

## Priory Junior School - Pupil Premium Plan 2020 – 2023

1. Summary information					
School	Priory Junior School				
Academic Year	2020-21	Total PP budget	£115,565	Date of most recent PP Review	
Total number of pupils	341	Number of pupils eligible for PP	82	Date for next internal review of this strategy	
2. Current attainment					
2019 School Outcomes		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		52.6%		65%	
% achieving in reading		57.9% (26.3% at higher standard)		73%	
% achieving in writing		63.2% (26.3% at higher standard)		78%	
% achieving in maths		68.4% (21.1% at higher standard)		79%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions.				
B.	Access to a range of first-hand learning experiences and lack of cultural capital.				
C.	Range of children with emotional issues surrounding self-esteem and resilience.				
D.	In some cases, learning skills may need developing, eg organisation, commitment, resilience.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	All teaching to be good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the gap			All teaching and interventions are recorded as good or better in triangulated learning walks  Attainment of pupil premium pupils is in line with or above national at end of KS2	

		<p>Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed</p> <p>There is an increased % of pupil premium children working above national</p>
B.	Pupils develop their cultural capital and their first-hand experiences of learning is enriched.	<p>Curriculum is planned to incorporate opportunities to develop cultural capital such as inspirational and diverse role models,</p> <p>Subject leaders to monitor application of schemes of work and opportunities for a range of learning experiences.</p> <p>Access to class trips (including residential) for all children.</p>
C.	There is effective support in place to support children's social, emotional and mental health needs.	<p>Pastoral care and provision maps reflect the support in place to meet children's identified needs.</p> <p>Monitoring and tracking shows impact of support.</p> <p>Behaviour and exclusion data show impact of effective pastoral care.</p>
D.	Teachers and pupils are more confident in teaching and applying metacognition skills.	<p>Teachers acquire professional understanding and skills to develop metacognition knowledge.</p> <p>Metacognition strategies are taught to children.</p> <p>An appropriate level of challenge is set to develop pupil level of metacognition.</p>

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5. Planned expenditure				
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	What is the evidence and rationale?	How will it be implemented?	Staff lead	When will you review implementation?
A) All teaching to be good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the gap	Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils.	<p>Ensuring good or better teaching through CPD programme.</p> <ul style="list-style-type: none"> <li>• Lesson study</li> <li>• Subject/ Year Group Review Mornings</li> <li>• External courses</li> <li>• Staff training – staff meeting time</li> <li>• Staff training – half termly year group CPD sessions</li> </ul>	EW/CS	

	<p>All staff will know children well and will plan effectively for their progress.</p> <p>Close analysis of PP data to provide timely interventions.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>Evidence from EEF on importance of personalised feedback. (+8 months)</p> <p>School intent – ensuring that our learners attain a good level of skills in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Monitor through learning walks, observation, pupil voice and book/planning scrutiny</li> <li>• Effective feedback</li> <li>• Reading (?) Basic Skills Quality Mark?</li> </ul> <p>Coaching programme for teachers not achieving good or better teaching in triangulated observations.</p> <ul style="list-style-type: none"> <li>• Weekly coaching meetings</li> <li>• Team planning and teaching</li> <li>• Individualised CPD/support plan</li> </ul> <p>TA training</p> <ul style="list-style-type: none"> <li>• Half termly TA training</li> <li>• Peer observation study</li> <li>• CPD programme</li> </ul> <p>Improve robustness of assessment data use to close gaps</p> <ul style="list-style-type: none"> <li>• Pupil Progress Meetings and preparation time</li> <li>• Question level analysis to explore gaps in learning</li> <li>• Use of formative assessment in planning cycle</li> <li>• Pupil Premium Leads monitoring</li> </ul>		
<p>B) Pupils develop their cultural capital and their first-hand experiences of learning is enriched.</p>	<p>Ofsted's New Framework Requirement: 26: Quality of education Schools will be judged on the intent, implementation and impact of their curriculum. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</p>	<p>Development of new curriculum</p> <ul style="list-style-type: none"> <li>• Work with subject leaders to ensure a range of enriching learning experiences for the children</li> <li>• Use of local area and contexts to support learning across the curriculum</li> </ul> <p>Opportunities for enriching learning experiences</p> <ul style="list-style-type: none"> <li>• Visits to supplement the curriculum such as authors and historians</li> </ul>	<p>EW/CS</p>	

