

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Telford Priory School
Number of pupils in school	1072
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	October 2022
Date on which it will be reviewed	August 2024
Statement authorised by	Stacey Jordan
Pupil premium lead	Jen Smith
Governor / Trustee lead	Mike Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 367,881.00
Recovery premium funding allocation this academic year	£ 104,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 472,571

# Part A: Pupil premium strategy plan

## Statement of intent

The Telford Priory School has high expectations for all pupils, irrespective of prior attainment and FSM status. Leaders, teachers, and non-teaching staff are committed to the academic achievement of pupils. We provide inclusive and challenging curriculum, enrichment, and career opportunities for disadvantaged students. We will ensure data is used to identify tightly focused improvement priorities with robust and pragmatic measures. The disadvantaged strategy aligns with the school's overall mission, goals, and whole school strategy. School leaders train and support staff to deliver and sustain quality first learning for all pupils. Our strategy takes into consideration the teaching and learning, academic intervention, and wider approaches to support pupils. We will consider research-based approaches including those from the EEF and use evidence and data to inform our decisions, including spending.

We aim to narrow the gap between disadvantaged and non-disadvantaged students and provide an inclusive and challenging curriculum including enrichment and career opportunities. To ensure the gap between disadvantaged and non-disadvantaged students is narrowing further we will be working in cooperation with RADY project. It is our priority that our disadvantaged pupils have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Arrive at secondary with gaps in their knowledge as a result of not having accessed a strong curriculum at primary school.
2	Struggle to access the ambitious curriculum in the classroom due to the challenge offered by a 'Powerful knowledge for global citizens' curriculum.
3	Struggle to establish a positive learning environment in addition to lack of support from home (in some cases).
4	Struggle with fluency and reading; as a result cannot access the curriculum. As a result of low numeracy ages struggle to access some subjects, such as Maths, Science and Geography. As a result of academic barriers have poor oracy skills.
5	As a result of academic barriers find it difficult to remain focused and misbehave.

6	As a result of the academic barriers, coupled with a lack of support from home (in some instances) have low attendance at school.
7	Inconsistencies in quality of support for students with additional learning needs.
8	Students lack aspirations and have low expectations for themselves. As a result of their disadvantage have a limited experience of cultural capital. Have often not had the opportunity to develop leadership skills or experience success in this area.

## 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
1	Expectations are high for all pupils. Irrespective of prior attainment and FSM status, leaders, teachers, and non-teaching staff are committed to the academic achievement of pupils.	To ensure that the <b>quality of teaching</b> in classrooms is ambitious for all and scaffolded appropriately to support the needs of students as appropriate
		PP students make same progress as their peers in all lessons. PP students Curriculum Journey does not show a gap in comparison to their peers.
		To ensure that there is equity across the <b>curriculum</b> and students from all backgrounds, particularly PP or those that are double disadvantaged, receive their entitlement; any variations to the curriculum will be fully rationalised
		PP students are proportionately accessing the curriculum and sets. MTT are only allowed for identified need by a specialist.
		To ensure that PP students receive quality direct instruction as part of the corrective reading programme which enables their reading age to be brought in line with their chronological one
		To ensure that PP students receive quality direct instruction as part of the corrective reading programme which enables their reading age to be brought in line with their chronological one
		All PP students identified as requiring DI receive it as a priority and gap is closing.
		All PP students identified as requiring DI receive it as a priority and gap is closing.
		To ensure that there is a bespoke numeracy package which enables early and basic number work to be mastered
		To ensure that there is a bespoke numeracy package which enables early and basic number work to be mastered
		To ensure that there is a consistent application of the school's high expectations around classroom work/
		To ensure that there is a consistent application of the school's high expectations around classroom

	learning and out of lesson conduct so that standards are high for all across the school	work/ learning and out of lesson conduct so that standards are high for all across the school
	To ensure that PP students are in school as part of the attendance strategy ensuring that any barriers perceived or otherwise are addressed	To ensure that PP students are in school as part of the attendance strategy ensuring that any barriers perceived or otherwise are addressed
	To ensure all students with additional learning needs are supported with those needs to make strong progress.	To ensure all students with additional learning needs are supported with those needs to make strong progress.
	All students with additional learning needs have detailed access to learning plans that support highly effective teaching and learning.	All students with additional learning needs have detailed access to learning plans that support highly effective teaching and learning.
	To ensure that PP students are aware of a range of careers and pathways which are open to them and the most vulnerable are guided and supported appropriately	To ensure that PP students are aware of a range of careers and pathways which are open to them and the most vulnerable are guided and supported appropriately
	To ensure that the building of cultural capital – for example trips and other experiences – are mapped and planned to enable PP students to receive this entitlement	To ensure that the building of cultural capital – for example trips and other experiences – are mapped and planned to enable PP students to receive this entitlement
	PP students have access to Cultural Capital opportunities.	PP students have access to Cultural Capital opportunities.
	To ensure that there is equity of opportunity for the student leadership programme for PP students	To ensure that there is equity of opportunity for the student leadership programme for PP students

