

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	595
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	20 th December 2027
Statement authorised by	Helen Spoons (HT)
Pupil premium lead	Lindsay Empson (AHT)
Governor / Trustee lead	Tim Dawson

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)	£4230
Total budget for this academic year (24/25) 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 Pupil Premium cohort and have strategies in place to ensure equity in educational and pastoral 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 detailed and forensic data and discussion 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, during academic hours, 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 with lack of aspiration and knowledge/understanding of career pathways
2	Emotional, social and well-being issues (all PP with specific focus on Service Pupils, Young Carers and EAL students)

3	Data supports that student need more opportunities to attain cultural capital with wider experiences
4	Attendance, monitoring and focusing on students with low attendance
5	Chronological reading ages, reading skills and engagement, vocabulary gap and mathematics. Data indicates what we need to encourage more independent reading and visits to the library. Pembroke is a school that reads!

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
We have detailed and forensic evidence about each child in order to provide bespoke care.	<p>The indications are 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.
Exceptional curriculum delivery to enhance disadvantaged progress and attainment, is embedded across the academy	<ul style="list-style-type: none"> • Disadvantaged Pupils make strong progress and attain in line with their peers via consistently high-quality curriculum knowledge delivery • Internal QA plus internal and external examination outcomes show improvement as evidenced by validated data. All PP pupils have access to a wide range of enrichment opportunities.
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 curiosity for knowledge	<ul style="list-style-type: none"> • All subject areas have a 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. • PP students to visit the library as often as possible, the reading lead can direct students to specific books. • Regular visits to a bookshop

<p>All students to have enhanced their cultural capital with parental engagement increasing to embed an aspirational culture for all pupils and groups of pupils</p>	<ul style="list-style-type: none"> • Through the taught and wider curriculum, many enrichment opportunities are provided. • Disadvantaged Pupils are encouraged to be involved and attend funded trips • Enhanced bespoke careers provision • Career pathways are easily accessible and readily provided. • Aspirations within disadvantaged pupils grow as a result which is shown in the Academy NEET figure and wider destinations data • Increased participation by Disadvantaged Pupils and parents at academy events and opportunities for all parents to feedback to the Academy on school development.
<p>Increased and consistent attendance of Disadvantaged Pupils in line with non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Attendance of Disadvantaged Pupils is in line with or better than whole academy and national averages for all pupils.
<p>Improved oracy, literacy skills, vocab acquisition, chronological reading ages and mathematics.</p>	<ul style="list-style-type: none"> • Regular assessment of reading age through a range of reading interventions. These programmes and their monitoring uses data forensically regularly. • Students below chronological age are implemented onto intense programme to make up the gap -this is led by two internal full time Reading Mentors • Whole school approach to reading intervention • Quality first teaching from all subject areas to include teaching reading skills • Explicit teaching of challenging vocabulary (disciplinary literacy is a trust focus) • Comprehension questions to check understanding • Teaching students to summarise • Dual coding included on resources.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching staff engage in the Trust Professional Development Programme</p>	<p>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.</p>	<p>1 - 5</p>

