

Pupil Premium Strategy Statement (3 Year)

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

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	Priestnall School
Number of students in school	1268
Proportion (%) of Pupil Premium eligible students	14% (181 Students)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Craig Burns (Headteacher)
Pupil Premium lead	Dylan Carter (Assistant Head)
Governor / Trustee lead	Mark Farrar

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£197,634
Recovery premium funding allocation this academic year	£23,874
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£69,102
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	£290,610

Part A: Pupil Premium strategy plan

Statement of intent

At Priestnall, we put our students at the centre of everything we do. Our collective philosophy is to provide an 'education for life', ensuring that our students are fully prepared – in terms of knowledge, skills, qualifications and confidence, in mind and body – for whatever their next step may be.

Regardless of a student's background or circumstance, we aim to lessen the impacts of socio-economic disadvantage so that student progress and attainment is comparable to, or exceeds that, of non-disadvantaged students nationally.

We do this by having a relentless drive to identify and understand the impact of socio-economic disadvantage on learning and to understand exactly what it means to be a disadvantaged student at Priestnall School, and how disadvantage affects all students differently.

Our Pupil Premium strategy follows the tiered approach to Pupil Premium spending, recommended by the EEF. This helps us balance approaches to improving teaching, targeted academic support, and wider strategies. The key principles of our Pupil Premium strategy are driven by individual need, identified through diagnostic assessment, not labels. During the period of our current strategy plan, we will focus on the key challenges that our disadvantaged students face. The activities we have detailed in this strategy plan show what we are doing in each area to support our students.

High-quality inclusive teaching is at the heart of the strategy. It is evident from most research findings that good teaching is the most important lever that schools have to improve outcomes for disadvantaged students. Whilst this strategy details our activities which benefit our disadvantaged students, the evidence used to drive our approaches will impact all learners and align with our school vision of 'ambition for all'

Strong pastoral care underpins our strategy and is paramount in our efforts to address educational disadvantage. Focus on Social, Emotional and Mental Health (SEMH) is whole school focus. In addition, the establishing of positive relationships is critical to the success of our strategy. Every student, irrespective of background, needs to feel like they belong and can achieve. Multiple studies have shown that where relationships are strong across a school, the most disadvantaged students thrive.

Although our strategy has a review date, our activities are regularly assessed for impact. The approaches we have adopted complement each other to help students achieve. Changes and adaptations are made in-year where necessary.

The proposed spend for 2022-23 is based around three core principles.

Supporting and Developing Teaching

Spending on improving teaching includes professional development for all staff roles, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient of a successful school and is a priority for our Pupil Premium spending. Our whole school focus on literacy, especially at KS3, is included in this section.

Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Support can come from a variety of sources, such as classroom teachers, support staff or external tuition providers through the National Tutoring Program (NTP)

Wider Strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. At Priestnall we use the Pupil Premium grant to provide support in the areas of:

- Social, Emotional and Mental Health
- Pastoral Care
- One-to-one Counselling
- Behaviour Support
- Primary Transition
- Enrichment opportunities
- Careers
- Access to technology

Challenges

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

Challenge number	Detail of challenge		
1	<p>Consistency of classroom engagement: Having high expectations and ambition for all students, especially those from disadvantaged backgrounds, is a whole school priority. Our learning walks, lesson drop-ins and work scrutiny has identified that there is some variation with the engagement in learning and quality of work being produced by some disadvantaged students. The label 'Pupil Premium' or 'disadvantaged' should not carry an implicit bias which can lower expectations for either the teacher or student.</p>		
2	<p>Reading comprehension at KS3: Our reading age assessments and work scrutiny show reading comprehension of our disadvantaged students at KS3 is generally weaker than their non-disadvantaged peers. There are also reading concerns between our disadvantaged students and our non-disadvantaged students on entry to Priestnall.</p>		
3	<p>Y11 Attainment & Progress: There is a progress and attainment gap in exam results for our disadvantaged students when compared with results for non-disadvantaged students.</p>		
	Cohort	Progress 8	Attainment 8
	Priestnall disadvantaged students (2022)	-0.11	43.3
	Priestnall non-disadvantaged students (2022)	0.32	59.4

	National Average for disadvantaged students (2022)	-0.55	37.5
	National Average for non-disadvantaged students (2022)	0.15	52.6
4	Social, Emotional and Mental Health: Our observations and discussions with students and their families have identified an increase in social and emotional issues. These issues are driven by a wide range of factors, many are complex. These factors particularly affect disadvantaged students. Currently, the demand for support is at a record high, partly as a result of the needs still emerging from the pandemic. We currently have 43 disadvantaged students regularly accessing our wellbeing centre.		
5	Attendance Our attendance data shows that there is an attendance gap between our disadvantaged students and our non-disadvantaged students.		
6	Enrichment & Personal Development: Our observations, student discussions and surveys show disadvantaged students are less likely to engage in some extra-curricular activities. participation in awards or leadership roles is significantly lower.		

