

Pupil Premium Funding at Priory School 2018-19 **DRAFT**

School	Priory School Lewes				
Academic Year	2018/19	Total PP budget	£172,825	Date of most recent PP Review	03/11/2018
Total number of pupils		Total Number of pupils eligible for PP funding	192	Date for next internal review of this strategy	01/04/2019
		Year 7	50		
		Year 8	38		
		Year 9	38		
		Year 10	39		
		Year 11	34		

Outcomes (school disadvantaged vs national average)

	2017-18 Outcome for School disadvantaged	2017-18 National average (non-disadvantaged)	2017-18 Gap between school disadvantaged and national average (non-PP)*	2016-17 Gap between school disadvantaged and national average
%9-5 English and Maths	58.3	50.2	+8.1 ↑	+7.7
%9-4 English and Maths	75	71.7	+3.3 ↑	-3%
Progress 8	-0.07	0.14	-0.21 (national gap = -0.58) ↑	-0.38
Attainment 8	49.6	50.2	-0.3 ↑	-6.77
EBBAC Entered	0.0	42.6	-42.6 ↓	-24
EBBAC Achieved	0.0	18.7	-18.7 ↓	19%
EBACC APS	4.15	4.40	-0.25	New Measure

*Arrows signify school trends

Outcomes (in school gaps)

Year 11	2016-17 Outcome for PP	2017-18 Outcomes for PP	2016-17 Outcome for non-PP	2017-18 Outcome for non-PP	2016-17 Gap between PP and non PP	2017-18 School Gap between PP and non PP
%9-5 English and Maths	34.3	58.3↑	63.7	69.4%	-29.4	-10.9↑
%9-4 English and Maths	60.0	75 ↑	78.4	85.6	-18.4	10.6↑
Progress 8	-0.27	-0.07↑	0.09	0.39	-0.38	-0.46↓
Attainment 8	42.73	49.6↑	54.81	59.0	12.08	-9.40↑
%Ebacc entered +5	13.9	0 ↓	20.0	20.6	6.1	20.6↓
%Ebacc Achieved +5	5.7	0↓	17.4	18.7	11.7	18.7↓
EBACC APS	New measure	4.15	New measure	5.18	New measure	1.03

Attendance gaps

	Attendance PP	Attendance Non-PP	Gap
2017-18	89.13	94.54	5.41↓
2016-17	90.92	94.39	3.47

Headlines from 2018 Results

Progress, A8 and P8 have all improved for disadvantaged students as have performance in in maths and English. All measures are above the national average for disadvantaged student. In English and Maths Priory disadvantaged students have performed above the national average for non-disadvantaged. A8 for Priory disadvantaged students is also close to the national average for non-disadvantaged students.

The school gap for attainment in English and Maths has significantly improved and A8 has improved slightly. However, although P8 has improved slightly for disadvantaged students, the school gap for P8 has slightly widened.

EBACC achievement shows a significant drop in entry and achievement however the new curriculum model will ensure a significant improvement in 2019 as the new point score measure for EBACC is already very close to the national average for non-disadvantaged students. The gap in attendance has widened.

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, this hinders them from making good progress in Key Stage 3 and subsequently at KS4.
B.	PP students in Key stage 4 have poor metacognition and self- regulation skills and struggle to respond to feedback unless given close guidance and support. This includes resilience, independent study skills, revision skills and personal organisation.
C.	Disengagement with the curriculum means a small but significant number of PP students do not achieve their expected outcomes and therefore do not make expected progress
External barriers	
D.	Low attendance of some PP students plays a significant role in them making sufficient progress

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Internal A	High levels of progress in literacy for Key stage 3 and Key Stage 4 students eligible for PP.	100% of PP students have at least the expected reading age. Progress of PP across all year groups is equitable to non-PP
B	Students are more resilient. Metacognitive and self-regulation skills improve (including completion of homework).	PP students P8 is above 0 Progress of PP across all year groups is equitable to non-PP
C	Curriculum engages students of all backgrounds and abilities. Flexible curriculum including alternative provision allows more PP students to achieve expected levels of progress	PP students P8 is above 0 Behaviour incidents reduce. 0% NEET
External D	PP attendance is improved	Reduce rates of absence (both persistent and not) to that of the national average

