

## Pupil Premium strategy statement 2019 to 2020

School name	Students in the school (Y7-Y13)	% disadvantaged (Y7-Y11)	Academic year covered
The Priory School	1190	19.8%	2019 – 2020
Statement authorised by	DA strategic lead	Governor lead	Governing board committee
Geraint Edwards	Sandra Hibbert	Abbie Carpenter	C&P
Last external DA review			
10/06/19 and 11/06/19			

'The Pupil premium is a school- level grant that gives schools extra resources to help meet its challenges, including those arising from deprivation. The needs of all students, eligible and others, should be assessed and the grant used to make maximum impact in the school'

DfE Pupil Premium frequently asked questions 2019

The Pupil Premium is allocated to the school based on the January census. There are four categories of money that make up this allocation

Factor	Allocation
Students in Y7-Y11 recorded as having had Free School Meals at any point in the last 6 years	£935
Children Looked after	£2300
Children in 'post-Local authority' care, including those who have been adopted from care	£2300
Students in Y7-Y11 recorded as having been the child who has had a parent in the Armed Forces in the last 5 years	£375

Summary of Pupil premium funding over the last 3 years

Academic year	Numbers of students on roll (Y7-11)	Number of students eligible for Pupil premium	% of students eligible for Pupil premium	Total Pupil premium allocation	Central Pupil budget	Discretionary activity funding
2017- 2018	954	216	23.0	£183882	143882	£40000
2018- 2019	990	200	20.0	£193107	£149000	£44107
2019 -2020	1018	202	19.8	£177659	£122104	£55555

## DA student profile

Year group	Year group	Number DA	% DA	Male	Female	BME	SEND K	EHCP	Attainment H		Attainment M		Attainment L	
									Cohort	DA	Cohort	DA	Cohort	DA
Y7	210	47	22	106	104	59	40	1	74	11	115	30	16	5
Y8	210	39	19	114	96	54	39	3	79	7	102	21	17	9
Y9	204	31	15	97	107	62	31	8	66	2	106	19	16	7
Y10	194	32	16	91	103	40	42	3	51	6	108	17	29	8
Y11	200	54	27	107	93	45	34	1	79	7	89	26	17	12
Whole school	1018	203	20	515	503	260	186	16	349	33	520	113	95	41

## DA barriers to learning

At The Priory School our DA students can have a range of barriers to their learning. Through analysis of in-house data (progress reports, behaviour and attendance) barriers to learning surveys and 121 interviews, a detailed picture of need has been identified. As a result, we tailor our interventions to address these needs of our students and ensure that we are reflecting upon the impact of these interventions in order to yield the best possible outcomes.

Barrier to learning	Y7 (47)	M	F	BME	SEND	Y8 (42)	M	F	BME	SEND	Y9 (31)	M	F	BME	SEND	Y10 (31)	M	F	BME	SEND	Y11 (54)	M	F	BME	SEND
Below age expected reading	-	-	-	-	-	6	5	1	0	6	2	0	2	0	2	5	2	3	2	4	6	3	3	2	3
Organisation issues	15	11	4	14	6	17	15	2	4	11	6	1	5	3	3	11	8	3	1	5	14	9	5	4	2
Homework issues	6	5	1	1	2	10	9	1	2	8	7	2	5	3	3	8	6	2	0	5	12	9	3	4	2
Attitude to learning issues	15	11	4	3	6	18	15	3	4	11	7	4	3	3	1	12	8	4	1	5	17	12	5	6	9
Attendance below 96%	25	13	12	6	8	21	12	9	9	6	19	5	14	10	5	18	10	8	2	7	34	16	18	11	9
Punctuality- late to school	38	21	17	12	9	24	16	8	9	9	21	5	16	9	6	22	10	12	4	6	30	14	16	13	10
Punctuality between lessons	6	6	0	3	3	1	1	0	0	1	2	0	2	1	0	4	3	1	1	2	5	3	2	2	4
EAL	1	1	0	1	0	3	1	2	3	0	4	0	4	4	0	2	1	1	1	0	3	0	3	3	1
Specific learning difficulty	12	5	8	3	12	14	11	3	2	14	8	3	5	1	5	9	5	4	1	9	36	29	7	7	7
SEMH	9	3	6	2	4	12	9	3	1	7	5	2	3	2	1	12	7	5	0	4	8	2	6	3	0
Child protection	2	1	1	0	1	1	1	0	0	1	1	0	1	1	0	2	0	2	1	1	5	3	2	1	2
Parental engagement & support issues	16	10	6	3	7	12	9	3	4	8	17	4	13	9	5	13	9	4	2	6	10	4	6	3	1
No Study space at home	2	1	1	1	0	1	1	0	0	0	4	1	3	2	2	4	2	2	0	2	5	3	2	1	2

