

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 School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	50% (69 students)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	28 th September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Evans
Pupil premium lead	Julie Evans
Governor / Trustee lead	Jenny Hitch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,075.00
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£52,075.00

Part A: Pupil premium strategy plan

Statement of intent

High quality teaching at Priory School is the foundation for all pupils. We strive for sustained positive outcomes and are particularly mindful of those who are disadvantaged by poverty or family income.

Our offer this year is to continue building on the foundations set down in the last pupil premium cycle.

Historically, we have not seen a significant disparity between the attainment of those in receipt of pupil premium and those who are not. However, we are aware that our high aspirations with a wide range of opportunities will provide better long term outcomes. Our work experience programme is a very good example of ensuring all students have aspirations of employment in the future, whatever this might look like. Our employability curriculum starts at key stage 3, looking at the key skills required as we know our students typically demonstrate small steps of learning. The school employ a full time and part time work experience coordinator who supports students

We do however see a direct correlation between behaviours that challenge and learning and attainment. This is particularly evident where there is a significant impact on the home environment. The school has a number of strategies for supporting and mitigating the risk, by investing in family support via a dedicated member of staff who provides training and targeted support.

Additionally, as part of our therapy offer, we conduct home visits and provide resources where needed. We also directly employ a team of behaviour support leads who work with class teams to identify the reasons for behaviour, and carry out in depth analysis of triggers and needs. Our intention is to provide a robust behaviour support programme to the student, the class teams and families.

In addition to behaviour support, we recognise that many students need additional support with their emotional wellbeing. Through our universal and targeted offer we are able to provide support through Emotional Literacy Support Assistants (ELSA), Drama Therapy, Music Therapy, Art Therapy and Complimentary Therapy. Our commitment is that, where possible, all students have support to minimise anxiety and access an outlet for expressing their feelings.

Our outdoor learning team provide a valuable opportunity to learn, transfer skills, communication practice, practical skills and the opportunity for independence and self-help. Many students find it difficult to access the community safely and we are fortunate that we can use our grounds to enhance personal development skills.

Challenges

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

Challenge number	Detail of challenge
1	Aspirations can be low when considering employment or contributing to the community through volunteering in preparation for adulthood
2	Behaviour at school at home can be challenging and be a barrier to learning and inclusion
3	Mental health and a strong sense of personal well-being can be a challenge for those with complex needs
4	The opportunities to be in the community to develop self-help skills can be limited for our students

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 from key stage 3 are developing skills for employability so that when they reach key stage 5, all are able to participate in meaningful work related learning	All students at key stage 5 can access work experience offsite or onsite. Those who are disadvantaged have aspirations raised for adult life
Our students, staff and families feel supported with targeted strategies to manage challenging behaviour	Students, and those supporting them, have a range of well-considered strategies. Parents feel supported which in turn improves outcomes for learners.
Access to outdoor learning provides opportunities to develop employability, self-help and practical skills within a structured learning environment	Students use a variety of settings to enhance their learning, develop new skills and access the outdoor environment

Activity in this academic year

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

Teaching

Budgeted cost: £12,075.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and resourcing of a highly skilled outdoor learning team (Part cost recovery)	Providing our students with opportunities to be in nature, develop skills that are transferrable across the curriculum, home life, learning outcomes and career choices	4

Targeted academic support

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistant to support the role of the work experience coordinator, ensuring there is a equality of opportunity for all post 16 students to experience employment (part cost recovery)	Previously work experience was supported at times with class teaching assistants. This did not provide adequate opportunity for teaching and developing specific skills required for work placements. Our dedicated team are now able to provide consistency of support and therefore accurately assess learning and the development of these skills.	1

Wider strategies

Budgeted cost: £30,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama and Art Therapy (full cost recovery)	Alternative therapies provide our students with the opportunity to discuss what they are feeling. This is part of a targeted strategy in supporting those with behaviours that challenge	2
Behaviour support practitioners (Part cost recovery)	Highly skilled behaviour support provides the opportunity to analyse behavioural intent, train staff and work with families	2

Total budgeted cost: £52,075

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 to 2023 academic year.

2022 to 2023 focused on the following key areas of

- High Tech AAC project
- Enhance outdoor spaces
- Provision of music therapy
- Behaviour support
- Online parent communication app
- Books
- PSHE / SRE training

We saw no disparity of achievement between those in receipt of pupil premium and those without. Our behaviour support team were able to provide timely and analytic support to individuals, class teams and parents through very uncertain times.

The establishment of our PSHE programme ensures not only statutory compliance but a rich opportunity for students in specific sessions, targeted sessions for some students, and week-long enrichment programmes during the year to cover the full curriculum.

The outdoor learning area has been expanded and redeveloped with greater access and learning opportunities for all students. Students also enjoy access to this area as part of a programme of exercise, self-regulation and wellbeing.

The purchase of an online communication system has had a very significant impact on our ability to provide frequent information on student's activities and wellbeing. It has also had a much greater impact on our sharing of learning activities and opportunities. Our family liaison officer is also able to support families who need additional support to download the app and access their child's account.

Music therapy has been offered to students in individual sessions, and to small groups.

The overall impact of 2022 – 2023 has sustained our equality of provision for our vulnerable learners, it has also provided enhanced opportunities for holistic support for a student's wellbeing in order to be ready to learn.