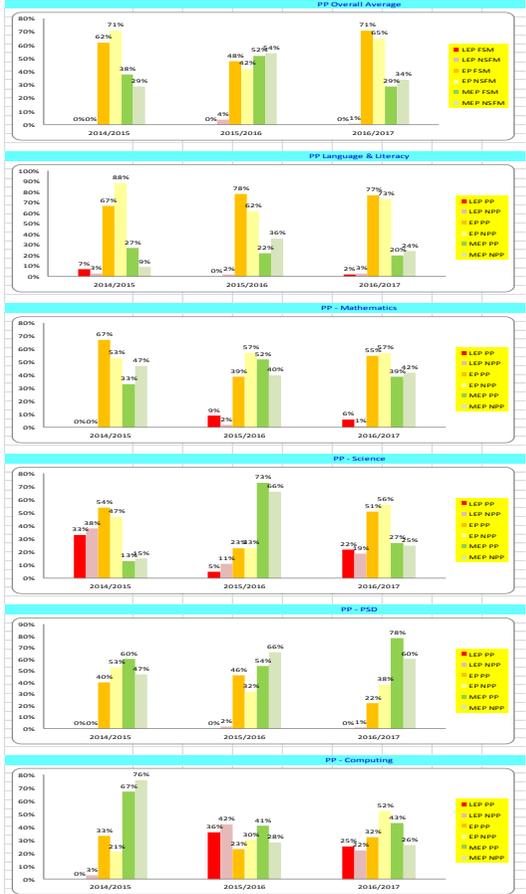
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To ensure rates of progress for PP pupils across Key Stages 3 and 4 are in line or above their peers.	Pupils eligible for PP make as much progress and “other” pupils in the core areas of Literacy and Numeracy.
B.	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 2017/2018				
Desired outcome	Chosen action/approach	Cost	Purpose	How will impact be measured?
To continue 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. Catch Up Literacy and Addacus and bespoke Maths interventions.)	£7,500	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 2017/18 accreditation outcomes Positive feedback at EHCP reviews Annual end of year progress analysis Regular reporting from Intervention Lead TA
	Specialist tuition for higher ability students to support access to mainstream and higher level qualifications	£1500	To promote increased independence and confidence in accessing the community.	

	Develop life skills intervention programme for lower ability learners			
PP pupils “falling behind” are identified early and appropriate intervention is implemented to enable catch up.	<p>Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art Therapy</p> <p>Introduction of pre teach interventions to support initial access to new concepts and learning within Maths</p>	£5,500	To close the attainment gap for targeted pupils	<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 Intervention Lead TA</p>
Any behavioural or social welfare issues are addressed.	Targeted individual, small group or whole school intervention from Behaviour Support Mentor	£13,000	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.	<p>Analysis of behaviour incidents and fixed term exclusions</p> <p>3 x per year progress data checks and analysis</p> <p>2017/18 accreditation outcomes</p> <p>Positive feedback at EHCP reviews</p> <p>Annual end of year progress analysis</p> <p>Regular reporting from Intervention Lead TA, Art Therapist, Behaviour Mentor and Learning Mentor</p>
	Clubs, Educational visits, music lessons, school uniform and resources.	£2,000		
	Targeted individual, small group or whole school intervention from Learning Mentor	£13,000		
	Art Therapy	£2,000		

6. Review of expenditure

Previous academic year: 2016/2017

Desired outcome	Chosen action/approach	Cost	Evaluation impact	Lessons learned
<p>To ensure rates of progress for PP pupils across Key Stages 3 and 4 are in line or above their peers.</p>	<p>Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art Therapy (i.e. Reading Explorers and Addacus)</p>	<p>7910</p>	 <p>The evaluation impact is shown through seven bar charts, each representing a different subject area. Each chart compares the percentage of pupils in the 'Low End Progress' (LEP) and 'Not in Progress' (NPP) categories for three consecutive academic years: 2014/2015, 2015/2016, and 2016/2017. The subjects are: Overall Average, Language & Literacy, Mathematics, Science, PSSE, and Computing. The charts use a color-coded legend: LEP (red), LEP NPP (orange), EP (green), EP NPP (yellow), ME P (blue), and ME P NPP (purple).</p>	<p>Data analysis for 16/17 evidences that there were no discernible differences in progress and attainment for PP pupils compared to others.</p> <p>Data analysis for 16/17 has indicated a need to revise and improve start of year assessment systems and progress capture. This will enable a faster catch up response and ensure pupils are on programmes much earlier in the academic year.</p> <p>Data has also identified the need to capture more than just reading age abilities. Moving forward the school needs to use reading assessment that includes comprehension, an area that a proportion of pupils with ASD struggle with.</p>

<p>PP pupils “falling behind” are identified early and appropriate intervention is implemented to enable catch up.</p>	<p>Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art Therapy</p>	<p>7910</p>	<p>Of the 11 PP pupils identified as falling behind in year, all made good progress on their respective catch up programmes. The Interventions lead TA has kept comprehensive notes of progress and milestones. Information can be made available.</p>	<p>Catch up programmes for 17/18 will target specific reading difficulties in the first instance.</p> <p>Interventions TA time to have a pre-teach focus to support weaker students to access new learning and concepts.</p>
<p>Any behavioural or social welfare issues are addressed.</p>	<p>Targeted individual, small group or whole school intervention from Behaviour Support Mentor</p> <p>Clubs, Educational visits, music lessons, school uniform and resources.</p> <p>Targeted individual, small group or whole school intervention from Learning Mentor</p> <p>Art Therapy</p>	<p>16,500</p> <p>3,300</p> <p>13,000</p> <p>2000</p>	<p>23 (50%) PP pupils accessed support and intervention from the school’s Learning Mentor to assist with social and emotional issues and deficits.</p> <p>26 (54%) PP pupils accessed support and intervention from the school’s Behaviour Mentor. There were no permanent exclusions and rates of fixed term were exceptionally low.</p> <p>Of the 20 pupils that received Art Therapy intervention, 13 were Pupil Premium. All PP pupils in receipt of art therapy made at least expected progress with close to 50% making more than expected progress</p>	<p>To ensure an increasing number of PP students are identified early and receive Learning Mentor and Behaviour mentor support.</p> <p>To produce case studies for certain individuals to highlight the impact of PP expenditure.</p>

Looked After Children (LAC) Strategy and Impact Statement

The Priory School				
Year 2017/18				
Number of LAC pupils on roll	10			
Total LAC funding (Indicative)	£19,000			
Desired outcome	Chosen approach	Desired Impact	Cost	Impact statement due September 2018
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.	£6,000	
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.	£3,000	
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.	£9,000 To be agreed at review	

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. Art Therapy Intervention	Successful transitions to further education placements. Reduction in negative behaviours - if evident.	£5,000	All 6 LAC pupils accessed regular 1:1 counselling and support sessions with the school's Learning Mentor. 3 LAC pupils due for post 16 transition successfully moved on to college. One of these pupils required significant input and extended transition to enable this to happen successfully. 1 LAC pupil required a lot of initial support to access a work experience placement and ultimately went on to complete a placement independently in Costa Coffee. 7 LAC pupils accessed Art therapy and benefited from this.
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	£4,000	No LAC pupil made less than expected progress overall. 67% actually made more than expected progress.

		starting points.		
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	1 pupil accessed football club. All LAC pupils participated in end of year activity weeks.
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	Home tuition packages purchased for two LAC pupils. Laptops purchased for two LAC pupils.