

Pupil premium strategy statement for Priory Pembroke Academy

1. Summary information					
School	Priory Pembroke Academy				
Academic Year	2017/18	Total PP budget (including CLA, Service and catch up premiums)	£68000	Date of most recent PP Review	17 th May 2016
Total number of pupils	173	Number of pupils eligible for PP	62	Date for next internal review of this strategy	23 rd Jan 2018

2. Current attainment (To be updated when validated information has been received)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		
Progress 8 score average		
Attainment 8 score average		

Priory Pembroke Academy is a new academy, officially opened on 1st September 2017, and so does not have 2017 results to report.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	KS2 Reading and Writing levels on entering the school are lower for Disadvantaged students than their peers, which creates a barrier to them making good progress in all subjects.
B.	KS2 Maths levels on entering the school are lower for Disadvantaged students than their peers, which creates a barrier to them making good progress.
C.	Historic evidence shows the number of Disadvantaged students who participate in extra-curricular and leadership activities is lower than that of their peers. Evidence shows there is a correlation between readiness for school, wider school engagement and positive academic progress.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for Disadvantaged students have improved, but are below the target for all students of 97%. This reduces their time in school and impacts on the progress being made.
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Progress for Disadvantaged students in English improved to diminish the difference to the National ‘other’ Progress8 score (+0.09 in 2017).	Disadvantaged students to improve progress in English (close the gap to come in line with national other). Module grades for all year groups based on robust and moderated regular assessment used to track progress and direct intervention / support. Regular use of formal reading and spelling assessments to track progress of students in all year groups, and ensure that intervention, support and challenge is at the appropriate level.
B.	Progress for Disadvantaged students in maths improved to diminish the difference to the National ‘other’ Progress8 score (+0.11 in 2017).	Disadvantaged students to improve progress in maths (close the gap to come in line with national other). Module grades for all year groups based on robust and moderated regular assessment used to track progress and direct intervention / support. Regular use of question level analysis to track progress of students in all year groups, and ensure that intervention, support and challenge is at the appropriate level.
C.	Improve the attendance rate for Disadvantaged students in line with school expectations.	Reduce the number of persistent absentees (PA) for Disadvantaged students to below 10%. Overall attendance for Disadvantaged students to improve to in line with other students nationally (target 97%, currently 95.3%).
D.	Increased aspirations and involvement in enrichment for Disadvantaged students, to improve readiness for school, and consequently having a positive impact on student progress.	Improved student attitudes to school, captured through mentoring, pupil voice and survey responses. Disadvantaged student representation within student leadership groups and extra-curricular activities to reflect the whole school proportions (30%). All Disadvantaged students receiving careers guidance at least 3 times per academic year to prepare them for the next stage in their education/training, and to build aspirations, All KS4 Disadvantaged students to have visited Post-16 provider open days, careers fairs, and engaged with industry through careers events, mock interviews and careers interviews, with access to external events prioritised for Disadvantaged students. Students in Year 11 to have post-16 applications completed by January 2018, and offers in place by Easter 2018.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B. Improved progress of Disadvantaged students, in order to close the gap between them and their peers.	Development of a whole school literacy programme	Improved literacy will allow Disadvantaged students increased access to the curriculum, leading to increased attainment. Improved literacy skills will have a positive impact on performance in all subject areas.	<ul style="list-style-type: none"> - Use of Reading and Spelling assessments to benchmark and regularly assess development of student literacy will enable the implementation of a personalised intervention package. (delivered in 1-1 or small group sessions) - Staff Literacy training, delivered by Literacy lead, each module will support the development of a whole school approach to further support students, with a focus on support for Disadvantaged students. Focus on development of reading for meaning, improving spellings, structuring answers. - Reviewed regularly by teaching staff and monitored by T&L Lead - Ensure coordinated focus on strategy with T&L lead and Literacy lead to ensure staff are able to implement effectively. 	Head of English / DH	Feb 18
A & B. Improved progress of Disadvantaged students, in order to close the gap between them and their peers.	Continued Professional Development opportunities (by request or through review by T&L Lead)	To provide training to staff to develop effective support for Disadvantaged students within the classroom. Increased knowledge of staff will lead to improved efficiency and effectiveness of in school systems and increased accessibility of the curriculum. Individual needs of students met more effectively, leading to improved outcomes for students	<ul style="list-style-type: none"> - Courses to be selected using evidence of effectiveness and applied for through T&L Lead. Dissemination to all staff through T&L sessions and use of peer observation and learning walks to evaluate impact on progress. - Development of a working party to develop the PP strategy, review actions to date, disseminate information to key stakeholders within the Academy, and develop an effective mentoring programme. - Increase the profile of Disadvantaged students and the Pupil Premium strategy within the Academy through: weekly inclusion of DA in the "Friday email" (staff update); creation and regular update of a DA noticeboard, with up to date research, links and current strategy focus; Creation of "Summary document" for staff information files; update to staff each module through the T&L sessions. - Work with the Priory Researcher in Residence to regularly review strategy and keep up to date with best practice. 	DH	Each module