No participation in clubs	10	6	4	3	4	17	10	7	4	4	17	4	13	5	5	15	5	10	3	2	18	7	11	6	5
No participation on trips	27	12	15	11	6	13	10	3	3	4	8	2	6	2	2	6	2	4	2	1	4	2	2	0	1
No current career aspirations	10	5	5	4	2	13	9	4	2	4	9	2	7	3	2	7	3	4	1	1	1	1	0	1	0

### Allocation of funding 2019 - 2020

As a school, we review publications on DA from the Sutton Trust as well as the evidence based research from Education Endowment Foundation (EEF) in order to ensure that the DA funding is spent in the most effective way. Each year, the interventions and spending are reviewed in order to take into consideration new guidance. **19.8%** of students at The Priory School were identified as DA students in this academic year.

The DA money is allocated into two categories; **Central funding (CF) and Discretionary activity funding (DF)**

**Total funding for the academic year 2019 -2020 was: £176,688**

### Central funding

Spending action	Cost	Intent	Implementation	Impact
<b>AHT with DA responsibility and quality assurance (% wage based on % DA)</b>	£15,160.00	To create capacity at SLT to implement and monitor the DA strategy	To co-ordinate whole school DA quality assurance, run the DA drive team, report to SLT & the Governing Board.	Increased consistency in the learning experience of DA students to promote better outcomes in attainment and progress.
<b>Disadvantage administrator</b>	£21,374.00	To provide capacity to liaise with stakeholders, support initiatives and engage with DA students	To facility the development of a cultural capital programme and improve parental engagement with the school.	Increased participation in parental engagement to support student academic & cultural capital development.
<b>SEND learning support staffing ( % wage based on % DA SEND)</b>	£37,007.00	Increase the staffing capacity within Learning Support to target DA students specific learning needs	Targeted support in lessons or small group work on specific learning needs.	Targeted students can access the curriculum and are on track to make expected progress.
<b>Wellbeing Department ( % wage based on %DA)</b>	£8898.00	To increase the capacity to support SEMH issues within the student body.	Targeted support through a triage process for students with wellbeing concerns.	Targeted students become re-engaged in their learning and have a positive outlook on their school experience.
<b>Assistant Head's of Year (TLR cost)</b>	£15,000.00	To increase the capacity of the pastoral team to support identified DA students with attendance, punctuality & behaviour concerns.	AHOY will focus on key groups of DA students in their year groups to coach & mentor them.	Targeted students will have improved attendance, punctuality and reduced incidences of poor behaviour. This will have a positive impact on their school experience.

<b>Raising Aspirations co-ordinator (% wage based on % DA in school)</b>	£10,365.00	To increase the capacity of the RA co-ordinator to support DA students in career development	Review of DA aspirations through 121 meetings, targeted opportunities and profile building on Unifrog.	Students have a better understanding of what opportunities are available for them and engage better in their learning.
<b>Capitation increase for core subjects ( % whole school DA)</b>	£8,900.00	To increase resourcing for DA students in English, maths & science.	HoD identify additional resources to support key groups of DA students in their subject areas.	Student are supported through additional resource, which supports their engagement in learning.
<b>CPD – Dept capitation will be increased by (% DA whole school)</b>	£1800.00	Greater financial flexibility to support identified CPD needs; focus subject knowledge	HoD to identify CPD subject knowledge needs through the PA process & staff audits.	Increased access to CPD support the delivery of curriculum areas.
<b>Lexonic training &amp; delivery ( cost of the programme &amp; staffing time allocated at £2k a period)</b>	£ 3000.00	To target students who need to develop their literacy.	Trained staff to with draw student for 1 hour a week on a 6-week programme.	Identified student make appropriate progress in their literacy & reading.
<b>Total Central funding spending</b>	£122,104.00			

