

# Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding 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 Junior School           |
| Number of pupils in school                                                                                      | 280                            |
| Proportion (%) of pupil premium eligible pupils                                                                 | 28.6%                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027                      |
| Date this statement was published                                                                               | 12 <sup>th</sup> December 2025 |
| Date on which it will be reviewed                                                                               | December 2026                  |
| Statement authorised by                                                                                         | Emma Welch                     |
| Pupil premium lead                                                                                              | Martin Righetta                |
| Governor lead                                                                                                   | Rachel Coe                     |

## Funding overview

| Detail                                                                                                                                                                      | Amount                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 142,575 (financial year) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £ TBC                      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 142,575 + TBC            |

# Part A: Pupil premium strategy plan 2024-27

## Statement of intent

At Priory Junior School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our aim is to do this through meeting their pastoral, social and academic needs within the school environment.
- We are committed to 'diminishing the gap' between vulnerable pupils and their peers. We aim to remove barriers to learning so that all our pupils reach their full potential and enable them to fully engage in our curriculum and school life.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                         |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions. A large proportion of SEN children also are identified as disadvantaged. |
| 2                | Access to a range of first-hand learning experiences and lack of cultural capital.                                                                                          |
| 3                | Range of children with emotional issues surrounding self-esteem and resilience.                                                                                             |
| 4                | In some cases, learning skills may need developing, eg organisation, commitment, resilience.                                                                                |

## 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 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                                                                                                                               | <ul style="list-style-type: none"><li>• All teaching and interventions are recorded as good or better in triangulated learning walks</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. | <ul style="list-style-type: none"><li>➢ End of summer data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</li><li>• Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed</li><li>• Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</li><li>• Attainment of pupil premium pupils is in line with or above national at end of KS2</li></ul> |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils develop their cultural capital and their first-hand experiences of learning is enriched.</p>      | <ul style="list-style-type: none"> <li>• Curriculum is planned to incorporate opportunities to develop cultural capital such as inspirational and diverse role models.</li> <li>• Children's survey shows at least 85% of PP children enjoy the experiences offered. <ul style="list-style-type: none"> <li>➤ Access all to class trips (including residential) for all children.</li> <li>➤ There is an increase of PP children accessing extra-curricular experiences such as Aspirational Me, After School clubs, Sporting Fixtures.</li> </ul> </li> </ul> |
| <p>There is effective support in place to support children's social, emotional and mental health needs.</p> | <ul style="list-style-type: none"> <li>• Monitoring and tracking shows impact of support.</li> <li>• Pastoral care and provision maps reflect the support in place to meet children's identified needs.</li> <li>• Behaviour and exclusion data show positive impact of effective pastoral care.</li> </ul>                                                                                                                                                                                                                                                    |

## Activity in this academic year 2025-26

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,119

| Activity                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| All teaching staff to be part of a 'Teacher Partner Project' which allows observations of other staff, reviewing 'highly effective teaching practices' and begins to implement education research.                                 | <ul style="list-style-type: none"> <li>➤ July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</li> <li>➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths.</li> </ul>                           | 1                             |
| Teaching staff to have 1:1 or group support to strengthen application of the English writing units to improve outcomes and address gaps.                                                                                           | <ul style="list-style-type: none"> <li>➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths.</li> </ul>                                                                                                                                                                                  | 1                             |
| Allocated weekly % of directed time for year group meetings to carry out responsive planning and adapt plans accordingly.                                                                                                          | <ul style="list-style-type: none"> <li>➤ Close analysis of PP data to provide timely interventions.</li> <li>➤ All staff will know children well and will plan effectively for their progress.</li> <li>➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils.</li> </ul> | 1                             |
| Assessment data used to identify gaps in learning, prepare for pupil progress mtgs and identify strategies to support.<br><br>Staff Mtg time – and release to analyse and discuss in Pupil Progress Mtgs<br>NFER Tests & Analysis  | <ul style="list-style-type: none"> <li>➤ Close analysis of PP data to provide timely interventions.</li> <li>➤ EEF states that assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know.</li> </ul>                                                   | 1                             |
| Continue to develop use of Provision Map software – to ensure improved tracking and understanding of SEN needs across the school.                                                                                                  | <ul style="list-style-type: none"> <li>➤ All staff will know children well and will plan effectively for their progress.</li> <li>➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils.</li> </ul>                                                                       | 1                             |
| Support and development of Learning Plans for SEN children, with the SENCO / class teacher.<br><br>Time to meet with SENCO once a term – as targeted                                                                               | <ul style="list-style-type: none"> <li>➤ All staff will know children well and will plan effectively for their progress.</li> <li>➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils.</li> </ul>                                                                       | 1                             |
| Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.<br>EG. Future training from external sources for writing/spelling | <ul style="list-style-type: none"> <li>➤ July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</li> </ul>                                                                                                                                             | 1                             |

|                                                                                                                    |                                                                                                                                                                                                                                                                |      |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| teaching, release time to implement and review impact                                                              |                                                                                                                                                                                                                                                                |      |
| Enable subject leaders to monitor and develop their curriculum so that it is the best curriculum for our learners. | All teaching staff are confident in the delivery and planning of their reading and writing curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school. | 1    |
| Development of Reset Room and Sensory room to support learners to regulate emotions better.                        | ➤ EEF recognises the importance of 'Supporting pupils' social, emotional, and behavioural needs'.                                                                                                                                                              | 3, 4 |
| Nautilus software to be used for monitoring teaching & Learning and facilitating Appraisals<br><br>£984            | ➤ Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils.<br>➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths.                         | 1, 4 |