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 engagement in lessons and presentation of work across the curriculum.	Improved engagement in lessons noticed by teachers. Improved presentation and quality of work will be evident in work scrutiny and learning walks.
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a small disparity between the scores of disadvantaged students and their non-disadvantaged peers. 100% of students improve their reading age by a minimum of 12 months (based on the NGRT) between the autumn tests. Reading needs to be part of everyday school life and involve all staff. It should feature in all the school's improvement plans and be visible around the school.
Improved attainment and progress scores among disadvantaged students, especially in English and Maths GCSE results.	By the end of our current plan in 2025 KS4 outcomes demonstrate that disadvantaged students achieve at least the national average P8 score for non-disadvantaged students (currently 0.15 in 2022). The ambition is to remove the attainment gap at Priestnall.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	To quickly respond to current and emerging SEMH needs reaching sustained high levels of wellbeing no later than the end of the current strategy plan. This will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain improved attendance for all	Sustained high attendance from 2025 demonstrated by the overall absence rate for all students being no more than 4%, and the

students, particularly our disadvantaged students.	attendance gap between disadvantaged students and their non-disadvantaged peers being no more than 3%
To improve and sustain participation rates in enrichment activities for all students, particularly our disadvantaged students.	From 2025 a significant increase in participation in enrichment activities, particularly among disadvantaged students will be evident through tracking data. The aim is for 100% of our disadvantaged students to have taken part in an enrichment activity.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on recruitment and retention of specialist teachers across the school. Having a specialist subject teacher in front of all disadvantaged students is a priority. Owned by: CJB / PSS / RJM	The EEF's Pupil Premium Guide states improving the quality of teaching has the greatest impact on disadvantaged students. The guide supports schools to develop their Pupil Premium strategy based on the best evidence. Education endowment foundation - Using pupil premium	1,2,3
All early career teachers will undertake a two-year induction underpinned by the Early Career Framework (ECF). Owned by: JLW	This is an enhanced package of training for early career teachers and their mentors to make sure new teachers have support in their first years of teaching. Programme delivered by Bright Futures. Early Career Framework Teach First	1,2,3
Staff CPD on the quality of teaching for all students and the expectations for disadvantaged students. Full CPD calendar established for 2022/23. Full inset days on disciplinary reading and inclusive teaching. Led by	The EEF's Pupil Premium Guide states improving the quality of teaching has the greatest impact on disadvantaged students. Effective Professional Development is critical to equip staff with the expertise and knowledge they need.	1,2,3

<p>SLT lead on Teaching & Learning.</p> <p>Owned by: JVH/DDC</p>	<p><u>EEF Effective Professional Development Guidance Report</u></p> <p><u>EEF evidence reviews - teacher professional development characteristics</u></p> <p><u>www.gov.uk/government/publications/standard-for-teachers-professional-development</u></p>	
<p>Improving the quality of feedback as part of whole school focus. Lead by the T&L lead.</p> <p>Owned by: JVH</p>	<p>Providing feedback has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (up to +6 months impact)</p> <p><u>Evidence review on feedback approaches and educational... EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>EEF teaching-learning-toolkit/feedback</u></p>	1,3
<p>Focus on improving attainment and facilitating progress for disadvantaged students is a target for all staff. This is included in all staff's appraisal targets and recorded on the school's appraisal system and supported with whole school and dept CPD.</p> <p>Owned by: DDC</p>	<p>The focus on improving the attainment and progress for all disadvantaged students is embedded into the school improvement plan (SIP). The addition of the target has helped to keep focus on disadvantaged students.</p> <p><u>EEF Effective Professional Development Guidance Report</u></p>	1,3
<p>Improved communication around disadvantaged students, including those with SEND. Investment in provision mapping software which will streamline processes and capture needs/provision that all staff can engage with on varying levels.</p> <p>Owned by: KDG / DDC</p>	<p>Knowing students' individual needs, and building positive relationships is a key part of the Pupil Premium strategy. The sharing of information on all disadvantaged students, especially those with SEND, will better equip teachers with individual knowledge about their students.</p> <p><u>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</u></p>	1,2,3
<p>Online reading diagnostic tests. (NGRTs) GL assessment.</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	1,2

