

Pupil Premium Strategy

including COVID Catch Up Premium/COVID Recovery Premium

Priory School (SENDAT)

| 2020-2021 | 2021-22 | | Lockdown 2 & 3 | | Lockdown 1 | |
|---|---------|-----|----------------|-----|------------|-----|
| | No. | % | No. | % | No. | % |
| School demographic: | | | | | | |
| Students on roll | 196 | | 198 | | 190 | |
| Disadvantaged students | 78 | 40% | 85 | 43% | 91 | 48% |
| Total no. students eligible for pupil premium funding | 80 | 41% | 89 | 45% | 89 | 47% |
| Total no. students eligible for free school meals | 61 | 31% | 70 | 35% | 57 | 30% |
| Total PPG allocation: | £ | | £106,153 | | £114,330 | |
| Total CCUP allocation: | £ | | £40,320 | | NA | |

Accountability:

| | |
|-----------------|--|
| Date published | September 2021 |
| Review date | September 2022 |
| Senior leader | Mick Truman - Head of School |
| Governance lead | Priory School Local Advisory Board (LAB) |

Current barriers to learning and success for disadvantaged students:

100% have an Education Health Care Plan (EHCP) which outlines their personal barriers to learning and achievement - complex learning difficulties
 Emotional and mental health difficulties and challenges due to impact of early or ongoing childhood trauma and personal circumstances
 Limited educational progress due to personal barriers to learning impacted by medical diagnosis as well as social and economic circumstances
 Poor or erratic attendance due to medical diagnosis, challenging home circumstances and parental understanding of needs and disabilities
 Safeguarding concerns due to a range of factors including home, locality, environment, etc.
 Impact of pandemic and lockdowns on wellbeing, learning and outcomes on individuals and families
 Limitations for remote learning including access to technologies, families sharing at home and safeguarding aspects (awareness of circumstances/contextual)
 Staffing for in-school and remote learning to be effective - use of STAs to support remote learning in school - reduced opportunities for interventions
 Training for all staff to effectively deliver and support remote learning in school - time for training, immediacy of response and support for technology use at school and home
 Accreditation variations for lockdown - full accreditation not possible - working with exam boards presents variable responses and not timely for staff to manage appropriately
 Consistency of learning and especially of social skills awareness and development for students with ranges of complex needs

NB: Recovery can only begin once the pandemic has receded. Until then, we focus on managing and coping strategies for living with pandemic incl. managing change, safety practices to establish a springboard for recovery

| Accreditation achievement at KS4: | | Lockdown 1-3 (March 2020 - March 2021) | | Targets | | | |
|--|--|--|------|---------|------|-----|-----|
| | | No. | % | No. | % | No. | % |
| Achieving 5 entry level certificates including Maths and English | | 29 | 100% | 22 | 100% | 23 | 100 |
| Achieving 5 or more entry level certificates including Maths and English | | 19 | 66% | 22 | 100% | 22 | 96% |
| Achieving less than 5 entry level certificates including Maths and English | | 0 | 0% | 0 | 0% | 1 | 4% |
| <i>Annual variations dependent on cohort potential and individual outcome plans</i> | | <i>Average certification achievement</i> | | 7 | | 6 | |
| Impact expected for student accreditation outcomes in 2021-21 following additional 2 lockdowns | | | | | | | |

| Secure destinations at KS4: | | Lockdown 1-3 (March 2020 - March 2021) | | Targets | | | |
|--|--|--|------|---------|------|-----|-----|
| | | No. | % | No. | % | No. | % |
| Achieving 5 entry level certificates including Maths and English | | 29 | 100% | 22 | 100% | 23 | 100 |
| Secure destinations confirmed July (follow-up by Nov) by no. of Y11 in KS4 | | 29 | 100% | 22 | 100% | 23 | 100 |

Intended strategy outcomes for all students including those with disadvantage:

Priory School wants to ensure all students all students develop skills and qualities to enter their adult lives prepared for the work environment and capable of being independent and productive citizens.
 High quality outcomes through education and support for all students with high quality teaching and targeted support for individual needs including meeting social, emotional, spiritual and educational need.
 Focused support on students as individuals, tailoring of challenging and enjoyable educational programmes to directly meet their needs and to truly personalise learning.
 We will work with each student, their parents and carers and other professionals to understand, and work to overcome each student’s particular barriers to learning, so they can achieve their full potential within a secure and caring environment.
 Secure outcomes and planned destinations for students at appropriate 'endings' including transition opportunities to support individual's confidence and longevity of placement, course, activity, etc.

NB: Recovery can only begin once the pandemic has receded. Until then, we focus on managing and coping strategies for living with pandemic incl. managing change, safety practices to establish a springboard for recovery

To reduce fear of infection and illness when coming to and in school as well as when in the community
 To develop strategies for managing pandemic life as children and young adults - high aspiration and expectations for future (not lost, loss, catch-up, etc.)
 To develop support for families and individuals during lockdown - you are not alone - and knowledge of support networks for families to access
 To make safeguarding awareness additionally heightened for staff to support families and children
 To develop school and learning environment to include emotional development, regulation and engagement using widest spaces available to support and enable recovery - TIS approaches and practices, interventions, etc.

