

## Pupil Premium Strategy Plan – 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	327
Proportion (%) of pupil premium eligible pupils	64.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£338,095
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£338,095</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

### Statement of intent

Pupil Premium funding is a national initiative, introduced in 2011, with the purpose of raising the attainment of disadvantaged pupils and supporting their readiness for future learning and life. Reducing the performance gap between disadvantaged pupils and their peers remains one of the most significant challenges for schools in England. Although many of the underlying causes of this gap are deep-rooted and extend beyond the influence of schools, the evidence shows that schools can play a transformative role. Since the introduction of the Pupil Premium, the national attainment gap has narrowed across both primary and secondary phases, and schools across the country have demonstrated how high-quality teaching and strategic planning can substantially improve outcomes for disadvantaged pupils.

The Education Endowment Foundation (EEF), in its guidance on effective use of Pupil Premium funding, reinforces these principles.

At Priory Fields School, Dover, we draw on robust research (including the EEF Teaching and Learning Toolkit and Sutton Trust evidence) as well as our own evaluation of what works well within our context to ensure that funding is allocated to approaches with the greatest potential for impact. The EEF's 2019 guide to Pupil Premium highlights essential principles and counters several misconceptions surrounding its use. Key messages include:

- High-quality teaching is the most powerful tool schools have to raise outcomes for disadvantaged pupils. Investment in teaching quality benefits all learners, with particularly strong gains for those eligible for Pupil Premium support.
- Although the Pupil Premium is specifically intended to enhance the attainment of disadvantaged pupils, many of the most effective approaches—especially those linked to improving classroom practice—also strengthen provision for other groups across the school.
- Prioritising teaching quality may involve professional development, coaching, support for early career teachers, and strategies for recruitment and retention. Ensuring every class is taught by an effective practitioner, and that all staff are supported in continually refining their practice, is central to a successful school and should remain a primary focus for Pupil Premium expenditure.

Priory Fields School is committed to applying this research-led approach to ensure our Pupil Premium funding delivers the best possible outcomes for our children.

To achieve this, we implement a three-tiered model of Pupil Premium spending, focusing on approaches known to yield the greatest impact:

1. **Teaching:** *Strengthening classroom practice and prioritising staff development is the foundation of our approach. Evidence shows that exceptional teaching has the greatest influence on the progress of disadvantaged pupils. Ensuring consistency of high-quality teaching across the school, and supporting staff to refine their expertise, is central to our strategy.*
2. **Targeted academic support:** *We deploy carefully selected one-to-one and small-group interventions that complement and reinforce high-quality classroom teaching. Research consistently demonstrates the positive effect of well-structured, targeted support for pupils who need it most.*
3. **Wider strategies:** *We address broader, non-academic barriers that may limit pupils' success. This includes targeted work to improve attendance, strengthen behaviour, and provide social, emotional, and pastoral support to ensure pupils are ready to learn and able to thrive.*