<p>Bi-annual NGRTs to provide data on reading skills for disadvantaged students.</p> <p>Owned by: RGM / DDC</p>	<p>The data provided by the NGRTs has layers of diagnostic detail and creates reliable reading ages for staff to work with.</p> <p>www.gl-assessment.co.uk/assessments/new-group-reading-test/</p> <p>EEF teaching-learning-toolkit / reading-comprehension-strategies</p>	
<p>Online Cognitive tests. CAT4 tests to provide detailed cognitive data on all Y7 students including disadvantaged. GL Assessment.</p> <p>Owned by: RGM / DDC</p>	<p>CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement.</p> <p><i>CAT4: The UK's most widely-used test of reasoning abilities. Standardised on 25,000 students with results verified each year.</i></p> <p>CAT4 - GL Assessment (gl-assessment.co.uk)</p>	1,2
<p>Continued review of the curriculum offering, including vocational courses and languages. All disadvantaged students will have access to a broad and balanced curriculum, including all extra-curricular opportunities.</p> <p>Owned by: PSS</p>	<p>Teachers should set high expectations for every student. They should plan stretching work for students whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds.</p> <p>www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</p> <p>https://ffteducationdatalab.org.uk/2020/01/narrowing-the-curriculum-what-subjects-do-disadvantaged-pupils-take</p>	1,2,3
<p>Move to mixed ability teaching across all subjects. A significant change which will require ongoing staff training and development.</p> <p>Owned by: PSS</p>	<p>Setting and streaming does not improve progress, on average, with lower impacts for low attaining students. The evidence around setting and streaming is limited but there is evidence to suggest disadvantaged students perform better in mixed ability groups.</p> <p>Overall, setting or streaming appears to benefit higher attaining students and be detrimental to the learning of mid-range and lower attaining learners. On average, setting or streaming does not appear to be an effective strategy for raising the attainment of disadvantaged students, who are more likely to be assigned to lower groups.</p> <p>EEF: It appears likely that routine setting or streaming arrangements undermine low attainers' confidence and discourage the belief that attainment can be improved through effort. Research also suggests that ability</p>	1,2,3,4

	<p>grouping can have a longer-term negative effect on the attitudes and engagement of low attaining students.</p> <p>EEF teaching-learning-toolkit/setting-and-streaming</p> <p>www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p>	
<p>The hosting of the Outstanding Teacher Program (OTP) will involve Priestnall Teachers. Sessions will include Challenge and Engagement, Questioning and Learning, Coaching, Assessment, Feedback, Reviewing Progress and Impact.</p> <p>Owned by: EKB</p>	<p>Participants become much more reflective about their teaching and much more aware of how to make their lessons consistently outstanding. This includes placing greater emphasis on: the purpose of the value of their lessons; raising levels of engagement in learning; the use of teaching styles to challenge learning; greater readiness to innovate and take risks; and more reflective planning.</p> <p>www.olevi.com/wp-content/uploads/2022/11/olevi-otp-flyer-2023.pdf</p> <p>EEF Effective Professional Development Guidance Report</p> <p>DGT-Full-report.pdf (tdtrust.org)</p>	1,2,3
<p>Introduction of 'Irisconnect' to support teachers to collaboratively engage with theory, modelling, feedback and coaching in the context of their own classrooms.</p> <p>Owned by: JVH</p>	<p>Programme helps staff to reflect and gain a deeper insight into their teaching practice. Helps to empower teachers and create a culture based on trust with more effective and developmental lesson observations to rapidly improve teaching and learning.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving Teaching & Learning What We Do IRIS Connect</p>	
<p>To support our inclusion of reading within lessons, we have enrolled several teachers across departments on a two-year CPD programme. The programme is comprehensive and is designed to support Disciplinary Literacy, which is an approach shown to improve literacy across the curriculum.</p> <p>Owned by: RGM</p>	<p>The programme is facilitated by the National Literacy Trust, the UK's leading source of literacy CPD and resources.</p> <p>EEF education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF teaching-learning-toolkit / reading-comprehension-strategies</p>	1,2,3
<p>Form time reading is built into the schedule of every</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from</p>	