Planning outline 2018 - 19

Desired Outcome linked to barriers identified above.	Amount Allocated /Spent (£)	Timescale	Summary of intervention, how it helps remove the barrier to learning and the rationale behind it	Staff Responsible	Intended impact and how this will be measured	Planned review
A Improve literacy skills of KS3 students	£1,000	09/18 – 07/19	Lexia Continue Lexia Support Sessions for students who are well below expected reading levels on Year 7 entry tests. Reading comprehension is a key impact on the EEF toolkit.	Lexia trained staff SLT Literacy Lead TA English	The Lexia Reading software has in built reports showing progress along with use of pre and post testing highlighting progress in reading age.	English lead for Year 7 to monitor termly
A Improve reading and literacy skills of KS3 students via group reading	£800	09/18 – 07/19	Tutor time group reading Tutor groups supplied with group reading books to read at designated times throughout the week. A key barrier to literacy is the lack of reading for pleasure.	CL English	Initial trial with year 8 with a small sample group to be monitored and reading age evaluated	English CL to monitor termly
A, B and C Improve outcomes in English and Maths	£67,925	09/18 – 07/19	Additional Teaching Staff Maintained increase in Maths. Increased 0.6 fte in English. Improved frequency of feedback and one to one tutoring thanks to flexible staffing. Both shown to have big impacts according to EEF research.	English/Maths SLT Link Curriculum Leader – English and Maths	Impact of progress residuals in both English and Maths through targeted support. Monitored through fine grading analysis.	Maths and English CLs to monitor progress of PP students after each data drop
A, B and C Improve teacher led class	£13,400	09/18 – 07/19	CL capacity increased to lead on data analysis with teams and lead on teaching and learning intervention	All CLs PP lead	Teachers will use data drops more effectively to identify students who are not making expected progress. Teachers will use	CLs to monitor PP progress after each

intervention through improved data analysis and improved quality first teaching			Curriculum Leaders have reduced contact time by taking away tutor responsibilities (150 minutes per week). Increased capacity is used to track data more efficiently and ensure that curriculum teams are using appropriate strategies in class. This will always have a focus on PP students as a larger percentage of students being tracked.		in-class strategies and quality teaching and learning to improve outcomes. Improved moderation will focus on PP and support data input.	data drop for each year group Year Group Lead and PP Lead to monitor overall progress after each data drop
A, B and C Sustained intervention capacity in Bucket 1 subjects for PP students	£23,000	09/18 – 07/19	Teaching Assistants Teaching Assistants in Maths and English. Lead the targeted intervention and tracking improving students meta cognition and build a mastery approach in these areas. Both shown to have significant impact according to EEF research	SLT Link Curriculum Leader – English and Maths	Focussed intervention with Key PP students in Key Stage 4 with tangible improvements in progress measured through progress residuals in fine grading exercise.	Each data point throughout the year
A, B and C Improve the quality of intervention across all subjects using EEF research and PIXL strategies	£3,300	09/18-07/19	PIXL subscription and CPD Ensure all subject leads attend PIXL CPD days. SLT link to organise in house CPD Use of DTT strategy and Therapies available from PIXL Use of PIXL endurance during tutor time CPD for NQT and PGCE students with a focus on PP	SLT lead for PP and CLs SLT CPD and ITT	Students are focussed more specifically on gaps in their knowledge. Measured through progress residuals in fine grading exercise.	SLT PP to coordinate CLs to increase impact
A, B and C Sustained Teaching assistant support for PP SEND students	£13,000	09/18 – 07/19	Classroom Support and intervention support 30% of SEN students are also PP (double disadvantaged) this support is therefore invaluable	SLT SEND Curriculum Leaders	Students will continue to receive extra support in class and during intervention sessions	SLT SEND to monitor after each data drop for each year group