	School intent – Setting engaging contexts for learning – with discrete subjects linked to this context.	<ul style="list-style-type: none"> <li>After School clubs</li> </ul>		
D) Teachers and pupils are more confident in teaching and applying metacognition skills.	<p>According to the EEF 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.'</p> <p>School intent – Making sure our learners are actively engaged in the learning process, developing their ownership of their learning</p>	<p>Staff training</p> <ul style="list-style-type: none"> <li>External training on metacognition</li> <li>Metacognition to form part of staff CPD programme</li> <li>Metacognition to be part of monitoring cycle</li> </ul> <p>Childrens understanding of skills</p> <ul style="list-style-type: none"> <li>Explicit lessons on metacognition skills</li> <li>Teacher modelling of metacognitive skills</li> <li>Opportunities for self- assessment</li> </ul>	EW/CS	
<b>Total budgeted cost</b>				£50,794 (46.2%)
<b>ii.Targeted support</b>				
<b>Desired outcome</b>	<b>What is the evidence and rationale?</b>	<b>How will it be implemented?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A) All teaching to be good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the gap	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</p> <p>The EEF states: overall, evidence shows that small group</p>	<p>Targeted intervention to support pupil close gaps Interventions staff already training in...</p> <p>Rapid reading Sound Training Leap Training ERT 1<sup>st</sup> Class@number 1<sup>st</sup> class@writing Success@arithmetic Inference training Pre-teaching of concepts ahead of lessons</p> <p>Reading Gladiators</p> <ul style="list-style-type: none"> <li>Targeted at Higher level pupils in year 4 and 6 to support further progress in reading</li> </ul>		Dec 2020

	<p>tuition is effective and, as a rule of thumb, the smaller the group the better. It can improve progress by 4 months.</p> <p>School intent – ensuring that our learners attain a good level of skills in reading, writing and maths.</p>	<p>1:1 Reading</p> <ul style="list-style-type: none"> <li>Daily reading with an adult</li> </ul> <p>Training</p> <ul style="list-style-type: none"> <li>Where new interventions are identified as needed or effective training to be provided to staff so these can be utilised.</li> </ul> <p>Library opening at lunchtime</p> <ul style="list-style-type: none"> <li>Access to reading materials to promote reading for pleasure</li> <li>Homework support (?)</li> </ul>		
<b>Total budgeted cost</b>				£28,290 (25.7%)
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>What is the evidence and rationale?</b>	<b>How will it be implemented?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B) Pupils develop their cultural capital and their first-hand experiences of learning is enriched.	<p>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</p> <p>School intent – Setting engaging contexts for learning – with discrete subjects linked to this context.</p>	<p>Access to class trips including residentials</p> <p>Curriculum enrichment days</p> <ul style="list-style-type: none"> <li>Roman/Egypt/Viking day</li> <li>Author visit</li> <li>Young un's</li> <li>Theatre companies</li> <li>Streamed concerts</li> </ul> <p>Music tuition</p>		
C) There is effective support in place to support children's social, emotional and mental health needs.	<p>Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school . (EEF – SEL +4 months)</p>	<p>Inclusion worker</p> <p>Play therapist</p> <p>Growth Mindset</p>		

	<p>Extension of play therapy - this work has been highly effective in the past</p> <p>School Intent: Developing out learning values throughout the curriculum.</p> <p>Misbehaviour can have a long-lasting effect on children's progress and attainment</p> <p>(EEF Improving behaviour guidance report</p>	<p>Restorative Approaches</p> <p>Low-level behaviour project</p> <p>Project to focus on:</p> <p>Implementation of new rules 'Ready, Safe, Kind'</p> <p>Consistency of application of the behaviour policy</p> <p>5:1 rule – 5 positive interactions for every one negative</p> <p>Improving teacher pupil relationships:</p> <p>2:10 – 2 minutes a day for 10 days discussing non-academic with identified pupils</p> <p>Teach learning behaviours</p>		
<b>Total budgeted cost</b>				£30,770 (28%)
<b>Total budgeted cost</b>				£109,854
<b>Surplus</b>				

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				

In this section you can annex or refer to **additional** information which you have used to inform the statement above.