<p>Enhanced CPD and systems to support effective tracking, monitoring and analysis of disadvantaged pupil progress and attainment, including a focus on Service Children, Young Carers and EAL.</p>	<p>DfE Guidance supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit.</p> <p>Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external CPD platforms including the National College. Middle Leader development programme is implemented additionally a focus on Governor training.</p> <p>Effective tracking, monitoring and analysis built into and embedded into CPD delivery across the year through half termly QA windows, and whole school work scrutiny – including use of reporting.</p> <p>Implemented by the Senior Leadership Team to ensure that CPD links to key time periods for data collects, moderation and data analysis. Progress and Outcomes focuses on school specific vulnerable groups.</p>	<p>1 – 5</p>
<p>Disadvantaged strategy is well led in order to lead to rapid improvements in outcomes for Disadvantaged Pupils</p>	<p>PP Lead and team enhancing PP provision through close evaluation of successful strategies. Proportionate expenditure on use of leadership time to secure improvements in disadvantaged outcomes at whole academy level through leading PP strategy.</p> <p>All staff to focus on extending provision for disadvantaged students as evidenced internal QA and CPD sessions.</p> <p>This will be implemented through rigorous accountability for outcomes and strategy in Line Management, Department Development Planning evidenced through QA and Challenge meetings</p>	<p>1, 2, 3, 5</p>
<p>PP focus through curriculum delivery.</p>	<p>All subject leaders bid for funding to support specific curriculum delivery opportunities.</p> <p>Evidenced through evaluation of online applications, which will focus on supporting curriculum delivery in the classroom. Subject specific according to need identified in Department Development Plan</p> <p>This will be implemented through the bid process and half termly QA.</p>	<p>1, 3, 4, 5</p>
<p>A love for reading is embedded in all pupils via interventions, bedrock vocabulary and the new library space. Therefore, contributing</p>	<p>Reading ages are shown to be some of lowest amongst Disadvantaged Pupils and the key literacy skills such as inference are critical in closing the gap particularly at Key Stage 3.</p>	<p>3, 5</p>

to improved chronological reading ages and improved inference skills	Increased capacity in library areas and usage of the library resources to include the careers hub.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 pupils secure improved outcomes for the disadvantaged cohort in the Summer of 2026 in line with FFT20 targets.	Rigorous accountability for outcomes and strategy through the assistant head in charge alongside the head teacher. Year group team to consider those pupils in need of targeted pastoral and academic support in order to meet identified need.	1, 2, 5
Existing Learning Support Assistants (LSAs) are provided with opportunities to access external qualifications so that small group interventions can be enhanced.	SENDCo and SLT link ensure that correct pupils are identified with appropriate support in order to support emotional development as well as academic development. Reading Mentors are provided with external CPD to gain qualifications	2, 3, 5
Assessment for all pupils and groups of pupils is initially diagnostic, accurate and meets needs so that high quality provision can follow through the curriculum.	System of diagnostic assessment implemented in order that all pupils' needs are diagnosed and, subsequently met (GL and PASS Assessment). Use of GL tools allows for timely and externally validated data to ensure outcomes are accurate and learning needs are rapidly identified. Senior Leader for Assessment ensures testing is conducted in a timely & efficient manner in order to identify need and future strategy.	5
Revision Sessions and after school interventions are implemented to ensure that GCSE pupils have opportunities to revise and embed key knowledge and understanding outside the classroom.	Pupils sign up for revision sessions (targeted Disadvantaged Pupils) via a menu of choices. A good proportion of Disadvantaged Pupils do not have the environment outside of school to revise effectively – the revision programme allows those pupils to access this without fear or any barriers. Attendance and progress is monitored and evaluated by Heads of Department to ensure impact is gained.	1, 2, 4

<p>Disadvantaged pupil attendance is in line with peer attendance and national expectations and averages</p>	<p>Clear system and expectation in relation to punctuality and attendance below 95%. Strong correlation between attendance and outcomes show that it is essential for pupils to be in school and on time.</p> <p>Attendance officer in post in order to track and monitor attendance across the Academy, particularly for Disadvantaged Pupils,</p> <p>Form tutors, Inclusion leads and heads of house to support attendance conversations in order to ensure students are in school</p> <p>All lates are tracked and followed up daily and are supported by clear non-attendance procedures and support.</p>	<p>4</p>
<p>Increased knowledge of supporting and improving disadvantaged attendance with all key stakeholders including parents</p>	<p>High quality and informative CPD and information provided to Pastoral Teams and parents. Pastoral consistency is critical to attendance being effectively tracked and compulsory safeguarding expectations adhered to. Information provided at key Parents' Evenings and via the whole academy CPD model. Additionally, through the Parental Engagement.</p>	<p>1, 4</p>
<p>Pupil well-being is monitored within more vulnerable pupils via continued accessible support from internal pathways and external providers including MHST, Listen2 U, Nurture Garden and Noise academy.</p>	<p>Allocation of in-school counselling services for targeted vulnerable pupils. Use of PASS survey, attendance and safeguarding to identify needs and groups.</p> <p>1:1 mentoring sessions with Disadvantaged Pupils and Young Carers.</p> <p>As increased attendance leads to improved progress. Well-being is fundamental to those pupils being in school, and with a positive mind-set. Counselling services monitored by Senior mental health lead, behaviour and SENDCo via mentoring provision and within panel meetings.</p>	<p>2</p>