<p>B</p> <p>Improve metacognition for students</p>	<p>£1,000</p>	<p>11/18-7/19</p>	<p>Resilient Me training</p> <p>09/18 – 07/19</p> <p>All year 11 students to receive resilient Me training including a parent session in the evening.</p> <p>We know that some PP students may not receive this advice at home.</p> <p>SLT lead to feedback to all staff at staff meeting.</p>	<p>SLT PP</p>	<p>Students will have a greater understanding of how they learn and take away ideas of how to revise.</p>	<p>SLT PP lead to evaluate via student voice both before and after</p>
<p>B</p> <p>Improve metacognition for students via improved teacher knowledge</p>	<p>£1,000</p>	<p>09/18 – 07/19</p>	<p>Wednesday CPD sessions</p> <p>Provide sessions on:</p> <p>Interleaving</p> <p>Questioning</p> <p>Retrieval</p> <p>Revision skills</p> <p>SLT PP to give ideas during Monday briefing</p>	<p>SLT PP</p> <p>SLT CPD</p>	<p>Students will receive training across all subject areas with improved teacher knowledge.</p>	<p>CLs and SLT to monitor in drop ins</p>
<p>B, C and D</p> <p>Improve KS4 students' motivation, study skill, self-regulation and attendance</p>	<p>£2,000</p>	<p>09/18 – 07/19</p>	<p>Pastoral Coaching</p> <p>Support during pastoral/tutor sessions aimed at the most vulnerable students</p>	<p>Heads of House</p> <p>House Assistants</p> <p>Tutors</p> <p>SLT</p>	<p>Staff to support more vulnerable students with one to one coaching sessions focusing on attendance and punctuality issues, general organisation and metacognition and self-regulation strategies as appropriate. Measured through attendance and behaviour data along with progress residuals for individual students. This is also a focus for the pastoral review.</p>	<p>HOH monitor after each data point.</p>

B, C and D Improve KS4 students' motivation, study skills and meta-cognition	£2,000	09/18 – 07/19	SLT coaching Tutor time coaching and mentoring with carefully selected PP students	SLT	Support with one to one coaching sessions focusing on attendance and punctuality issues, general organisation and metacognition and self-regulation strategies as appropriate. Measured through attendance and behaviour data along with progress residuals for individual students.	SLT PP to monitor and to measure impact after each data drop
C Careers Advice and Guidance to reduce NEETS	£6,000	09/18 – 07/19	Continued use of Independent Careers Advisor. Based on Gatsby report highlighting the need for students to have adequate careers guidance. Incorporate the enterprise advisor more to target PP students and allow links, mentoring and visits. Use the Compass tracking system to ensure that PP students have priority access to careers advice. A higher proportion of the careers advisor's time is given to PP students.	Careers Advisor Alternative Provisions Coordinator SLT Pupil Premium Lead and SLT careers lead	All students can access the careers advisor but vulnerable students are targeted and receive one-to-one consultations. Priority is given to support year 11 students with post-16 transition and to support year 9 students with the options process. Sustained low NEETS	Monitor PP engagement with careers offer. Monitor possible NEETs
C and D Engage students in the curriculum lower down the school	£4,000	09/18 – 07/19	Forest School To encourage and inspire individuals through an alternative curriculum.	SLT Lead Qualified Forest School staff	To provide an alternative curriculum to allow improved progress through re-engagement with school life. Measured through reduction in exclusions and serious behaviour incidents.	SLT lead to monitor attendance each term
C and D Engage students in the curriculum lower down the school	£4,000	09/18 – 07/19	Media School To encourage and inspire individuals through an alternative curriculum.	SEND teacher responsible for student learning, Support advisor, inclusion TA and media specialist	To provide an alternative curriculum to allow improved progress through re-engagement with school life. Measured through reduction in exclusions and serious behaviour incidents.	Program leader to monitor termly