<p>A & B. Outcomes for Disadvantaged students in English & maths are at least in line with expected progress</p> <p>Improved progress of Disadvantaged students, in order to close the gap between them and their peers.</p>	<p>Specialised Learning Support Assistants for Maths and English</p>	<p>LSAs with specialised knowledge of the curriculum, working to support classes, providing targeted 1:1 intervention and small group work will provide consistent and targeted support to students based on their current progress and regular feedback.</p>	<ul style="list-style-type: none"> - Regular monitoring of current progress to ensure closing the gap, and improved results. - Improve literacy and maths skills of PP students through targeted and planned interventions, coordinated by subject leads and LSAs. - Increase confidence in English and Maths through 1-1 or small group support, focusing on making small, regular and sustainable improvement, based on question level analysis of regular assessed tasks. - Improved outcomes in examinations at KS4. Narrowing of attainment gap with improved results for all students. LSAs to be directed by the subject staff. Updates to AH on interventions and outcomes fortnightly. 	<p>AH – Assessment and Curriculum</p>	<p>Each Module</p>
Total budgeted cost					<p>£43,000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve the attendance rate for Disadvantaged students	Counselling service (including CASY and mentoring)	The Children's Society report "The Damage of Debt" cites clear links between low income families struggling financially with increased mental health issues for young people. The emotional needs of students must be addressed to ensure we are meeting their needs and providing an appropriate education. Supporting students with mental health needs will lead to improved attendance, increased engagement in lessons, and subsequently improved outcomes for the students.	<ul style="list-style-type: none"> - Students will be referred for counselling by members of staff (teaching and support), or as a result of a parental request. All referrals will be made to the pastoral team who will ensure appropriate provision is put in place. - All students are supported in identifying signs of mental health, and how to access support through an extensive SMSC and PSHE programme. 	SLT lead for pastoral care	Each module
<p>A & B. Outcomes for Disadvantaged students in English & maths are at least in line with expected progress</p> <p>Improved progress of Disadvantaged students, in order to close the gap between them and their peers.</p>	Curriculum Resources (by request directly to PP Lead)	<p>Individualised support of curriculum areas is essential to increase engagement in lessons and with homework, which will lead to improved attainment due to deepened understanding of subject. Funding is available to support the development of classroom teaching and to provide bespoke interventions.</p> <p>Enrichment through experience of cultural visits and completion of examination work with required field work can be supported upon request.</p> <p>All requests for funding must identify specific Disadvantaged students and the intended impact on them. This will then be followed with a review of the funding use. Monitored by AH.</p>	<p>Funding uses so far in have included:</p> <ul style="list-style-type: none"> - Purchase of new exercise books across the school. Designed to improve marking, feedback, self and peer assessment as effective Feedback is recognised as adding an additional 8 months learning to students. - Purchase of Peer mentoring resources to support redevelopment of Buddies - Purchase of transition packs for Sept 2017 intake to ensure all students have the essential equipment from day one. - Purchase of additional English resources to support progress in KS4. - Revision evening, including purchase of revision materials, including guides, revision planners and essential stationary to enable Year 11 students to make an effective start to their revision, with a targeted campaign to ensure attendance of DA students. 	AH – Assessment and Curriculum	Each Module
Total budgeted cost					£15,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. Improve the attendance rate for Disadvantaged students</p> <p>D. Increased aspirations and involvement in enrichment for Disadvantaged students, improving readiness to learn.</p>	Provision of breakfast, lunch and after school club, including staffing.	Wrap-around facilities for students provide a social environment, opportunity to develop leadership skills, involvement in projects and a safe place for vulnerable students. Students are more prepared for a school day following a nutritious breakfast, and are more likely to attend school, and be punctual when they have attended breakfast club. After school club provides an good learning environment to complete homework and continue to develop other skills listed.	<ul style="list-style-type: none"> - Staff rotas to be created in advance, and all orders done to ensure the provision is effective and encouraging. - Regular review and monitoring of access to this provision by Disadvantaged students to ensure their needs are being met, with student voice. - Activities after school include, crafts, games, homework support, involvement in projects and competitions, team building, and essential life skills. - Students improve social skills through engagement with staff and peers. - Independence in students increases as they learn basic skills (preparation of breakfast, serving, planning visits, writing letters, budgeting etc) and vulnerable students are provided with a safe environment <p>Monitored by senior LSA and overseen by senior leadership team.</p>	Senior LSA	Jan 18
C. Improve the attendance rate for Disadvantaged students	Attendance monitoring and support.	The Attendance team will monitor the attendance of DA students closely creating action plans for individuals to improve attendance and punctuality.	<p>The Attendance team will monitor the attendance of DA students closely:</p> <ul style="list-style-type: none"> - Immediate contact with parents when a DA student has an unexplained absence (first day, and subsequent follow up), - investigate ways to improve attendance and punctuality in collaboration with parents and any other involved agency. - Use of attendance panel meetings to follow up persistent and increasing absence trends. - Weekly attendance update to PP lead, pastoral teams and SLT, highlighting trends, key students and actions in place. 	SLT lead for pastoral care	Each module
D. Increased aspirations and involvement in enrichment for Disadvantaged students	Careers guidance, through regular interviews and development of a careers strand in the SMSC	In order to raise student aspirations, a thorough careers programme will be embedded from Year 7 to enable students to make good choices throughout their education. Visits to further education establishments, local industry and meetings with local businesses will be used to develop the programme and ensure that students are receiving high quality support and guidance.	<ul style="list-style-type: none"> - Regular meetings will be held with Careers officer, SMSC lead and Pastoral team to review and refine the careers provision in place, and plan next stages. - Cultivation of links with local further education, apprenticeship providers and local businesses by the careers lead to continue development of a robust and effective careers programme. - Timetabled careers interviews for all students, calendared in line with key dates for students (eg sixth form application dates, year 9 options) with DA students starting the cycle. - Regular careers focus in the SMSC programme of study for all 	Pastoral Team	Each module

