

1. Pupil Premium Strategy Statement: The Priory School					
Academic Year	2018/2019	Total PP budget	£50,490	Date of most recent PP strategy review	September 2018
Total number of pupils	135	Total number of pupils eligible for PP	53 (40%)	Date of next internal review of this strategy	September 2019
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 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 that is making less than expected progress is identified early and targeted for intervention. This is though the case for both PP pupils and non PP.</p> <p>At The Priory School there are a number of pupils (40%) 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 an issue. This can be through TAC or CIN, but also through the Parent/Carer workshops and coffee mornings and targeted individual family support. The Interventions mentor and Behaviour and Social Skills mentor track and support pupils across the school and PP pupils are an area of key focus.</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 2018/2019				
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 Reading and Addacus and bespoke Maths interventions including 5 Minute Maths)	£11,500	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 2018/19 accreditation outcomes Positive feedback at EHCP reviews Annual end of year progress analysis Regular reporting from Intervention Lead Mentor
	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, including inclusion at adjoining mainstream secondary school for HA pupils.	
	AHT to meet with core subject teachers to introduce early screening protocols aimed at identifying pupils at risk of		To ensure no PP pupil finishes the academic year with less than expected progress outcomes.	

	falling behind before fixed assessment point reporting.			
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>Dedicated Interventions Mentor role fully established (fulltime). AHT and Interventions Mentor to agree schedule of interventions for identified pupils.</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 Mentor</p>
Any behavioural or social welfare issues are addressed through early, well targeted intervention.	<p>Targeted individual, small group or whole school intervention from Behaviour Support Mentor.</p> <p>Dedicated Behaviours Mentor role fully established (fulltime). HoS and Behaviour Mentor to agree schedule of interventions for identified pupils.</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>£13,000</p> <p>£2,000</p> <p>£13,000</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>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>

6. Review of expenditure										
Previous academic year: 2017/18										
Desired outcome	Chosen action/approach	Cost	Evaluation impact				Lessons learned			
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)	7,500		Less than expected progress		Expected progress		More than expected progress		
				FSM	NFSM	FSM	NFSM	FSM	NFSM	
			English	0%	4%	53%	60%	47%	36%	
			Maths	0%	1%	57%	50%	43%	49%	
			PSD	0%	2%	53%	54%	47%	44%	
	Specialist tuition for higher ability students to support access to mainstream and higher level qualifications	1,500	PP pupils made equivalent progress to non PP pupils in all areas of Personal and Social Development.				Data analysis for 17/18 evidences that there were no discernible differences in progress and attainment for PP pupils compared to others. Even better ifs for 18/19: To gain feedback from teachers earlier than assessment points 1,2 and 3, to ensure even speedier identification of pupils potentially falling behind.			
	Specialist tuition in Maths and Sciences enabled one PP pupil with high functioning Autism to achieve a Level 7 GCSE in Maths and levels 7 and 8 in two sciences.									
	100% of PP pupils achieved a qualification in English and Mathematics.									
	Develop life skills intervention programme for lower ability learners		Exam Outcomes	Below Prediction	Met Prediction	Above Prediction				
			Writing	0%	100%	0%				
			Reading	0%	91%	9%				
			S&L	8%	92%	0%				
			Maths	16%	84%	0%				
			Life Skills programme established and targeted pupils engaged in travel training, shopping, money management and home care skills programme.							
PP pupils "falling behind" are identified early and appropriate intervention is	Targeted small group intervention catch-up Maths, Phonics, SALT, Social Skills, Art	5,500	100% of PP pupils, who took part in a Reading Catch Up programme, made progress.				On occasions the Interventions TA time was compromised due to "wearing two hats". Moving forward the Interventions TA will move to a full time			