## Challenges

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

Challenge number	Detail of challenge
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1	<p><b>Early communication and language development</b> Baseline assessments indicate that many children enter Priory Fields with underdeveloped oral language skills, including limited vocabulary breadth and reduced confidence in expressing thoughts and emotions. However, for the current Reception intake, assessment information shows that <b>0% (0 out of 11) of pupils eligible for Pupil Premium funding</b> entered school working below age-related expectations in Communication, Language and Literacy.</p> <p><b>Writing and Transcription skills</b> Across the school, a lack of secure transcriptional fluency—particularly in spelling, punctuation, grammar, and handwriting—continues to affect writing outcomes. This challenge is more pronounced for many disadvantaged pupils. Speech, Language and Communication Needs remain a significant area of need at Priory Fields, with <b>14.1% of pupils (46 children, including 31 Pupil Premium pupils)</b> identified. In addition, <b>16.8% (39 out of 55 Pupil Premium pupils)</b> present with Social, Emotional and Mental Health (SEMH) needs, which further affects the development of strong writing and communication skills.</p> <p><b>Early mathematics knowledge and number fluency</b> Initial assessment data also highlights that some children begin school without secure early number concepts, which can restrict the development of mathematical fluency as learning becomes more complex. For the current Reception cohort, <b>0% (0 out of 11) of Pupil Premium children</b> were assessed as starting school below age-related expectations in early number knowledge.</p>
2	<p><b>Behaviour, Physical Health and Well-Being</b> A significant proportion of pupils eligible for Pupil Premium at Priory Fields present with social, emotional and mental health (SEMH) needs and are more likely to require targeted support relating to both their physical and emotional well-being. Many pupils need structured guidance to develop self-regulation skills, and this directly influences their capacity to engage consistently and effectively with learning. Currently, <b>16.8% of Pupil Premium pupils (39 out of 55)</b> are identified as having SEMH needs.</p>
3	<p><b>Vocabulary, Equal Opportunities and Cultural Capital</b> Many Pupil Premium pupils at Priory Fields arrive with gaps in early subject knowledge that stem from restricted life experiences and limited opportunities to develop cultural capital outside of school. Reduced parental capacity to provide enriched experiences or language-rich interactions contributes to early vocabulary deficits and variations in background knowledge, which can affect pupils' access to a broad and balanced curriculum.</p>
4	<p><b>Attendance and Punctuality</b> Attendance for pupils eligible for Pupil Premium at Priory Fields remains lower overall than that of their non-Pupil Premium peers. As of December 2025, <b>non-Pupil Premium attendance stands at 95.2%, compared with 89.4% for Pupil Premium pupils</b>, and this reduced attendance limits consistent access to learning and continuity of progress for this group.</p> <p>In addition, cultural factors continue to influence the attendance patterns of some pupils, particularly those from <b>EAL and GRT backgrounds</b>, contributing to ongoing challenges in securing sustained and punctual attendance</p>
5	<p><b>Socio-Economic Factors and Home Context</b> These socio-economic conditions present barriers that extend beyond the classroom and directly affect learning for many disadvantaged pupils. In particular, <b>housing instability, limited home learning environments, and constrained family resources</b> can restrict opportunities for early language development, enrichment activities and consistent educational engagement. In</p>

	some cases, parental mental health challenges further influence the capacity of families to support learning and wellbeing at home, which in turn can impact attendance, readiness to learn and academic progress for Pupil Premium pupils.
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## 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
Pupil Premium pupils achieve accelerated progress in early communication and reading skills to ensure they are well-prepared for continued learning as they transition into Key Stage 2.	<p>By July 2027, the attainment of Pupil Premium pupils in EYFS achieving a Good Level of Development (GLD) will meet or surpass expected standards. Children’s receptive and expressive language skills at the end of EYFS will be aligned with their age-related developmental stage.</p> <p>A higher proportion of pupils will complete KS1 with speech and language skills that are age-appropriate, as demonstrated through the <b>Speech and Language Link</b> programme.</p> <p>The number of pupils successfully passing the phonics screening check in Years 1 and 2 will reach national expectations, and the attainment gap between Pupil Premium and non-Pupil Premium pupils will be reduced.</p>
Enhanced achievement for Pupil Premium pupils at the end of Key Stage 1, with a greater proportion reaching the expected standard and demonstrating attainment that matches or surpasses that of their peers.	The attainment gap between Pupil Premium and non-Pupil Premium pupils achieving the expected standard in reading, writing, and mathematics at the end of Key Stage 1 will decrease and be closed by 2027.
Increased achievement for Pupil Premium pupils at the end of Key Stage 2, with a higher proportion working at the expected standard and demonstrating attainment that matches or surpasses that of their peers.	The attainment gap in reading, writing, and mathematics between Pupil Premium and non-Pupil Premium pupils achieving the expected standard at the end of Key Stage 2 will reduce and be fully closed by 2027.
Pupil Premium pupils have positive attitudes toward school, arrive ready to learn, and demonstrate high levels of self-confidence in their abilities.	Improved attendance and punctuality for PP children – remove the gap which currently exists between the attendance of PP children and NPP children.
To enhance and maintain high levels of well-being for all pupils in our school, with a particular focus on those who are disadvantaged.	Early identification and referral ensure pupils and families access appropriate support. Vulnerable children benefit from strengthened home learning environments, with parents empowered to support their child’s learning. A whole-school Nurture approach will be

	adopted, using the Boxall Profile to identify gaps in social and emotional development.
To maintain full access for Pupil Premium pupils to all curriculum enrichment opportunities at Priory Fields School, including Forest School, outdoor learning, and adventurous activities.	All Pupil Premium pupils have access to our curriculum enrichment programme, which enhances their cultural capital, engagement, and well-being.