#### Discretionary activity funding April 2019 to March 31<sup>st</sup> 2020

Spending action	Cost	Intent / Barriers	Implementation	Impact
After school tuition – Tutor Doctor	£6500	To improve maths and/or English progress for Y11 students who are below their target grade.	Information was provided to the tutors on what areas to focus upon. Tutors met and provided individual instruction to the targeted students.	Increased progress figure for the students in English and/or maths.
Y11 Easter Exam Preparation Programme	£5550	To develop examination skills and recall of facts for targeted Y11 students across all subjects.	Teachers chose students based upon assessments, to attend 3 hourly exam preparation sessions. The particular areas of support were focused upon and then re-tested.	Improved ability to answer questions in the area that the student struggled with.
February half term booster – Tutor Doctor Y11	£3600	To accelerate maths and /or English progress of underachieving Y11 DA students.	Targeted Y11 students based upon progress, attend a three day workshop during half term	Confidence and the ability to answer exam style questions in assessments are both increased. GCSE predictions improve.
May half term booster – Tutor Doctor Y10	£2700	To accelerate maths and /or English progress of underachieving Y10 DA students	Targeted Y10 students based upon progress, attend a three day workshop during half term, where there is intense tuition and subsequent assessment of identified areas of maths/ English	Confidence and the ability to answer exam style questions in assessments are both increased.
Y10 GCSE success day (Learning Performance)	£800	This course is designed to help students develop and use <b>study</b>	Learning performance representative presents metacognition, memory	Students feel more confident in their learning and in their approach to

		<b>skills</b> that will help them become successful learners.	and learning strategies to a group of targeted Y10 DA students.	memorising factual knowledge as they have a range of skills to help them.
Y7 and Y11 guest speakers – Action Jackson	£2000	Action Jackson is a motivational speaker. The purpose of these assemblies is to inspire students to be more ambitious about their future and be aware of strategies support them to do this.	Extended assembly for each year group.	Improvement in engagement and confidence, leading to overall attitude to learning scores.
Music tuition – 3 terms	£7000	To provide instrumental lessons for DA students with an interest in learning an instrument.	Students attend instrument lessons during the school day for a year.	Skills learned improve confidence and resilience. Cognitive functions, such as memory recall are concentration are developed. There is an improvement in attitude to learning.
Attendance intervention	£1500	To improve the attendance of DA students with attendance of less than 94%.	Letters sent to parents highlighting concerns. Students are placed on a 12 week programme where their attendance is monitored weekly wo improve their attendance	There is sustained attendance improvement.
Wellbeing & mental health resources	£600	To support and reduce barriers of students whose emotional health is affecting their wellbeing	Students who present with emotional and mental health issues begin a programme of counselling sessions with one of the school's counsellors to give them strategies of coping with their well-being issues.	Each student's well-being improves and they have less episodes of challenging emotions. They become more resilient, as measured by attendance, progress data and well-being questionnaires.
Mentoring support	£2000	To improve confidence and raise aspirations of targeted Y11 students.	Students are allocated external business mentors, with whom they meet each week.	Students are more confident and have raised aspirations about their future career choices. Engagement with school improves.
Summer school	£2000	To break down social and emotional barriers of Y6 students in transition. By meeting with key staff and other transition students.	A week's programme of events and activities are organised by SEND department and head of Y7. Students are chosen based upon information from primary schools.	Targeted students feel less anxious about starting secondary school. Attendance is good and confidence is improved.
Food technology ingredients	£800	To enable current DA students to take part in the practical aspects of Food Technology by removing the concerns regarding the cost of ingredients.	Ingredients are bought each week for DA students and provided to the student's practical lessons.	Increased participation and engagement in Food Technology lessons.

