

Pupil premium strategy statement – Priory Fields School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	65.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Brown
Pupil premium lead	Casey Hall
Governor / Trustee lead	Henry Coates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£309,840

Part A: Pupil premium strategy plan

Statement of intent

At Priory Fields School, we are dedicated to ensuring that every child reaches their full potential, with a particular emphasis on empowering disadvantaged pupils to achieve success. Our aim is to equip students from less privileged backgrounds with the necessary skills and support to thrive in secondary education, enabling them to fulfil their potential and recognise their inherent value as contributors to society. In order to inform our strategies on maximising the use of our funding for pupil benefit, we have referenced the Educational Endowment Foundation's Guide to Pupil Premium (updated September 2024).

We acknowledge that not all students who experience social disadvantage are registered or qualify for free school meals. As such, we reserve the right to appropriately allocate Pupil Premium funding to assist any identified pupil or groups of pupils requiring additional support. Numerous barriers can impede learning for our disadvantaged students before education can effectively take place; thus, Pupil Premium funding will be directed towards fostering well-being, physical health, personal development, as well as social, moral, spiritual, and cultural growth. Our goal is to provide every child with the best possible start in life, ensuring they can fully engage in learning opportunities and maximise the benefits of their educational experience.

To achieve these objectives, we utilise our Pupil Premium funding in several ways:

Firstly, we place a strong emphasis on maintaining a high standard of teaching throughout the school. Quality-first teaching is prioritised, ensuring that all lessons are at least good, which in turn leads to effective learning outcomes. Continuous assessment and monitoring allow us to engage, support, and challenge all students, ensuring they make excellent progress.

Secondly, we focus on structured curriculum mapping and planning, employing tried-and-tested schemes where appropriate. This approach is critical in helping pupils achieve optimal outcomes in Mathematics and English, fostering a robust foundation in these core subjects.

Additionally, we are committed to enhancing vocabulary and developing speech, language, and communication skills for pupils from disadvantaged backgrounds. This initiative is designed to provide students with the best possible opportunities to reach age-related expectations in literacy, effectively preparing them for their secondary education and future pathways.

Our focus on attendance is paramount, and we strive to find effective solutions that enable children from disadvantaged backgrounds to attend school regularly. It is essential that their attendance rates align with those of their peers who do not face such disadvantages.

We also provide opportunities for students to engage in extra-curricular activities and participate in educational trips and visits, regardless of family income. This commitment ensures that our disadvantaged children have access to 'life experiences' that they may not ordinarily encounter, thereby equalising opportunities with their more advantaged counterparts.

Support for pupils, parents, and caregivers is another cornerstone of our strategy, especially during times of need. We offer subsidised school uniforms, dedicated support for guidance and resource access, food bank and fuel vouchers, as well as external counselling services (such as play and art therapy) for students and families facing emotional challenges. Access to breakfast and after-school clubs is also provided to assist families.

Moreover, we are committed to delivering special educational needs (SEN) provisions that identify needs as early as possible, providing targeted or specialist support that exceeds the main universal offer. This ensures that every child’s specific needs are addressed. Currently, 27.6% (89) of our pupils have special educational needs, of which 74% (66) are entitled to Pupil Premium support.

Finally, we promote the social and emotional development of our pupils, fostering positive well-being and mental health. This creates a conducive climate for learning, empowering children to self-regulate, build confidence, resilience, and be fully prepared to learn.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Achievement</p> <p>A large number of children currently join EYFS with notably low levels of literacy, which encompasses deficits in speech, language, and communication skills. This trend is particularly evident among children eligible for Pupil Premium funding. The incidence of speech, language, and communication needs has seen a marked increase as children enter school, with 72% of those on the Special Educational Needs and Disabilities (SEND) register identified with a primary need related to Communication and Interaction (C&I) or Speech, Language, and Communication Needs (SLCN). Over half of these individuals are situated in the Early Years Foundation Stage or Key Stage 1.</p> <p>The realm of reading, writing, and mathematics achievement has been adversely affected by the COVID-19 pandemic, and the enduring consequences continue to be visible, particularly within Key Stage 2 (KS2).</p> <p>The essential aspects of writing—including grammar, spelling, punctuation, and handwriting—have suffered significantly due to the predominance of online instruction during the pandemic. Moreover, mathematics is particularly impacted due to its cumulative nature, where subsequent learning relies heavily on a solid understanding of prior concepts. Thus, the ongoing ramifications of the pandemic remain evident in both Maths and English attainment.</p>
2	<p>Attendance and Punctuality</p> <p>The attendance rates of Pupil Premium students tend to be lower when compared to their non-Pupil Premium counterparts; currently, the attendance rate for non-Pupil Premium students stands at 95.3%, whereas the attendance rate for our Pupil Premium cohort is notably lower at 90.5%, as of December 2024. This discrepancy has a significant impact on the daily learning</p>

