Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Priors School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	Updated November 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Local Governing Committee
Pupil premium lead	Ricky Emms
Governor / Trustee lead	Leigh Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,140
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	£18,140

Part A: Pupil premium strategy plan

Statement of intent

Children who are eligible for Pupil Premium funding have historically been disadvantaged in a number of ways, either financially or socially. These children deserve the best education available to them and to receive the same opportunities as every other child in the country.

Our intent is to give the children eligible for the Pupil Premium to make at least the same academic progress as all of their peers and will put a number of strategies in place to support these children. From early identification of barriers, we have developed a plan to support, guide and challenge these children to be the best they can be. We want them to achieve academically, but we also want to focus on their social, emotional and mental health and giving these children opportunities to access the wider curriculum that may not always be available to them.

This plan focuses on these areas, using the tiered approach. We are providing additional tutoring to the children to ensure that any gaps in learning can be closed at the earliest opportunity. We are also investing in teaching assistants to provide same day interventions or pre-teaching to give the children the best opportunities to maintain the pace of learning with their peers. We are also investing in training the whole education team about feedback and diagnostic assessment, so gaps and barriers to learning can be identified and supported, through scaffolding and intervention. We also want to develop staff understanding of metacognition to help pupils make better progress.

The key principle that runs through our whole school, is working with the children to achieve their best possible outcomes in a loving and supporting environment. We believe this strategy helps us support the children along their learning journey and provides high expectations of all.

Challenges

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

Challenge number	Detail of challenge
1	Access to additional support outside of school. A number of Pupil Premium eligible children do not have access to wider support out school, such as tutoring and resources, which can hold them back in relation to their peers.

2	Having time to consolidate learning at home. Our Pupil Premium eligible children may not always have the support required at home to fully consolidate learning, due to resources or time.
3	Access to wider curriculum activities. Some of our Pupil Premium eligible children do not always have access to the wider curriculum opportunities, such as trips or music lessons.
4	Access to suitable support for mental health and well-being challenges. Some of our Pupil Premium eligible children need additional support for their mental health and well-being to enable them to flourish in school.

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
All children eligible for the Pupil Premium to achieve at least national average progress scores in KS2 Reading (0)	Achieve national average progress scores in KS2 Reading (0)
All children eligible for the Pupil Premium to achieve at least national average progress scores in KS2 Writing (0)	Achieve national average progress scores in KS2 Writing (0)
All children eligible for the Pupil Premium to achieve at least national average progress scores in KS2 Maths (0)	Achieve national average progress scores in KS2 Maths (0)

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: £ *2,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay for a staff member to train as a pastoral lead	The EEF research shows that Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Provide release time for staff to work with the MAT for developing adaptive teaching practices	The EEF effective Professional Development guide states that effective PD builds knowledge, motivates staff and develop techniques. The report highlights the importance of Teacher Learning Communities, and this allows our staff to develop their practise through working with others.	1, 2

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

Budgeted cost: £ *9,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to receive targeted and focussed phonics, writing and maths support, using same day interventions led by teaching assistants.	The EEF offers a whole suite of information regarding the use of Teaching Assistants and selecting appropriate interventions and more information can be found here: https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/	1, 2

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

Budgeted cost: £ *7,140*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all children have access to our wider curriculum offer, including after school clubs and school trips	Having access to the wide curriculum increases children's participation in school and helps build positive relationships and personal achievement.	3
Provide social and emotional support groups, to include self-regulation strategies. Embed this with the RSHE programme, Jigsaw.	The EEF have a wealth of evidence to show the impact that explicit teaching of social and emotional skills can have on children's learning and wellbeing. By focusing on these areas we can support the children to make additional academic as well as personal progress.	4
Provide support for children through an onsite alternative provision where required		4
Develop a social skills group to support children to develop friendships and communication skills		4
Use pastoral manger to provide support for children and families		4

Total budgeted cost: £ *18,140*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

We did not have any pupil premium eligible children in Year 6 last year. Our attendance for pupils eligible for FSM, was almost 5% lower than comparable schools last year. This was vastly impacted by one child, but is something we will keep a very close eye on this year, and will use the pastoral manager to support this. IN school tracking attainment, shows that Pupil Premium recipients make the following progress: Maths and Reading – 80% expected progress, 20% above expected Writing – 2 children did not make expected progress in writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw	https://jigsaw3-11.com
Pastoral manager training	New to Role - Effective Pastoral Lead (CPD Certified) | NSMtraining & Consultancy
Beacon 360	learn.beaconschoolsupport.co.uk/login