<p>form, once a week. Books are given to forms, either novels, non-fiction or short stories. Further supported by Bookbuzz, a reading programme from BookTrust that aims to help schools inspire a love of reading in 11 to 13-year-olds.</p> <p>Owned by: RGM</p>	<p>being taught how to use reading comprehension strategies. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><u>EEF teaching-learning-toolkit / reading-comprehension-strategies</u></p> <p><u>Bookbuzz school reading programme for Year 7 and Year 8 BookTrust</u></p>	
<p>Supply of subject specific resources. Subject teams are best placed to determine what additional resources could support disadvantaged students' progress. Subject areas will be supported when additional resources are requested through an internal bid process.</p> <p>Owned by: DDC / DoLs</p>	<p>Our experience has shown that providing high quality teaching relies on several factors, including having appropriate classroom resources used for instruction.</p> <p><u>www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</u></p>	1,2,3
<p>Central supply of resources to disadvantaged students. All PP students will be issued the necessary revision guides and additional materials centrally, through the PPLM, without being asked to purchase them through individual departments.</p> <p>Owned by: DDC / DoLs</p>	<p>Subject areas will be supported through issuing equipment / materials / revision guides to all disadvantaged students centrally by PPLM in collaboration with Directors of Learning. Our experience has shown this allows all disadvantaged students to access to these materials, regardless of their financial situation.</p> <p><u>www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</u></p>	1,2,3
<p>Support with devices to access remote learning. Laptops are gifted to identified families with full transfer of ownership for both monitoring use and care of the device.</p> <p>Owned by: DDC</p>	<p>Students who do not have access to IT devices at home cannot access the remote learning offer. Gifting the devices adds value beyond the end of the school day.</p> <p><u>Best evidence on impact of COVID-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>'Digital poverty' in schools where few have laptops - BBC News</u></p>	1,2,3,4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access the National Tutoring Programme. (NTP)</p> <p>KS3 Literacy. Program set up for 2 x face-to-face 15-week literacy tuition packages for 84 identified KS3 students. (2 x 42 student blocks) Majority Pupil Premium / SEND.</p> <p>Owned by: RGM / DDC</p>	<p>EEF evidence suggests small group tuition can have a positive impact.</p> <p>Small group tuition is most likely to be effective if it is targeted at students' specific needs. Diagnostic assessment can be used to assess the best way to target support. (Up to +4 months impact)</p> <p>EEF teaching-learning-toolkit / small-group-tuition</p> <p>EEF teaching-learning-toolkit / reading-comprehension-strategies</p> <p>Our 2022 Impact Report The Tutor Trust</p>	<p>1,2</p>
<p>On-line tuition program for majority of Y11 disadvantaged students in Maths / English. 2 x 12-week blocks programme of Maths / English tuition through an on-line tuition provider. This is completed in school at the end of the school day.</p> <p>Owned by: DDC</p>	<p>EEF evidence suggests 1-to-1 tuition can have a positive impact. There is also evidence that disadvantaged students benefit more than others when the program extends the school day.</p> <p>On average, one to one tuition is very effective at improving student outcomes. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF teaching learning toolkit - one-to-one-tuition</p> <p>MyTutor Impact Report 2022</p>	<p>1,3,4</p>
<p>Intervention sessions for all subjects A coordinated, targeted intervention programme for Year 11 during Easter holidays.</p> <p>Owned by: PSS / DDC / TJC</p>	<p>EEF states small group tuition can have a positive effect. This will be targeted intervention delivered by Priestnall's subject teachers.</p> <p>EEF teaching-learning-toolkit / extending-school-time</p> <p>EEF teaching-learning-toolkit / small-group-tuition</p>	<p>1,3,4</p>
<p>Programme to support personal development, mental wellbeing</p>	<p>Priestnall has worked with Cameron for the last 3 years. Cameron has a proven track record of</p>	<p>3,4</p>