	experiences of this particular group of pupils. Furthermore, cultural factors also play a critical role in affecting the attendance of our students from EAL and GRT. These barriers not only hinder their attendance but may also contribute to a potential achievement gap, necessitating a focused approach to address these issues and promote greater inclusivity within the school environment.
3	<p>Socio-economic Factors</p> <p>Numerous social and economic difficulties confront families, including housing instability, transportation issues related to school commutes, the struggle to re-establish routines, and in some cases, a deficiency in literacy skills within the family unit. These factors significantly hinder the level of support children receive at home.</p>
4	<p>Behaviour, Physical Health and Well-Being</p> <p>Children eligible for Pupil Premium funding frequently exhibit social, emotional, and mental health challenges. They are more prone to require additional support for their physical and mental well-being. In January 2023, 73% (45) children on our SEN register are identified with having SEMH as their primary area of need. There is often a difficulty in self-regulation among these pupils, necessitating extra assistance to facilitate their continued engagement with education.</p>
5	<p>Equal Opportunities and Cultural Capital</p> <p>Pupil Premium children are typically afforded fewer opportunities outside the educational environment, which correlates with diminished aspirations for their future paths. The disparity in experiences can lead to significant gaps in cultural capital, thereby impacting their overall educational journey and potential for social mobility. To address these challenges effectively, it is imperative that we implement strategies that foster equal opportunities and nurture the holistic development of every child, ensuring that they are adequately supported in their educational pursuits.</p>

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
Enhance the speech, language, and communication abilities of children, enabling them to develop an extensive vocabulary that facilitates their engagement with all facets of the curriculum.	<p>By the academic year 2026-2027, the attainment of children eligible for Pupil Premium within the Early Years Foundation Stage (EYFS) will align with or surpass the expected developmental milestones for achieving a Good Level of Development (GLD).</p> <p>By the end of the EYFS, the communication and literacy competencies of children will be commensurate with their chronological age and developmental stage. There will be a marked increase in the proportion of children leaving Key Stage 1 (KS1) who exhibit age-appropriate speech and language skills, as measured by the Language Link assessment tool. Consequently, this initiative aims to</p>