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

Budgeted cost: £82,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour	Increased capacity in pastoral team from 2024/25 has created streamlined	1, 2, 3, 4

	systems in year groups which has had a positive impact on pp cohort.	
Attendance	Increased capacity in attendance team from 24/25 which has created streamlined systems in year groups which has had a positive impact on pp attendance.	4
Aspiration	Raising of pupil awareness in relation to a working and team environment within the world of employment with links to local employers and the Academy embeds a system where pupils receive regular advice, guidance and opportunities to engage with external providers.	1
Enrichment	LEN to ensure that matters regarding subsidising excursions are dealt with discreetly and on a one to one basis with the family. Department PP bids to support additional opportunities. All opportunities are linked to educational value and the holistic experience. All pupils should have access to this. Rewards initiatives to support enrichment for Disadvantaged Pupils.	1, 3
Support	Hardship fund for families whose child/ren is/are eligible for PP funding to cover uniform, shoes, voluntary contributions and miscellaneous appropriate expenditure. When all barriers to underachievement are removed or reduced, pupils can succeed regardless of finance. Heads of year to liaise with LEN in relation to expenditure and pupils subsidised.	2, 4

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 2024 - 2025 academic year.

We acknowledge some improved outcomes from our Pupil Premium (PP) initiatives during the 2023-2024 academic year. For the year (2024/5) the strategy has been re planned due to a change in leadership.

There has been tangible impact at the end of 2025 and this is evidenced in the Inspection Data Summary Report (IDSR) November 2025:

Attendance – relative improvement at close to national
Disadvantaged pupils' attainment gap is narrowing and close to average
The trend for disadvantaged pupils' progress 8 is narrowing
The gap for Disadvantaged pupils attaining English and maths at grade 4 plus is narrowing compared to national non-disadvantaged
The gap for Disadvantaged pupils attaining English and maths at grade 5 plus is narrowing compared to national non-disadvantaged
Disadvantaged pupils English A8 - gap is narrowing
Disadvantaged pupils English P8 - gap is narrowing (trend to 2024)
Disadvantaged pupils English grade 4 plus and 5 plus -gap is narrowing
Disadvantaged pupils Mathematics A8 - gap is narrowing
Disadvantaged pupils Mathematics at grade 4 plus and 5 plus - gap is narrowing
Disadvantaged pupils Science grade 4 plus -gap is narrowing
Disadvantaged pupils Humanities grade 4 plus and 5 plus -gap is narrowing
Disadvantaged pupils EBacc A8 -gap is narrowing (P8 gap to 2024 is narrowing)
Disadvantaged pupils Open A8 2024 gap is narrowing

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, emphasising our focus on an improving outcomes, in a range of ways, for pupils eligible for pupil premium.

We are proud of the collaborative efforts of our staff, students, and support systems that have contributed to 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
Bedrock Vocabulary	Bedrock Learning
Think Reading	Thinking Reading
GL Testing	GL testing
Sparx Maths	Sparx
Hearts for Learning	HFL Education
Noise Academy	Noise Academy
Active Hub - MFL	Pearson
Exampro	Exampro
Seneca	Seneca Learning

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.

In addition the Trust provides a Pupil Premium Framework for schools to align with.