C and D Most vulnerable students are engaged with school via support from a trained specialist	£20,000	09/18 – 07/19	Support Advisor Employment of behaviour worker to work closely with key PP students and their families to help remove barriers such as communication issues and offer parenting support. This is supported by the THRIVE strategy	SLT Behaviour Behaviour Support worker	Reduce the number of exclusions and behaviour issues from key students allowing improved learning atmosphere around the school. Use of the thrive approach which is able to track progress by comparison with initial referral	Thrive report constantly updated. HOH and SLT behaviour to monitor termly and after data drops
C Behaviour and engagement is improved across the school with a focus on the most vulnerable	£3,000	09/18 – 07/19	Staff training using THRIVE Whole school training. INSET day training Wednesday CPD session	SLT behaviour	Impact will be to reduce the number of behavioural problems of key students and an improved learning culture.	SLT behaviour to monitor behaviour termly
C and D Build links with key parents and ensure smooth transition from KS2	£5,250	08/19	Summer School Activity Week to support the transition for FSM students from feeder schools. This helps us make initial contact with hard to reach families and open the lines of communication.	Link SLT 5 staff members who managed events	To support the transition for FSM from primary/junior school into secondary education. To involve parents in their child's education. Measured through soft outcomes including responses to student and parent questionnaires.	HOH to evaluate at the end of term 1 for new year 7
C and D Extra-Curricular support	£1,000	09/18 – 07/19	Extra-Curricular activities To support extra-curricular support through the part- funding of trips and support of music lessons via East Sussex County Council	SLT Curriculum Leaders	PP students will be involved in inspirational activities which they may not otherwise be able to access	PP Lead to monitor at mid-year review
C and D Improved engagement and attendance for PP students	£3,000	09/18 – 07/19	SDP behaviour and attendance focus group See SDP	SLT attendance HOH Attendance officer	PP students will be a higher percentage of the focus group to receive intervention	SLT behaviour and attendance to monitor termly
A-D Improved engagement and attendance for PP students	£0 (This is a funded project)	09/18 – 07/19	SSIF Project Peer review Programme phase 1 completed by Dec 2018. All schools undertake a second round of Peer Review by Easter 2019	Head Teacher	Improved outcomes, attendance and engagement for focus group	SLT to monitor after phase 1 and after Easter

<p>A-D</p> <p>Improved leadership of PP strategies across the school</p>	<p>£3,000 (PP contribution)</p>	<p>09/18 – 07/19</p>	<p>Middle Leader training and SLT training on NPQML and NPQSL courses. (6 X NPQML, 4 X NPQSL)</p> <p>These courses have a focus on improving outcomes for PP students, closing the gap through quality teaching and learning and highlight the moral purpose leaders should demonstrate.</p>	<p>CLs SLT</p>	<p>All teaching staff will benefit from strong leadership which has the NPQ values at heart.</p>	<p>SLT CPD to monitor uptake and completion</p> <p>SLT PP to monitor impact of those completing the qualifications</p>
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Evaluation 2017 – 18

Desired Outcome	Amount Allocated /Spent (£)	Timescale	Summary of intervention, how it helps remove the barrier to learning and the rationale behind it	Staff Responsible	Actual impact	Impact rating 0 = no impact do not continue 1 = minimal impact, consider major changes if continuing 2 = some evidence of impact tweaks needed 3 = significant evidence of impact	Lessons learned
Sustain intervention capacity in Bucket 1 subjects	£23,000	09/17 – 07/18	Teaching Assistants Teaching Assistants in Maths and English. Lead the targeted intervention and tracking improving students meta cognition and build a mastery approach in these areas. Both shown to have significant impact according to EEF research	English/Mat hs SLT Link Curriculum Leader – English and Maths	Improved attainment for English and Maths for PP students. See table above	3	Change in English TA mid-year has meant a slowing of impact. High quality maths TA now in place. Maths year 7 sessions need re-thinking – maths whizz is not good value for money
Improve the quality of intervention across all subjects using PIXL strategies	£5,500	09/17-07/18	PIXL subscription and CPD Ensure all subject leads attend PIXL CPD days. SLT link to organise in house CPD Use of PPE, PLC and Therapies available from PIXL	SLT PPG and CLs	Intervention quality has improved attainment across core subjects.	2	CL are now attending more PIXL CPD and using the strategies with their departments. SLT PP to coordinate CLs to increase impact
Careers Advice and Guidance to reduce NEETS	£6,000	09/17 – 07/18	Continued use of Independent Careers Advisor. Based on Gatsby report highlighting the need for students to have adequate careers guidance. Incorporate the enterprise advisor more to target PPG students and allow links, mentoring and visits.	Careers Advisor Alternative Provisions Coordinator	NEETS = 3 students currently (3/11)	3	Students at risk of being NEET have been targeted in year 11 by NCOP and some will also receive targeted