	ensure that all children are well-equipped with the necessary linguistic skills to thrive academically and socially, ultimately fostering a strong foundation for future learning pathways and personal development.
Pupils demonstrate significant progress across the phases of phonics during the Early Years Foundation Stage and Key Stage 1, thereby equipping them with the necessary skills to meet the demands of reading in Key Stage 2. This foundation is crucial for their future academic endeavours.	The proportion of pupils successfully passing the Year 1 phonics check is expected to rise, particularly among our Pupil Premium students, thereby narrowing the achievement gap between disadvantaged and non-disadvantaged learners by 2027. Our selected validated phonics programme will be implemented, aiming for most pupils to achieve fluency in decoding by the end of Year 2, with timely intervention provided for those requiring additional support to catch up.
All Pupils to make good progress from starting points and improved attainment in Reading and for Pupil Premium children to be in line with non-disadvantage pupils.	Current predictions are that 66-76% of all pupils, which includes 68% of Pupil Premium pupils, will meet the expected standard for Reading at KS2 in 2025 with the intention that this will increase to 79% of pupils in 2027 – which includes 70% of Pupil Premium Pupils.
Pupils to make good progress from starting points and improved attainment in Writing and for Pupil Premium children to be in line with non-disadvantaged pupils.	Current predictions are that 54-65% of all pupils, which includes 45% of Pupil Premium pupils, will meet the expected standard for Writing at KS2 in 2025.
Pupils to make good progress from starting points and improved attainment in Maths and for Pupil Premium children to be in line with non-disadvantaged pupils.	Current predictions are that 74% of all pupils, which includes 71% of Pupil Premium pupils, will meet the expected standard for Maths at KS2 in 2025. By 2027, this will be sustained or improved for all pupils, do that at least 70% of pupils, including 60% of Pupil Premium pupils, achieve expected standards in Maths at KS2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	All pupils, including Pupil Premium, will achieve 95% attendance by the end of 2024-2025, and this increases to at least 96% by 2026-2027.
In order to attain and maintain positive mental health and well-being, it is essential to cultivate confidence, independence, and resilience in pupils, especially those from disadvantaged backgrounds. This approach aims to guarantee their engagement with, and enjoyment of, the full range of school experiences, both socially and academically.	All children will receive emotional and social support through the Nurture approach. Pupils are equipped to recognise various emotions and utilise the Zones of Regulation. Boxall profiling and whole class Thrive profiling indicates enhanced mental health for those needing intervention, and qualitative observations reveal high engagement among parents, pupils, and staff in learning and enrichment activities.
To assist pupils by offering robust support to both them and their families who encounter social and economic difficulties, along with	Families are provided with a variety of support tailored to accommodate their specific needs and those of their children.

those affected by the repercussions of Adverse Childhood Experiences. This approach aims to ensure that all students receive the guidance they require to thrive.	Families, especially those who may be particularly vulnerable, maintain positive relationships with the school and perceive themselves as well-supported. Furthermore, they have access to essential services that cater to their requirements. This collaborative approach ensures that families feel valued and secure in their interactions with the educational establishment, fostering an environment conducive to their children's development and well-being.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Acquire a structured scheme of work to facilitate the systematic and progressive teaching and assessment of Mathematics. Implement this scheme in accordance with the Teaching for Mastery approach by collaborating closely with the Maths Hub. This partnership will ensure effective execution and deliver high-quality CPD to staff. Through this strategic alliance, we aim to enhance the teaching practices in Mathematics, ensuring that both educators and learners benefit from a robust and coherent educational framework that promotes mastery in the subject.	<p>Mastery learning approaches have consistently positive impacts, and effects are higher for primary school pupils and in mathematics.</p> <p>Mastery learning EEF</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	1, 5
The appointment of a Trust School Improvement Lead is intended to facilitate high-quality CPD aimed at enhancing pedagogical practices. This initiative is designed to guarantee that teaching methods become a significant strength, resulting in at least good standards of teaching and learning. Such efforts must align with the expectations set forth in the school's Teaching and Learning	<p>High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes.</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve</p>	1,5

<p>Strategy, as well as with any adopted educational frameworks. By doing so, the school seeks to ensure consistent improvement in instructional quality and educational outcomes for all students.</p>	<p>outcomes for their pupils. High-quality teaching EEF</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition and self-regulation EEF</p>	
<p>Subscribing to the National College will enhance our CPD offerings for staff. This investment will have a positive and direct effect on teaching and learning standards. Additionally, it will provide essential support for pupils, ensuring their diverse needs are adequately met. Overall, the subscription represents a commitment to professional growth and improved educational outcomes for both staff and students alike.</p>	<p>The National College aims to enhance the CPD offerings for staff, which positively influences teaching, learning, and the broader support required by students. Effective professional development for teachers is essential for maintaining a high-quality education system. When educators continuously update and integrate their professional knowledge, it fosters better practices that directly improve student learning outcomes and experiences.</p> <p>Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK</p>	1, 5
<p>The appointment of a Trust Lead Practitioner for EYFS will facilitate the early identification of needs while promoting exemplary CPD. This CPD will focus on enhancing interactions, communication skills, and language development within the Early Years Foundation Stage and Key Stage 1. By prioritising these areas, we aim to foster a supportive learning environment that meets the diverse needs of all pupils.</p>	<p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF</p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills.</p> <p>EEF Communication and Language</p>	3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained teaching assistants will implement Speech and Language Link interventions with Early Years Foundation	Teaching assistants can provide a large positive impact on learner outcomes.	1, 5

