# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
|  School name | Priory Pembroke Academy |
| Pupils in school | 263 |
| Proportion of disadvantaged pupils | 30% |
| Pupil premium allocation this academic year | £77,491 |
| Academic year or years covered by statement | 2019/20-2021/22 |
| Publish date | October 2019 |
| Review date | October 2020 |
| Statement authorised by | Mr S Evans |
| Pupil premium lead | Mrs S Warnock |
| Governor lead | Mrs C Booth |

## Disadvantaged pupil performance overview for last academic year

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| Progress 8 | -0.54 |
| Ebacc entry  | 0 |
| Attainment 8 | 37.1 |
| Percentage of Grade 5+ in English and maths | 16.7%  |

## Disadvantaged pupil barriers to success

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| Barrier 1 | KS2 Maths, Reading and Writing levels on entering the school are lower for PP students than their peers, which creates a barrier to them making good progress in all subjects. |
| Barrier 2 | High mobility of students, particularly in years 8-11, impact all students but especially those already at an educational disadvantage. Students often arrive with missing core knowledge and often poor attitude to learning. |
| Barrier 3 | Lower than average attendance  |
| Barrier 4 | Limited access to enrichment and wider careers opportunities |

## Strategy aims for disadvantaged pupils – Academic Capital

ADP targets 1. Further improve outcomes including groups of learners. 2. Ensure the Pembroke Curriculum is focussed and joined up. 8. Effective Teaching and Learning – Responsive teaching

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| **Aim** | **Evidence of impact** | **Target date**  |
| Progress 8 | Closure in the progress 8 gap between PP and non PP students in school | Sept 2022 |
| Attainment 8 | Achieve national average for attainment for all pupils | Sept 2022 |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | Sept 2022 |
| Ebacc entry | Increase EBacc Entry for PP pupils In line with National | Sept 2022 |
| Improved attitude to reading for pleasure  | Increased number of students accessing the Reading room. Improved student vocabulary, in particular tier two and three words.Students able to access all KS4 qualifications | Sept 2022 |

## Strategy aims for disadvantaged pupils – Social and Cultural Capital

ADP Target: 1. Further improve outcomes including groups of learners. 5. Develop strong relationships 6. Wellbeing – Staff/Students 7. Embed the Pembroke Pledge Programme

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| **Aim** | **Evidence of impact** | **Target date**  |
| To improve attendance of pupils eligible for the Pupil Premium Grant | Overall attendance for students eligible for PP to improve to the school target of 97% | Sept 2022 |
| Improved attitude to learning for all students, especially mid-year entry students | Implementation of a robust induction program for mid-year entry students. The number of behaviour incidents involving mid-year entry students reduced.Improved ATL reports (monitored every module) | Sept 2022 |
| Develop social and cultural capital of students with support for extra-curricular activities. | All pupils able to share their experiences and develop social skills that will stay with them for life  | Sept 2022 |

## Teaching priorities for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Develop quality feedback and use of cognitive strategies to support student learning.  |
| Priority 2 | Increase capacity for delivery of core subjects. |
| Barriers to learning these priorities address | Below average KS2 attainment on entry to Year 7. Poor attitude to learningLarge levels of pupil mobility into the Academy |
| Projected spending  | £25,000 |
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| **Measure** | **Activity** |
| Priority 1 | Improved attitude to reading, |
| Priority 2 | Improved ability to access the whole curriculum through tier two and tier three vocabulary development and knowledge of world issues/events. |
| Barriers to learning these priorities address | KS2 Reading and Writing levels on entering the school are lower for PP students than their peers, which creates a barrier to them making good progress in all subjects. |
| Projected spending | £14,000 |

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## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Provide specialist Learning Support Assistants for English and Maths |
| Priority 2 | Use of GL Assessment program to inform interventions and build appropriate support plans for students |
| Barriers to learning these priorities address | Students have lower than average attainment in both English and Maths on entry to the Academy. |
| Projected spending | £21,000. |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Provide PP students with a mentor to identify individual barriers to learning and improve attitude to learning. |
| Priority 2 | Provide access to counselling services |
| Barriers to learning these priorities address | Lower than average attendance for PP students. Lower than average ATL grades for PP students. Supporting mid-year entries to maintain a positive learning environment. |
| Projected spending | £5,000 |
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| Priority 1 | Provide a high quality careers program for years 7-11 |
| Priority 2 | Financial support for PP students to access educational and culturally enhancing visits |
| Priority 3 | Provision of Breakfast and Homework/additional learning Clubs |
| Barriers to learning these priorities address |  Lower than average attendance rate for PP studentsLimited aspirations and involvement in enrichment for PP students. |
| Projected spending | £12,500 |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
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| Teaching | Time to allow staff to develop and implement strategies to support cognition, feedback, reading and vocabulary (as appropriate)  | INSET CPLD time allocated to the development of each area throughout the academic year. Development of coaching teams and engagement in Federation CPLD program to further support staff. |
| Targeted support | Expertise of LSAs in core subject areas. | LSAs aligned with curriculum teams and included in curriculum development time. LSAs encouraged to attend teaching staff CPLD and INSET training |
| Wider strategies | Student engagement  | Promotion of wider opportunities (eg, breakfast and afterschool club, financial support for visits) to both students and parents/carers. Use of SMSC and assemblies to increase engagement with careers |

## Review: last year’s aims and outcomes

**Please see accompanying document *Review of Pupil-premium-strategy 18-19***