implemented to enable catch up.	Therapy Introduction of pre teach interventions to support initial access to new concepts and learning within Literacy Maths			Reading (Sept)		Reading (June)		Progress in Months		dedicated Interventions Mentor role, focussing only on catch up programmes and LAC interventions.
				Age	Comp	Age	Comp	Age	Comp	
			RL	5.01	5.06	6.04	7	15	18	
			BH	5.02	6.03	7.09	9.01	31	34	
			EL	5.11	7.03	7.08	9.11	21	32	
			RS	6.02	5.06	6.11	7.07	9	25	
			KP	4.05	5.05	4.08	5.06	3	1	
			SAS	5.11	7.06	7.04	8.06	17	12	
			DH	5.01	5.06	5.11	7.05	10	21	
			CR	4	5	5.02	5.04	14	4	
			OT	6.02	5.01	7.08	8.02	18	37	
			AP	7	5.01	7.05	7.03	5	26	
			GK	6.09	7	7.02	7.03	5	3	
			BB	6.02	5.04	7.04	8.02	14	34	
			EA	9	6.03	10.05	10.07	17	52	
SD	4	5.04	4.09	6.08	9	16				
LW	5.01	5.01	5.07	6.08	6	18				
CS	6.05	7.07	7.06	8.02	13	7				
Any behavioural or social welfare issues are addressed.	Targeted individual, small group or whole school intervention from Behaviour Support Mentor	13,000	100% of PP pupils made expected or more than expected progress in all three areas of Personal and Social Development (Combined). With 47% making more than expected progress, compared to 44% non-PP.				Similarly to the Interventions Mentor initiative, 2017/18 highlighted the need to ensure the Behaviour Mentor had was a dedicated role with no other competing pressures or responsibilities. Moving forward the Behaviour Mentor will move to a full-time dedicated role, focussing on supporting pupils with behavioural, social and emotional needs. 17/18 also indicated the need for a dedicated resource and base for PSD interventions.			
	Clubs, Educational visits, music lessons, school uniform and resources.	2,000	No PP pupil missed out on a trip or activity. Several school uniforms were provided in year.							
	Targeted individual, small group or whole school intervention from Learning Mentor	13,000	23 (50%) PP pupils accessed support and intervention from the school's Learning Mentor to assist with social and emotional issues and deficits.							
	Art Therapy	2,000	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							

Looked After Children (LAC) Strategy and Impact Statement

The Priory School				
Year 2018/19				
Number of LAC pupils on roll	14			
Total LAC funding (Indicative)	£32,200			
Desired outcome	Chosen approach	Desired Impact	Cost	Impact statement due September 2019
To impact positively on pupils' attitudes to learning and self-esteem	Dedicated time with either the Learning Mentor, Behaviour Mentor or Interventions Mentor when required. *NB The Interventions/LAC mentor, Learning Mentor & Behaviour Mentor will be funded as a full-time posts All LAC 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	
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.	£10,200 To be agreed at review	

The Priory School				
Year 2017/18 Review				
Number of LAC pupils on roll	10			
Total LAC funding	£19,000			
Desired outcome	Chosen approach	Desired Impact	Cost	Impact statement 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	<p>No LAC pupil received a fixed or permanent exclusion throughout 17/18</p> <p>Both LAC pupils in year 11 made successful transitions to Post 16 education.</p> <p>60% of all LAC pupils received direct support and intervention from the school's Learning Mentor.</p> <p>50% accessed an Art Therapy programme with highly positive feedback.</p>
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	<p>English: 85% of LAC pupils made expected or more than expected progress.</p> <p>Maths: 92% of LAC pupils made expected or more than expected progress.</p> <p>PSD: 100% (62% more than expected) of LAC pupils made expected or more than expected progress.</p>

				100% of PP pupils achieved a qualification in English and Mathematics. 90% of qualifications achieved met predicted target. 10% of qualifications achieved exceeded predicted target.
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	All LAC pupils participated in full range of school led and based activities.
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	Several lap tops and other requested items were purchased during the year. This continues to be a relatively popular way of incentivising and supporting LAC achievement and attainment.