Stage and Key Stage 1 children, aimed at enhancing their speech sound production, language development, and early literacy skills. This initiative seeks to improve overall communication abilities in young learners	Teaching Assistant Interventions EEF Speech and Language Link provide evidence-based interventions, standardised screening assessments and training in the use of these tools.	
Specialised support given (by trained TAs) to provide phonics and early reading support in EYFS/KS1 and to those who require phonics catch-up support across KS2.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF	1, 5
The development of a thrive/nurture group/sensory rooms will enable the HLTAs, Thrive practitioner and Pastoral Support Assistant to provide tailored support for children who need supplementary emotional or behavioural assistance. This designated space will facilitate a calming environment, allowing for various therapeutic interventions aimed at meeting the unique requirements of these students. By concentrating on their individual needs, the nurture/sensory room will enhance their overall well-being, thereby promoting positive development and fostering an inclusive atmosphere within the educational setting.	High quality nurture provision is vital to enable all pupils to access their curriculum and reach their full potential. The EEF Toolkit and Nurture Groups To allow the SEN and Pastoral Support Assistant to facilitate specialised support for children who require additional nurture or behavioural support. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF (+4 months) Social and emotional learning EEF	3, 4
		1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance parental engagement and support vulnerable families, it is essential to provide a Family Liaison Officer (FLO), an inclusion assistant, and a Parent Support Advisor (PSA). These roles will be dedicated to working closely with families to address	There is an established link between the home learning environment at all ages and children's performance at school Working with Parents to Support Children's Learning EEF	2, 3, 4, 5

<p>their specific needs and challenges. This may include identifying and directing families to appropriate resources and support services available within the community, ensuring they receive the guidance necessary to foster greater involvement in their children’s education. Through this structured approach, we aim to cultivate a more inclusive and supportive environment for all families involved.</p>	<p>Parental engagement has a positive impact with, on average, 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement EEF</p>	
<p>Embedding principles of good practice as set out in the DfE’s Working Together to Improve School Attendance (2024). Ensuring that attendance is embedded in the culture of the school and is the responsibility of all staff. Strengthen the attendance team through the recruitment of a HLTA (Inclusion). Implement focus groups, mentoring for individuals and small groups of children.</p>	<p>Poor school attendance is directly linked to lower than expected academic outcomes for pupils at the end of KS2; good attendance is ‘essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances’. (DfE 2024)</p>	2, 3
<p>Broaden the spectrum of activities and experiences available to disadvantaged children, enabling access to opportunities that might otherwise be beyond their reach. This includes educational visits, guest speakers, after-school clubs, and the provision of specialist music tuition from qualified instructors.</p>	<p>Improved cultural capital opportunities impacts on pupils’ first-hand experiences, enables wider vocabulary development and improves communication, especially speaking and writing.</p> <p>Guest Blog: Learning about culture EEF</p> <p>The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to each other performing. Music can enrich each student bringing happiness and a sense of belonging.</p> <p>Model Music Curriculum</p>	5
<p>The appointment of a Forest School Leader to establish a Forest School programme that promotes a holistic approach for the entire school, incorporating the creation of outdoor learning</p>	<p>Research demonstrates that pupils - and particularly those from disadvantaged areas – benefit greatly from learning outside.</p>	4, 5

environments and ensuring comprehensive CPD for all teaching staff and teaching assistants.	Outdoor adventure learning EEF	
Provide enrichment and extracurricular activities, including after school and holiday clubs to improve mental and physical health and to widen children's opportunities; ensuring that all children are able to access these opportunities in addition, can access residential / outdoor and adventure activities.	Enrichment and extra-curricular activities give pupils the confidence to interact socially with others, extend their networks beyond existing friendship groups, and provide them with new skills and abilities. (Social Mobility Commission (2019).	3, 4, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*