<p>and exam anxiety delivered by external provider. Cameron Parker. (Dreams2Reality)</p> <p>Owned by: DDC</p>	<p>having a positive impact on students' confidence, resilience and wellbeing so that they can keep themselves mentally healthy. This has been evident in student voice, impact reports and subsequent attainment.</p> <p><u>Adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</u></p> <p><u>www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</u></p> <p><u>www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</u></p>	
<p>Brilliant Club programme to develop the skills and knowledge of the most able PP students.</p> <p>Owned by: JVH / DDC</p>	<p>The Scholars Programme provides 12 students with an experience of university-style learning through seven tutorials and two trips to highly selective universities. Develops self-efficacy. Scholars Programme graduates are almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019)</p> <p><u>Cambridge-external-evaluation-Technical-note.pdf</u></p>	4,6

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing support. Vulnerable students are identified by the pastoral teams and a range of support is available through access to the wellbeing centre.</p> <p>Owned by: Pastoral Teams / NJC / HM</p>	<p>A wealth of evidence is available about the importance of student physical and mental wellbeing.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><u>EEF teaching-learning-toolkit/social-and-emotional-learning</u></p> <p><u>www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</u></p>	1,4,5

	<u>Adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</u>	
<p>Counselling sessions. Vulnerable students are identified and counselling is arranged either internally from a trained member of staff, or externally through Beacon Counselling.</p> <p>Owned by: Pastoral Teams / CL</p>	<p>The sessions are aimed at building resilience and coping with distress. Both of vital importance to engage with school life.</p> <p>It is still emerging that the pandemic put significant pressure on mental health and resilience. Our internal Counsellor and Beacon have a clear role to play in supporting our most vulnerable students to stay mentally well and to recover when mental health has suffered.</p> <p><u>Our Impact Beacon Counselling (beacon-counselling.org.uk)</u></p> <p><u>www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</u></p>	1,4,5
<p>Behaviour support. Students are identified by pastoral teams and referred for behaviour support through our internal Restorative Hub.</p> <p>Owned by: Pastoral Teams / RH</p>	<p>Both targeted interventions and universal approaches have positive overall effects. Appropriate combinations of behaviour approaches and tailored support can reduce overall disruption.</p> <p>The RH is used as additional support, on top of the pastoral system, for students whose unmet needs present as behaviour that creates a barrier to their learning.</p> <p><u>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Learning behaviours EEF (educationendowmentfoundation.org.uk)</u></p>	1,4,5
<p>Improving links with feeder primary Schools. The new roles responsible for Primary Transition are developing provision for disadvantaged students, including consistent systems to ensure essential academic and pastoral information is gathered on each student prior to their start at Priestnall.</p> <p>Owned by: PSS / SDT / HCD</p>	<p>Starting secondary school can present a range of challenges as students have to adapt to a larger school setting with different academic structures and expectations both socially and academically. A smooth transition is essential for student wellbeing.</p> <p><u>The impact of primary-secondary transition on students' well-being - Nuffield Foundation</u></p>	1,2,4

<p>Identification of individual needs. The DoSs & CMs in each college regularly meet with the Pupil Premium lead, SEND lead and DSL on SLT to discuss all students in their college. Both academic progress and pastoral issues are discussed.</p> <p>Owned by: DDC / RIJ / DoSs</p>	<p>As well as academic progress, some students may have a lack of support at home or a lack of opportunities to enrich their lives such as clubs, educational trips, or other experiences. The meetings are in addition to ongoing dialogue between the Pupil Premium SLT Lead and Pastoral teams.</p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Learning behaviours EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1,4,6</p>
<p>Increased parental engagement using technology. Roll out of SIMS Parent app, part of the SIMS 360 parental engagement solution.</p> <p>Owned by: GNW</p>	<p>There is evidence to show that parental engagement can have an effect on academic success (EEF). At Priestnall we have found that aiming to make the school welcoming for parents whose own experience of school was not positive is an important factor in developing an effective home-school relationship.</p> <p><u>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</u></p>	<p>4,5,6</p>
<p>Employment of a Pupil Premium Learning Mentor (PPLM) The role of the PPLM has been developed to facilitate some of the strategy actions and maintain links with families / pastoral teams.</p> <p>Owned by: DDC</p>	<p>The PPLM provides support to our disadvantaged students and their families and is a link to the pastoral teams when addressing students' barriers to learning.</p> <p><u>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1,2,3,4,5,6</p>
<p>Full-Time Designated LAC teacher. Designated member of staff has full responsibility for promoting the educational achievement of all Looked After Children.</p> <p>Owned by: RIJ</p>	<p>Statutory requirement.</p> <p><u>Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)</u></p>	<p>1,3,4,5</p>
<p>Support for students with poor attendance, including the commissioning of educational psychology reports.</p> <p>Owned by: DDC/Learning Support</p>	<p>The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families.</p> <p><u>Working together to improve school attendance.pdf</u></p>	<p>4,5</p>