	scheme.		<p>students in years 7-11.</p> <ul style="list-style-type: none"> - Use of Subject Immersion Days to develop careers and life skills programme; including but not limited to careers talks, Barclays life skills, first aid. 		
Other	Support Fund	<p>This fund has been created to support students and their parents/carers with essential items, such as uniform, equipment and emergency travel. Access to funding is made via a direct application from the parent/carer to the AH – Assessment and Curriculum, or through discussion with the pastoral team. This will ensure that all students have access to essential items, that all students can access the curriculum and therefore make good progress and aims to remove barriers to attendance and learning</p>	<ul style="list-style-type: none"> - AH – Assessment and Curriculum will assess each request on an individual basis to ensure the needs of the student are being met to ensure they continue to make good progress. 	AH – Assessment and Curriculum	Each Module
Total budgeted cost					£10,000

6. Additional detail

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers, and to support children and young people with parents in the regular armed forces.

Disadvantaged pupils are defined as those who are in receipt of Free School Meals, or who have been in receipt of Free School Meals in the past six years (Ever 6). There is additional funding for Looked After Children (LAC), and those who have been adopted from care. There is also funding available for children with a parent/carer in the regular armed forces, or who have been in the past four years. Further information and guidance can be found [here](#). If your circumstances change, and you believe that your child is entitled to support through the Pupil Premium fund, please contact the school via enquiries generalenquiries@priorypembroke.co.uk

At Priory Pembroke Academy we believe that all students, regardless of background or circumstance, should receive a high quality education that allows them to succeed in life beyond school. We utilise the Pupil Premium funding in a variety of ways to support our students and close the achievement gap between them and their peers, however this funding use is always evolving. If you would like to discuss any specific need or ways in which this funding can be used to support your child on a more individual basis, please contact the Pupil Premium Lead swarnock@prioryacademies.co.uk