Young carers intervention support	£500	To improve the well-being of young carers by providing activities which provides opportunities to share their feelings and situations.	Young carers meet each week to take part in a range of activities.	Young carers feel valued and supported. Attendance and engaged is improved.
Cultural capital programme	£3000	To improve the cultural capital of DA students.	Visits to a range of venues such as science live at Cambridge, Art galleries, museums.	Students gain essential knowledge, in addition to the national curriculum, which will help them prepare for their future success.
Outward bounds programme / DoFE	£2000	To foster the personal growth and social skills of participants by using challenging expeditions in the outdoors.	Targeted DA students attend a programme of outward bound activities.	Behaviour, engagement and attendance improve. Students are more confident and able to interact socially.
Chromebooks purchase	£15005	To develop and enhance skills and opportunities provided by digital learning both at home and in school.	Chrome books are purchased for DA students	This increases their efficiency and productivity. In addition to engaging students, digital learning tools and technology sharpen critical thinking skills, which are the basis for the development of analytic reasoning
<b>Total Discretionary funding spending</b>	<b>£55555.00</b>			

#### Disadvantage student performance (Y11) overview for last academic year September 2018 to July 2019

School P8	School DA P8	Hertfordshire DA P8	National DA P8
0.16	-0.10		-0.45

	DA cohort	Male	Female	BME	SEND K	Attainment H	Attainment M	Attainment L
Progress 8	-0.101	-0.079	-0.130	-0.731	-0.680	0.787	-0.173	-1.158
A8	41.81	42.88	40.45	27.00	23.91	68.54	38.48	13.05
A8 English	8.76	8.64	8.91	5.50	5.00	13.71	8.46	2.60
A8 Maths	7.60	8.29	6.73	5.00	3.82	12.86	7.08	1.60
A8 Ebbac	12.64	13.07	12.09	9.50	6.91	21.14	11.62	3.40
A8 Open element	12.81	12.88	12.73	7.00	8.18	20.82	11.33	5.45
% 9-5 (E&M)	36	35.7	36.4	50	0	85.7	23.1	0
% 9-4 (E&M)	48	50	45.5	50	9.1	100	38.5	0

#### Absence analysis for DA students September 2018 to July 2019

	Year 7	Year 8	Year 9	Year 10	Year 11	Overall	National average
DA students %	5.4	9.2	6.01	10.21	8.38	7.84	8.2

<b>Non DA students %</b>	<b>3.16</b>	<b>4.79</b>	<b>5.48</b>	<b>4.35</b>	<b>6.24</b>	<b>4.80</b>	<b>5.5</b>
<b>Gap %</b>	<b>2.24</b>	<b>4.41</b>	<b>0.53</b>	<b>5.86</b>	<b>2.14</b>	<b>3.04</b>	<b>2.7</b>

#### Fixed term exclusions September 2018 to July 2019

	Fixed period exclusions		Students with 1 or more fixed period exclusions	
	Number of students	School %	Number of students	School %
<b>All students</b>	24	2%	3	0.3%
<b>DA students</b>	16	8%	4	2%
<b>GAP</b>	8	-6%	-1	-1.7%

#### Destination data for school leavers in 2019

Destination	Total	Male	Female	BME	SEND K	L3 course	Level 2 course	Level 1 course
TPS 6 <sup>th</sup> Form	10	6	4	1	1	10	0	0
Other 6 <sup>th</sup> Form	1	1	0	0	0	1	0	0
Shuttleworth College	1	1	0	0	1	0	1	0
Oaklands College	1	0	1	0	1	0	1	0
North Herts College	10	5	5	1	8	3	0	7
Apprenticeship	1	0	1	0	0	0	1	0
Other	1	1	0	0	0	0	1	0