<p>Providing food, clothing, bespoke items on an individual basis. Direct links with uniform supplier for new items. Set-up of used uniform shop. Set-up of breakfast club with free food for FSM students.</p> <p>Owned by: DDC / Pastoral teams</p>	<p>Provision decided on an individual basis through pastoral teams.</p> <p><i>Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 4.5 times more likely to have not eaten or not eaten enough when they were hungry, 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes 5.2 times more likely to have pretended to their family not to need something.</i></p> <p><u>Dr Gill Main publishes new article on families living in poverty School of Education University of Leeds</u></p>	<p>1,4,5</p>
<p>Providing enrichment opportunities on an individual basis. Tracking the attendance of PP students who access these opportunities will allow us to identify those who are reluctant to engage, and individual experiences can be arranged for them.</p> <p>Owned by: DDC / JAK</p>	<p>Priestnall offers many enrichment opportunities that can increase confidence and student aspirations. This includes financial assistance with trips and visits.</p> <p><i>Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities.</i></p> <p><u>Dr Gill Main publishes new article on families living in poverty School of Education University of Leeds</u></p>	<p>4,6</p>
<p>Providing priority high-quality careers guidance for all disadvantaged students, particularly potential NEET students.</p> <p>Owned by: DDC / JAK</p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p><u>www.gatsby.org.uk/education/focus-areas/good-career-guidance</u></p>	

Total budgeted cost: £290,000

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 students in the 2021 to 2022 academic year.

Last academic year, our priorities focused on 6 main areas:

Consistency of classroom engagement: Our internal observations and detailed subject reviews have shown there continues to be good progress made with our disadvantaged learners. We believe that the quality of education we provide has improved significantly since our last inspection; there is now real ambition for all children who regularly attend Priestnall. Activities that have been implemented school wide have had a positive impact on our young people and we continue to focus on understanding what it is like to be a disadvantaged student in our school. We have continued to invest in staff recruitment for specialist teaching (Spanish, Maths, History, English, Personal Development) which has resulted in 98.7% of lessons taught by a specialist teacher. The label 'Pupil Premium' or 'disadvantaged' does not carry an implicit bias which can lower expectations for either the teacher or student. Our Raising Standards Team lead a coaching programme based on the national teaching school model from OLEVI International, which allows them to share and develop the curriculum practice: the senior and middle leadership team have engaged in the Power of Coaching programme; the next steps are for this to become a school wide development and to develop our coaching expertise in more depth and building this into our CPD offer. The quality of teaching has been supported by continued work on the curriculum offering. We have constructed a curriculum that is ambitious and designed to give all students, particularly those who are disadvantaged or have SEND, the cultural capital and knowledge required to be successful and go on to the next stage of education. We do not narrow the curriculum at Priestnall School. 100% of disadvantaged students were given their first-choice options in 2022. (Year 9).

Reading Comprehension at KS3: An Assistant Head specifically leads on school wide interventions and works closely with our Literacy Co-ordinator; our key priority is to build upon the already positive reading culture across the school and, this year, focus on disciplinary reading. The school has purchased specific year group texts to be read in LC groups to further promote a love of reading and further develop a reading culture across the school. The school has been successful in its application to become a lead school with the National Literacy Trust; this involves all subject areas accessing national training. The National Tuition Programme (School-Led Grant) has been accessed using a trained reading tutor to deliver short, intensive 15hr programmes (3 days per week over 5 weeks) to the 42 weakest readers in Y7. We have recently collaborated with LA improvement advisor and LA schools in reading strategies. We continue to hold Year 6 transition events promoting reading. All Year 7 students take CAT4 and New Group Reading Tests. This is added to the SAT results to identify the weakest 42 readers who go onto the tuition programme. Reading is further supported by library reading lessons delivered by English teachers as part of the reading strategy. CPD on disciplinary reading is scheduled for all staff / subject areas.