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

Budgeted cost: £75,483.60

| Activity                                                                                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Introduction of Roots, Leaves and Wings – to support those children working out of Key Stage – Academic focus:<br>Maths groups and English groups available for pupils who are working below KS2 Level<br>Reading Gladiator groups available in each year group to stretch Pupil Premium children with high reading age, but lower comprehension skills | ➤ Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.<br>➤ The EEF states: overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. It can improve progress by 4 months.<br>➤ School intent – ensuring that our learners attain a good level of skills in reading, writing and maths. | 1                             |
| Rebranding of the Ark Nurture provision to support SEMH needs of pupils across the whole school.                                                                                                                                                                                                                                                        | ➤ Nurture groups use 10 out of the 14 effective evidence base components identified by the EEF as part of their provision.                                                                                                                                                                                                                                                                       | 1,3,4                         |
| Introduction of Roots, Leaves and Wings – to support those children working out of Key Stage – Learning behaviours focus                                                                                                                                                                                                                                | (EEF)or some, pupils' reduced self-regulation to manage intense impulses may be resulting in misbehaviour. A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning.                                                                                                                                                         |                               |
| Drawing and Talking Therapy, Bereavement Support                                                                                                                                                                                                                                                                                                        | ➤                                                                                                                                                                                                                                                                                                                                                                                                |                               |

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

Budgeted cost: £33,137

| Activity                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Therapeutic Thinking Training for new staff, and plans developed with SENCO and staff where necessary to support provision for identified children                  | ➤ 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)                                                                                                                                                                                                                          | 3                             |
| Learning and Wellbeing Mentor to provide social and emotional support with various children throughout the school.                                                  | <ul style="list-style-type: none"> <li>➤ 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)</li> <li>➤ EEF recognises the importance of self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</li> </ul> | 3                             |
| Enrichment and engagement – ensuring all children are able to participate in residential trips, day trips, music tuition, clubs.                                    | ➤ Pockets of Poverty identifies the barrier of 'feeling different' to others because of financial barriers which prevent access to the same level of opportunity that is available to others. Therefore, this strategy begins to break down these barriers.                                                                                                                                                                        | 2                             |
| Access to breakfast and after-school club for children.                                                                                                             | ➤ Pockets of Poverty identifies the barrier of 'feeling different' to others because of financial barriers which prevent access to the same level of opportunity that is available to others. Therefore, this strategy begins to break down these barriers.                                                                                                                                                                        | 2                             |
| Bereavement/outside agency support where charities ask schools to fund an initial percentage of external specialist support. EG. Acorn Project, STARS, Play Therapy | ➤ Targeted Social and Emotional Support – EEF                                                                                                                                                                                                                                                                                                                                                                                      | 3                             |

**Total budgeted cost: £ 142,739.60**

## 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 to 2025 academic year.

#### End of Key Stage 2 Outcomes:

| % of pupils reaching the Expected Standard at the End of KS2 |         |         |       |          |
|--------------------------------------------------------------|---------|---------|-------|----------|
|                                                              | Reading | Writing | Maths | Combined |
| <b>All pupils</b>                                            | 65%     | 58%     | 59%   | 48%      |
| <b>Pupil Premium</b>                                         | 37%     | 32%     | 32%   | 16%      |

All teaching staff benefitted from the LA writing visit and there has been an increase in writing attainment across the school. Staff have received relevant CPD throughout the year to further develop teaching in writing, which has been successful. Specifically, with EoKS2 writing data rising from 44% to 58%. Writing data in Year 3, 4 & 5 is still low, especially for Pupil Premium children to will remain a focus for next year.

Our End of Key Stage 2 outcomes show that there is still a gap between all pupils and pupil premium children.

Provision Map continues to be used across the whole school to create learning plans for children with SEN and track interventions. Training has been delivered to teachers to further support their understanding of barriers faced by disadvantaged children and to discuss ways that they can be further supported.

Pupil Progress Meetings (including preparation time) were successful in tracking progress for all children and identifying strategies to further support for those children who were not on track to make expected progress.

Intervention groups – Year 6 targeted groups and Maths groups where children are working below KS2 level – have had a good impact. Children across the school have hugely benefited from covering either Year 1 or Year 2 Maths curriculum. Those that are now working within KS2 range, will be taught back in class with adapted learning, and will be better-placed to access this learning now that the foundational KS1 skills are embedded.

24 Children accessed Tutoring through Third Space Learning, 10 of whom are pupil premium children. 8 out of 10 of these children progressed from their standardised score in February to May SATs.

Reading Gladiators – a reading programme for children targeted to deepen their comprehension and enjoyment of reading – ran successfully throughout all year groups.

Our Senior Mental Health Lead has completed her training and is working closely with Emotional Wellbeing Team to support children across the school. This has enabled children with a range of mental health needs to be provided with in-school support as well as liaison with Outside Agencies promptly such as MHST.

Attendance is closely monitored, with actions taken. Pupil Premium attendance is 92.9% compared to 95.41% for all pupils. The gap is still apparent here, but the gap between pupil premium boys and girls has been closed.

We have ensured that all children are able to attend school trips, including residential enabled all PP children to play a full part in school life.

## Externally provided programmes

| Programme      | Provider |
|----------------|----------|
| Sound Training | Lexonix  |
| LEAP Training  | Lexonix  |
|                |          |

## Service pupil premium funding

| Measure                                                                        | Details                                                                                                                                                                                  |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How did you spend your service pupil premium allocation last academic year?    | Children have access to free after-school clubs.<br>Additional support provided through teaching assistant support in class, where needed.<br>Access to nurture provision, where needed. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children sustained their levels of performance from KS1 to end of year assessments, making expected progress.                                                                            |