Strategy aims for disadvantaged students:

| Teaching and academic targeted support aims: | Processes and activities planned: | | | | | | |
|---|--|--|--|--|--|--|--|
| Students make at least expected progress in literacy as expressed in their Individual Learning Plans (ILP) | Targeted teaching supported by subject lead and high quality training experiences for staff delivering. Support staff to participate in training through CPD and PDD | | | | | | |
| Students make at least expected progress in numeracy as expressed in their Individual Learning Plans (ILP) | Targeted teaching supported by subject lead and high quality training experiences for staff delivering. Support staff to participate in training through CPD and PDD | | | | | | |
| Students make at least expected progress in communication and interaction (C&I) skills as expressed in their Individual Learning Plans (ILP) | Targeted interactions from staff trained in delivering approaches and interventions | | | | | | |
| Students make at least expected progress in cognition and learning (C&L) skills as expressed in their Individual Learning Plans (ILP) | Targeted teaching and learning opportunities to promote development of skills for learning by all staff | | | | | | |
| Students in KS4 make at least expected progress in accreditation outcomes | Appropriate teaching for ranges of accreditation suitable for student need to support future pathways needs and aspirations | | | | | | |
| Development of Recovery Curriculum across the school which includes flexibility for continuity during national or local lockdown - immediate response planning to move to remote learning as needed | Training for all staff, timetable restructure, management of school environment (hygiene areas and practices throughout school, zones, bubbles, etc.) | | | | | | |

| Academic targeted support aims: | Processes and activities planned: | | | | | | | |
|--|--|--|--|--|--|--|------|------|
| Students will make improvements against baseline in targeted interventions which supports accelerated progress in learning | Targeted support and interventions in formal and informal teaching and learning | | | | | | | |
| Development of online resources and elearning opportunities including IT systems, integrated resource creation for blended approaches to learning, access to technologies in school and at home for students and staff | Training for staff - KS teams investigate and resources and opportunities to suit needs of the learner. Resourcing IT equipment for staff and use of financial support for families, laptop loans, allocation of gifted technologies and other government support initiative | | | | | | | |
| Intervention development to support widest learning | Programme of interventions with review and impact monitoring | | | | | | | |
| Wider support aims: | | | | | | | | |
| Students make at least expected progress in social, emotional and mental health (SEMH) skills as expressed in their Individual Learning Plans (ILP) | Targeted support and interventions in formal and informal teaching and learning | | | | | | | |
| Students will improve attendance across the academic year | Pastoral support processes and implementation through regular meetings with school team, professionals and families | | | | | | | |
| Liaison between agencies and other support is timely and proportionate responses planned to help meet the need | Reporting for planned meetings is timely and appropriately updated | | | | | | | |
| Resourcing for additional regulation and wellbeing support - including outdoor learning and biophilia | Restructure use of outside areas to allow different groups to access zones, use of Moreton Hall School classrooms and outdoor space | | | | | | | |
| Support all children and staff to manage pandemic with best wellbeing and work practices to enable recovery to start as soon as possible - TIS beginnings and endings emphasis | Training TIS approaches and practices. Additional interventions based on TIS as well as learning, focus on personal best and wellbeing, biophilia, etc. | | | | | | | |
| Review physical spaces to reduce crowding or busy times. Ensure communication and information appropriate for all ages to support hygiene, respiratory, cleaning, etc. | Use of website to promote good practices and publicise practices in school - video to reduce anxieties and show 'how to'. Resource appropriate materials and amounts of sanitiser, hand towels, cleaning materials, PPE, etc. Training and awareness for staff. | | | | | | | |
| Total planned funding spend (%): | | | | | | | 100% | 100% |

| Monitoring and implementation: | | | | | | |
|---|--|-----------------|--|--|--|--|
| Teaching: | Processes and activities planned: | Accountability: | | | | |
| Employment and development of workforce to support trauma informed approaches in everyday interactions with students to develop and promote consistency in learning behaviours to maximise student achievement outcomes | Targeted use of CPD, Professional Development Days (PDD) Cover supported by cover supervision team or access to supply | SLT | | | | |
| Promote and develop high quality teaching across the school | Quality assurance processes embedded in practice and reflection opportunities support review and improvement as part of planned CPD, training opportunities and meetings schedule | SLT | | | | |
| Promoting and developing high quality remote learning across the school - including blended learning for groups or individuals in isolation | QA processes established to monitor and enable sharing of good practice for staff development | SLT | | | | |
| Establish safe zones for learning and development to continue on school site including use of outdoor spaces and Moreton Hall School classrooms and spaces | Promote working arrangements including promotion of outdoor spaces. Risk assessments completed for all areas and spaces including COVID-secure measures. Costs include additional cleaner, PPE, cleaning equipment, testing arrangements, etc. | SLT/Trust | | | | |
| | | | | | | |
| | | | | | | |
| Academic targeted support: | Processes and activities planned: | | | | | |
| Allocate appropriate time for targeted staff to plan and provide interventions for promoting confidence in learning and academic achievement | PPA allocation to remain above 10% of teaching time for teaching staff and appropriate allocation for other staff planning delivery | SLT | | | | |
| Develop staff teams to include interventions which can be implemented remotely or on school site | Training and use of staff expertise and knowledge of online resources to support and develop intervention practices | | | | | |
| | | | | | | |
| | | | | | | |
| Wider support: | Processes and activities planned: | | | | | |
| Allocate appropriate time for targeted staff to plan and provide wider interventions and support for individuals and groups including therapy support as appropriate to develop understanding and consistency in behaviour for learning | Focused training for targeted staff to develop appropriate skills and knowledge. Cover supported by cover supervision team or access to supply | SLT | | | | |
| Liaison between agencies and additional support is managed in a robust manner with good information sharing | PEP meetings are planned and liaison between all staff involved is timely and appropriately managed. Feedback from agencies is positive regarding liaison, eg. Virtual School | STL/Trust | | | | |
| Staff use of TIS practices and approaches to enable students to develop and manage regulation for learning to take place | Training, awareness and promotion of TIS practices and approaches at all training including induction for new staff | SLT | | | | |
| Intervention strategies deployed across school and monitored | Training, timetable allocation, Trust staff to support wider therapies (art, music, outdoor), resourcing | SLT | | | | |