## 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: £128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Trust School Improvement Lead to provide high-quality CPD, ensuring pedagogy is strong and supports quality first teaching across all year groups.	High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils (EEF). Professional development for teachers and teaching assistants significantly impacts pupil learning outcomes (Education Policy Institute).	1
Subscription to the National College to strengthen CPD provision for staff, directly enhancing teaching and learning.	Teachers' professional development is crucial to a high-quality education system; ongoing professional learning based on current research improves pupil outcomes (GOV.UK).	1
Employment of a Trust EYFS Lead Practitioner to deliver CPD focused on developing interactions, communication, language, literacy and early maths. Implementation of approaches such as Drawing Club and Curious Quests.	Early literacy programmes can add 4+ months progress; early numeracy approaches 7+ months; oral language approaches can add 6 months' progress (EEF). Teaching and modelling vocabulary in the early years positively impacts oral language skills (EEF).	1
Implementation of a whole-school Maths programme (White Rose / Mastery Approach) supported by Maths Mastery CPD and Trust leadership.	Mastery learning approaches can add 5+ months' progress; White Rose promotes conceptual understanding and fluency (EEF).	1
Develop and implement a clear feedback and marking policy to	Effective feedback is high impact and can add 6+ months' progress (EEF). Clear and	1

ensure effective feedback across all subjects.	consistent policy enhances teaching quality and pupil outcomes.	
Continue embedding systematic phonics teaching across EYFS and KS1.	Phonics instruction is high impact and can add 5+ months' progress, particularly for disadvantaged pupils (EEF).	1

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

Budgeted cost: £ 150,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of class TAs to deliver small-group and pre/post teaching interventions in writing and maths.	Small-group interventions positively impact learning and can add 5+ months progress (EEF).	1, 8
Phonics catch-up interventions aligned with the Little Wandle scheme.	Phonics interventions support early reading and can significantly accelerate progress, particularly for disadvantaged pupils (EEF).	1
Use of a trained SLCN TA to deliver whole-school support for speech, language and communication, alongside EYFS Lead Practitioner and SENCo.	Oral language interventions provide 6+ months' additional progress; high-quality adult-child interactions support thinking and learning (EEF).	1, 3, 4
Implement research-based approaches to improve pupils' oracy across the school.	Oral language interventions are highly effective for disadvantaged pupils, adding 6+ months progress on average (EEF).	1, 3
Employment of a Family Liaison Officer and Parent Support Advisor to provide individual and small-group support for pupils and families, addressing social, emotional, and home-based barriers to learning.	Social and emotional support interventions positively impact pupils' academic and personal development, with research showing an average of 4 months' additional progress (EEF).	5
Employment of EYFS/KS1 SENCo to support early identification of SEND and lead implementation of Language Link assessments and interventions, as well as	Early identification of SEND and targeted interventions support accelerated progress (EEF). The Boxall Profile helps structure support for SEMH, improving engagement and learning outcomes (EEF).	1, 3, 4, 5

staff training on the Boxall Profile to address emotional and social development needs.		
Utilisation of trained THRIVE practitioners to deliver targeted SEMH interventions and small-group sessions for pupils with high levels of social, emotional and mental health needs.	Evidence shows that targeted social and emotional learning approaches, including THRIVE and small-group interventions, can improve academic outcomes and personal well-being, with an average of 4+ months additional progress (EEF).	5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice from the DfE's Working Together to Improve School Attendance (2024).	Poor attendance is closely linked to lower academic outcomes at the end of KS2; good attendance is essential for pupils' attainment, wellbeing, and wider life chances (DfE, 2024).	2, 3, 9
Ensuring attendance is central to the culture of the school and a shared responsibility for all staff. This includes focus groups, mentoring for individual pupils and small groups.	Targeted support and mentoring improve attendance and engagement, which in turn supports learning and progress (DfE, 2024).	2, 3, 9
Provision of specialist music tuition from a qualified teacher, including access to professional performances and instruments for Year 5 and Year 6 pupils.	The Model Music Curriculum (March 2021) highlights that music fosters community, social engagement, and a sense of belonging, enhancing pupil wellbeing and confidence.	3, 4, 5
Delivery of enrichment and extra-curricular activities, including after-school and holiday clubs, residential trips, and outdoor/adventurous learning.	Enrichment activities improve social confidence, broaden networks, develop new skills, and support physical and mental wellbeing. These experiences are particularly impactful for disadvantaged pupils (Social Mobility Commission, 2019).	3, 4, 5
Continuing a programme of workshops and information sessions for parents to build confidence in supporting their children's learning at home, alongside the implementation of homework club.	Positive parental engagement can add approximately 4 months of progress, while structured homework support can add an additional 5 months of progress (EEF).	1, 3, 5

**Total budgeted cost: £338095**