2	Schools set clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and pragmatic measures.	To ensure strong evaluation of the curriculum leads to forensic analysis and actions at cohort and individual class level to ensure strong progress	To ensure strong evaluation of the curriculum leads to forensic analysis and actions at cohort and individual class level to ensure strong progress
		Ensure PP is monitored periodically with appropriate interventions and support to address achievement gap PP/NonPP.	Ensure PP is monitored periodically with appropriate interventions and support to address achievement gap PP/NonPP.

## Activity in this academic year

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: £ 107,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing effective professional development opportunities with the introduction of Growing Great People	Providing effective professional development opportunities with the development of Growing Great People	All
Additional teachers in CORE subjects reducing class sizes to ensure accelerated progress of students is achieved. Ensuring that populations of PP students is 50% in CORE subjects.	Additional teachers in English and Maths, reducing class sizes/ additional adults to raise standards to ensure accelerated progress of students is achieved. Ensuring that populations of PP students is 50% in CORE subjects.	1,2

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

Budgeted cost: £ 268, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic coach support</i>	Raised outcomes in the open buckets, improved attendance to school, and reduced negative behaviours	1, 2

<i>Smaller group/ additional adults</i>	Additional teachers in English and Maths, reducing class sizes/ additional adults to raise standards to ensure accelerated progress of students is achieved. Ensuring that populations of PP students is 50% in CORE subjects.	

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

Budgeted cost: £ 96,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers officer to support students, raise aspirations and opportunities for students. Ensuring that students have access to access to wider opportunities for higher and further education.	The EEF supports the need to raise aspirations of disadvantaged students to <a href="#">improve academic attainment</a> .	3
Student SEMH needs are prioritised with outside agencies used to support students including a school counsellor.	Evidence from the EEF suggest that a tiered approach to <a href="#">social and emotional learning</a> improves pupils' decision-making skills, interaction with others and their self-management of emotions.	2,3,4
Improvement in the provision of SEND students and recruitment of specialist <a href="#">teaching assistants to support students</a> .	<a href="#">Evidence from the EEF</a> supports that additional resources and focus for students with SEND is imperative to reduce the gap between groups of students.	5
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Staff will mentor and support targeted PP students with poor attendance to overcome barriers and build relationships. Attendance/support	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4



mentors will be appointed to improve attendance. Assistant EWO to support the drive for improved attendance.		
--	--	--

**Total budgeted cost: £ 472,571**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2022, 15% of disadvantaged students achieved a Grade 5 and above in English. This rose to 33% in 2023. This is more than double.

In 2022, 7% of disadvantaged students achieved a Grade 5 and above in English. This rose to 21% in 2023. This is triple that of the previous year.

In 2022, the gap between disadvantaged students and their peers in gaining English and Maths at Grade 5 and above was 23%. In 2023, this was reduced to 17%.

In 2022, the Progress 8 figure for disadvantaged students was -1.3. This was reduced to -1.1 in 2023. In the same period, the Attainment 8 figure rose by 0.3 to 3.1

The proportion of disadvantaged students entered for EBacc in the current Year 9 is more than double that of the Year 11 students in 2023.

The proportion of students who did not access any examinations at the end of Year 11 (outliers from the school system) improved from 2022 to 2023 by a third.

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have set up a service student group where we have half termly events such as cooking sessions and team building requested through student voice. Students all have termly careers support and opportunities for cultural capital.</p> <p>We now have a dedicated team of support staff for students including the pupil premium coordinator, service family liaison, careers coordinator and counsellor.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>All students feel they were supported and attended extra-curricular activities. Transitions are managed and parent feel their child receives appropriate support. Our assessments indicate that due to the</p>

	additional support progress, attendance and behaviour shows improvement.
--	--