

Pupil premium strategy statement

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Priory Pembroke Academy
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Mr S. Evans
Pupil premium lead	Miss C. Neal
Governor / Trustee lead	Mr E. Hollamby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,035
Recovery premium funding allocation this academic year	£37,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,230
Total budget for this academic year (23/24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£220,554

Part A: Pupil premium strategy plan

Statement of intent

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label. Staff are aware of the pp cohort and have strategies in place to ensure equity in outcomes.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Our approach will be responsive to not only the common challenges, but the individual needs of each student through robust assessment and observation, not assumptions. We will gather evidence from a detailed 'capital' themed survey which will identify the bespoke needs of every child not just the disadvantaged. These results will devise individual interventions to bridge the most vital gaps and needs – whether this is for example participating in an enrichment activity or structural support in the home.

The approaches we have will complement each other to ensure all students reach their full potential, and leave Pembroke with improved life chances and can function as an effective citizen of the world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our data and observations suggest a low attitude to learning
2	Observations indicated that post Covid; student well-being, resilience and self-esteem has deteriorated
3	Data indicates what we need to encourage more independent reading and visits to the reading room. Pembroke is a school that reads!

4	Data supports that students need more opportunities to attain cultural capital
5	Data informs us that we need to ensure that reading ages of all students (not just pp) is at required age related ability. PP being lower than age related is a national trend.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All students complete the 'capital' themed questionnaire in 23/24	<p>The results indicate that disadvantaged students show a variation in their curiosity and passion for school:</p> <ul style="list-style-type: none"> • Improve parental engagement to embed better structure at home with routines, organisation and homework. • Our inclusive reward system, positive praise, relentless routines and use of the rules & values across the academy must be high profile with all students especially our disadvantaged. • Extracurricular enrichment opportunities are provided and varied every module to provide maximum impact with all students. Competitions, fixtures and clubs run both during the school day and after hours.
To improve learner self regulation and social & emotional intelligence – to have an impact on wellbeing.	<ul style="list-style-type: none"> • Regular enrichment activities and opportunities need to be accessible each module. • Mentoring – to encourage regular communication to support our students. • Use of positive praise in every classroom to motivate learning and develop resilience.
To develop passion for reading and thirst for knowledge	<ul style="list-style-type: none"> • All subject areas have a wider reading list embedded in their curriculum. This should be displayed in the department and regularly referred to through lesson starters, homework tasks or even lesson content. • Groups of pp students to visit reading room during form time when its less busy and when reading lead can direct students to specific books. • Regular visits to a bookshop
All students to have enhanced their cultural capital	<ul style="list-style-type: none"> • Through the taught and wider curriculum, many enrichment opportunities are provided. • PP students are encouraged to be involved and attend trips which we will fund the cost of.
All students are at required reading age	<ul style="list-style-type: none"> • Regular assessment of reading age through Thinking reading programme. This programme and monitoring uses data forensically regularly. • Students below chronological age are implemented onto intense programme to make up the gap. • Whole school approach to reading intervention will be implemented through CPLD on L4L. • Quality first teaching from all subject areas to include teaching reading skills • Explicit teaching of challenging vocabulary (disciplinary literacy is a trust focus in 2024)

	<ul style="list-style-type: none"> • Comprehension questions to check understanding • Teaching students to summarise • Dual coding included on resources.
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,627.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,905.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic with a particular emphasis on ...	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,022.00

Activity	Evidence that supports this approach	Challenge number(s) addressed

Behaviour	Increased capacity in pastoral team for 23/24 which has created streamlined systems in year groups which has had a positive impact in pp cohort.	
Attendance	Improvement seen with a much more forensic approach with a focus on smaller groups of students.	

Total budgeted cost: £220,554.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

We are pleased with the improved outcomes of our Pupil Premium (PP) initiatives during the 2022-2023 academic year, which have significantly impacted our students.

One notable achievement is the improvement in our Progress 8 (P8) score compared to previous years. The dedication and effectiveness of our pupil premium activities have contributed to this upward trend, demonstrating the positive influence of targeted support on student progress.

Full data can be found on the Compare Tables Website – [link](#)

In comparison to the national picture, our school's PP data showcases a strategic and efficient utilisation of resources, emphasizing our focus on an improving average outcomes for pupils eligible for pupil premium.

We are proud of the collaborative efforts of our staff, students, and support systems that have contributed to these encouraging results. As we move forward, we remain dedicated to fostering an inclusive learning environment that empowers every student to reach their full potential.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.