			Use the Compass tracking system to ensure that PPG students have priority access to careers advice.	SLT Pupil Premium Lead			transition help as well
Improve KS4 students motivation, study skills and meta-cognition	£3,000	09/17 – 07/18	Pastoral Coaching Support during pastoral/tutor sessions aimed at the most vulnerable students	Heads of House House Assistants Tutors SLT	See HOH case studies/ SDP Pastoral support ensures that, in certain cases, students are able to finish their studies and be able to move on to their next stage of education.	3	Tutor level intervention could be smarter to review student reports with tutees
Improve KS4 students motivation, study skills and meta-cognition	£3,000	09/17 – 07/18	SLT coaching Tutor time coaching and mentoring with carefully selected PP students	SLT	11 students received SLT intervention and these achieved an A8 of 55.36.	3	Continue to focus on study skills and resilience with mentors. Use of non-tutors more to mentor using model.
Engage students in the curriculum lower down the school	£4,000	09/17 – 07/18	Forest School To encourage and inspire individuals through an alternative curriculum.	SLT Lead Qualified Forest School staff	See SDP. Attendance and behaviour is improved on forest school days.	2	A need to disseminate practice across the school
Engage students in the curriculum lower down the school	£4,000	09/17 – 07/18	Media School To encourage and inspire individuals through an alternative curriculum.	SEND teacher responsible for Student Learning , Support advisor, inclusion TA and media specialist	See SDP. Attendance improved for this group on media school days.	2	A need to disseminate practice across the school
Address external barriers	£20,000	09/17 – 07/18	Support Advisor Employment of behaviour worker to work closely with key PP students and	SLT Behaviour	See case studies/ THRIVE reports/ SDP	2	A need to disseminate practice across the school

			their families to help remove barriers such as communication issues and offer parenting support.	Behaviour Support worker			
Address behaviour across the school	£5,000	09/17 – 07/18	Staff training using pivotal education guidance and training. Whole school training. To continue throughout the year	SLT behaviour		1	Ongoing focus
Build links with key parents and ensure smooth transition from KS2	£5,250	08/18	Summer School Activity Week to support the transition for FSM students from feeder schools. This helps us make initial contact with hard to reach families and open the lines of communication.	Link SLT 5 staff members who managed events	See HOH case studies	2	A need to disseminate practice across the school
Improve outcomes in English and Maths	£67,900	09/17 – 07/18	Additional Teaching Staff Maintained increase in Maths. Increased 0.6 fte in English. Improved frequency of feedback and one to one tutoring thanks to flexible staffing. Both shown to have big impacts according to EEF research.	English/Maths SLT Link Curriculum Leader – English and Maths	Improved attainment in maths and English. See table above.	3	Continue to use extra staffing to support individual students and students.
Improve staff skill in supporting PPI students	£10,000	09/17 – 07/18	Staff Training and Development Training to support teaching of vulnerable groups. Focussed on strategies from EEF toolkit	SLT CPD Lead Curriculum Leaders Class Teachers	Drop ins indicate that the school strategy and PP focus is embedded within classrooms. PP students are identified, seated appropriately and receive extra questioning.	2	There is a need to improve intervention techniques to help those who are falling behind throughout all school years. Focus on staff training of metacognition skills and questioning skills
Improve literacy skills	£1,000	09/17 – 07/18	Lexia Continue Lexia Support Sessions for students who are well below expected	Lexia trained staff	Little impact on the year 9 group – few were motivated to	1	Focus on using Lexia with year 7/ 8 next year

of KS3 students			reading levels on Year 7 entry tests. Reading comprehension is a key impact on the EEF toolkit.	SLT Literacy Lead TA English	do well and associated the tool with primary school.		
Contingency Fund	£5,000	09/17 – 07/18	Resources Additional support for targeted areas	SLT	Excellent exam results in areas which have received extra funding for resources (eg Maths, MFL and Science)	3	High quality resources are essential for new courses.
Focused support in core subjects	£3,000	09/17 – 07/18	Easter Revision Sessions To run revision sessions for core subjects during the Easter Break. Focussed on mastery learning as per the guidance of the EEF toolkit.	SLT Curriculum Leaders Teaching/ Support staff	Focus group was levels 4-5. See English results above.	2	Re-evaluate for next year
Extra-Curricular support	£1,000	09/17 – 07/18	Extra-Curricular activities To support extra-curricular support through the part- funding of trips and support of music lessons via East Sussex County Council	SLT Curriculum Leaders	30 PP students received funding last year to take part in both foreign trips and subject specific trips	2	Continue and look for other opportunities to support extra-curricular involvement for PP students
Sustained Teaching assistant support	£13,000	09/17 – 07/18	Classroom Support and intervention support	SLT SEND Curriculum Leaders	7i support vital as is ASDAN support where % of PP is high	2	Continue and possibly invest more as number of double-disadvantaged grows– over 50% of 7i (2019-20) are disadvantaged.