Y11 Attainment & Progress: Priestnall School celebrated its best ever exam results in 2022 and we are particularly proud of the progress our disadvantaged students have made for the third year in a row. This bucks the national trend and is because of a relentless and forensic approach to all students' learning and educational experience at Priestnall School. Progress 8 was -0.11, which is our highest ever score for disadvantaged students. Attainment 8 was 43.3. Both scores are significantly above the national average for disadvantaged students. 69.2% of disadvantaged students achieved the standard pass in both English and Maths. 82.1% achieved the pass in English and 71.8% in Maths.

Social, Emotional and Mental Health: The school sees the emotional and mental wellbeing of its staff and its students and their families as a priority. We have a school counsellor, access to bought-in external counselling, a supportive school nurse service, non-teaching college managers (available all day, every day for immediate student needs), wellbeing centre manager and bespoke behaviour support from two behaviour specialists in our Restorative Hub (opened September 2020). Our school counsellor saw 85 students in 2021/22 with 17 being referred for external work with Beacon Counselling. 43 disadvantage students currently access our Wellbeing Centre on a regular basis. Our Restorative Hub regularly supports disadvantaged students who can exhibit challenging behaviour and Fixed Term Exclusions have reduced significantly (down by around 60% - updated October 2022) and show a positive picture when compared to the LA figures. We have further capacity for SEMH support with trained DSLs, Mental Health, Mental First Aid and Wellbeing trained colleagues.

Attendance: The national average for overall attendance (updated November 2022) currently stands at 92.5%. Typically, the school's attendance has been in line with the national average, as summarised in the Ofsted report October 2019 and the Safeguarding Review in July 2021. Students continue to be supported to attend school with educational psychology reports being commissioned along with home visits for our most persistent absentees. The data for 2021/22 recorded non-disadvantaged students at 95.5% attendance, and disadvantaged students at 92.3% attendance.

Enrichment & Personal Development. The school has a wide range of enrichment activities. Students' participation in enrichment across the whole school is tracked so we know what each individual student covers outside the normal curriculum. Our 2021/22 survey recorded that 87% of our disadvantaged students took part in some form of extra-curricular activity. This compares with 89% of all students having accessed some enrichment including 91% having attended a school trip.

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
Duke of Edinburgh Award	Priestnall (Licensed Centre)
Cameron Parker's power programme	Dreams2Reality (www.cameronparker.com)
Scholar's programme	The Brilliant Club
Beacon Counselling	Beacon Counselling (Stockport)
On-line tutoring	MyTutor
Face-to-face tutoring	TheTutorTrust

Further information (optional)

A significant amount of work has been carried out in the development of our Pupil Premium strategy. The work has been captured in external reviews, the second involving the school improvement advisor from the LA.

Our current strategy aims to build a culture of inclusivity, which recognises difference, and sees the progress of all students being everybody's responsibility. Our approach focuses on inclusive teaching and learning, high expectations and ambition for all.

All activities comply with the 2022/23 menu of approaches.

Our Pupil Premium strategy is supplemented by additional activity that is not being funded by Pupil Premium. This activity is detailed in our School Evaluation Summary Report. Our strategy is under constant review and will be adjusted to secure better outcomes for students where needed.

Staff:

CJB - Mr Burns (Headteacher)

DDC – Mr Carter (Assistant Head / Pupil Premium Lead / KS3 Progress & Intervention Lead)

PSS – Mr Stirling (Assistant Head / Curriculum Lead)

RJM – Mr Musson (Director of Learning, Maths / Timetable Lead)

JVH – Miss Halfacre (Assistant Head / Quality of Education Lead)

KDG – Mrs Gibani (SENCO)

EKB – Mrs Brookes-Mann (English Teacher / Raising Standard Team)

RGM - Mrs Mekonnen (English Teacher / Literacy Lead)

TJC – Mr Clarey (Deputy Head / KS4 Progress Lead)

NJC – Miss Condron (Wellbeing Lead)

HM – Miss Marsden (Wellbeing Manager)

SDT – Mr Thomas (Music Teacher / Transition Lead)

HCD – Mrs Drury (Director of Learning, ICT / Transition Lead)

RIJ – Mr Jones (Deputy Head / Designated Safeguarding Officer)

GNW – Mr Williams (Maths Teacher / Digital Lead)