

Pupil premium strategy statement – Priory

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	229
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mrs Sharron White, Head of School
Pupil premium lead	Mrs Sharron White, Head of School
Governor / Trustee lead	Neil Kellett, Trustee lead for Safeguarding (inc. disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,691
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£103,691

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic progress
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

The Pupil Premium grant is relatively high because it is allocated based on the number of eligible pupils, such as those receiving free school meals. Priory School has a significant number of eligible pupils, resulting in a higher overall grant. As a special academy, Priory School does not receive separate funding for free school meals, which is integrated into the existing £10K per place funding. The funding is used to provide support staff for tailored assistance to SEND students, accessible equipment and resources for necessary educational materials and tools, alternative provision and enrichment activities including trips, visits and extracurricular clubs.

We will also provide pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have lower academic aspirations than their peers.
2	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., life skills around personal hygiene routines, changing clothes and accessing external support services.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to experience broad enrichment, social activities and opportunities, e.g., attending sports clubs, going to the Cinema, going to the zoo, eating in a café or restaurant, accessing residential trips.

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
Improved attainment for disadvantaged pupils in all subjects, across the curriculum, relative to their starting points as identified through baseline assessments. Support staff are key in scaffolding progress and achievement.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. An increase in the percentage of disadvantaged pupils achieving accreditation in at least 5 subjects, including English and Maths. Outcomes show a reduction in the attainment gap between disadvantaged pupils and their peers.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Greater access to off site activities and experiences, including trips, clubs and residential experiences. Pupils are able to demonstrate basic life skills, e.g., getting changed for PE/swimming, personal hygiene, accessing medical and health services.

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions from the HLTA team to support academic progress- GCSE Maths coaching, phonics and reading.	Attainment data, ILP outcome progress, accreditations obtained.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in all sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. STA to pupil ratio of ~1STA to 10 students	1

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

Budgeted cost: **£55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for pupils with sensory needs, including autism.	We have observed that sensory equipment and resources such as bean bags, lap pads, tunnels, weighted blankets, and fiddle toys can be effective at providing support for our pupils with sensory needs.	2
Cultural trips and social activities including extracurricular clubs and residential visits.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.	3

Public transport training for Year 9-13 pupils.	Independent Travel Training is likely to enhance pupils' social and employment opportunities	2
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Total budgeted cost: £108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

The data demonstrated that there is a negligible or no gap in disadvantaged students attendance, engagement or achievement.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that disadvantaged students have been supported to achieve their ILP/EHCP targets in line with all students at this provision.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. All current Year 11 students are on track to achieve at least 5 accreditations, including English and Maths Summer 2025.

Our evaluation of the approaches delivered last academic year indicates that the strategies and approaches used have been highly effective in supporting disadvantaged students.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Travel Training	Essex Travel Training

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.