



The Priory Primary School Pupil Premium Strategy Statement 2025-28

This statement details our school's use of pupil premium (and recovery 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 the next 3 academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Priory Primary School (8505201)
Number of pupils in school (last census)	196
Proportion (%) of pupil premium eligible pupils	7.1% (14)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Matt Walsh
Governor / Trustee lead	Kyle Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Total funding for 2025-26 is £18,180 based on 12 pupils (12 x £1,515). We should get an additional £2,630 for PLAC. Total amount £20,810.	£20,810
Recovery premium funding allocation this academic year	£ 0
School – Led Tutoring	£ 0
Recovery Fund funding carried over from previous year Pupil premium funding carried forward from previous years	£ 0 £ 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 – N/A	£20810* May not receive this amount due to to lagged payments

Part A: Pupil premium strategy plan

Statement of intent

PRIORITIES FOR PUPIL PREMIUM CHILDREN 3 YEAR PLAN 2025 - 2028

To further improve the quality of teaching and learning to accelerate progress for disadvantaged pupils.

To ensure the emotional and mental wellbeing needs of our PP pupils are supported.

To ensure that PP pupils have the opportunity to engage in enrichment activities in and out of school.

To support PP pupils and their families in achieving 96% attendance or above. (1st Nov = 93.8%, 3 pupils have persistent absence)

To ensure that PP parents/guardians are communicated with and involved with their child's learning and progress.

Research

<https://educationendowmentfoundation.org.uk/using-pupil-premium>

[Evidence Based Education's - Great Teaching Toolkit](#)

Written with reference to the DfE Pupil Premium templates and menu of approaches

Challenges

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

	Detail of challenge (internal and external challenges/barriers)
	<i>Internal barriers</i>
1	<i>Limited language vocabulary repertoire for some children eligible for pupil premium</i>
2	<i>Some of the children eligible for pupil premium have reduced literacy experiences which impacts on reading, writing and maths reasoning outcomes.</i>
3	<i>Four of the children eligible for pupil premium also have additional SEND</i>
4	<i>Some of the children eligible for pupil premium have lower numeracy skills compared to peers and are supported in smaller learning hub groups</i>
	External/Additional Challenges
5	A number of children eligible for pupil premium are impacted by family issues (some requiring support from Social Care Teams historically).
6	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached due to a range of diverse family backgrounds and situations.

7	For some children eligible for pupil premium, the percentage of attendance is below 96%.
8	Some of the pupils are not fully supported with home learning.

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
- Increasing attainment in reading, writing and maths to at least expected standards in RWM+ (and greater depth for high performing students)	
To ensure that additional intervention support and guidance is given to our vulnerable pupils in order for them to make accelerated progress either within the classroom or in learning hubs as appropriate.	PP pupils make rapid progress and meet expected outcomes. Interventions selected are appropriate for individual children's needs. PP pupils make expected progress or more.
Ensure PP pupils have fair access to the curriculum; Teachers are made fully aware of who their PP children are and the funding available for additional resources and support	As above as Support individualised to meet identified needs Pupil Progress Meetings to include specific analysis and needs of individual PP children
Develop greater communication with parents of pupil premium eligible pupils to enable them to be fully engaged and aware of the aims of the strategy	Home support improved and progress for pupils accelerated as shown by school data – see above
Pupils are supported to be fully involved in the (wider) life of the school	PP pupils enjoy all school events without a financial burden on the parents
To maintain attendance of PP pupils at 96% at least or improve	Attendance data demonstrates improved attendance for specific PP pupils and PP pupils as a group
To ensure that PP parents are communicated with and involved with their child's pastoral and academic development	PP children involved in extracurricular activities offered by school
Ensure a high level of engagement in school provision and school events to improve/maintain wellbeing	Pupils' wellbeing is monitored and there are proactive and reactive strategies/activities to improve wellbeing. External agencies are utilised if necessary.

Activity in this academic year 2025-26

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Strategies formulated in line with the DfE Menu of Approaches.

1. High Quality Teaching

Intent	Actions	Impact
To provide daily support across the curriculum and the school day for pupil premium recipients (or eligible)	<p>LSA support including specific LSA support for individual pupils or specific areas eg phonics support</p> <p>£11749</p> <p>Qualifications (eg NPQs) to help overall provision</p> <p>NPQ Leading Teaching</p> <p>NPQ Leading Literacy</p> <p>£899 x 2 = £1798</p>	Impact will be monitored through summative assessments and termly pupil progress meetings (PPMs)
	£13, 547	

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

Intent	Actions	Review
To provide additional support to increase attainment /progress in specific curricular areas	<p>Tuition - needs to be linked to pupil progress meetings but must include support for PP pupils who are underachieving £1400</p> <p>Times tables rock stars (+ KS1 numbots)- £270 for year to 14/3/26 £270</p> <p>IXL subscription - £249 for year to 12/1/26 £249</p> <p>Nessy reading support subscription: £400 £400</p> <p>Attainment events (including transport) to boost academic achievement - eg AIM high Maths/English, St Gabriels maths : £400</p>	Feedback from pupil progress meetings and assessments shows attainment gaps being closed

	<p>Accelerated Reader £450 for 50 pupils</p> <p>Workshops for PP parents to help support learners at home in reading, writing and maths. Can also link these to open mornings £0</p> <p>Buddy system /peer support to help with social inclusion and academic support £0</p>	
	£ 3169	

3. Wider strategies: Development of Mental Health/Wellbeing across the school/Enrichment activities

To provide pastoral support for wellbeing and personal development	<p>School Trips (excl resid) £630</p> <p>Access to paid school events (e.g film nights and discos) through PTA £140</p> <p>Residential- Y6 Residential: £1,356 (£339 x 4) - current Y6</p> <p>Sports events (eg Girls in Football): £200</p> <p>School-led clubs - aim for subsidising 1 staff-led club per term per pupil (£4 per session for school-led) £168</p> <p>External clubs - £1400</p> <ul style="list-style-type: none"> - Rocksteady (bursary) - Oaks (bursary) - Guitar/flute/drums - uSports (we administrate this so would lose income) - Morning club <p>School uniform - PTA - PTA would give these to us and we'd take it out of PTA donation. £200</p> <p>Social skills group, like a Lunch Club incl PP pupils and those who are struggling</p>	Enable pupils in receipt of PP to be included in the full life of the school to improve their wellbeing
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	outside at break. They can have specific activities to do £0	
	£4094	
Total	£20,810	

Total budgeted cost: £20, 810

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 2024 to 2025 academic year.

How has The Priory Primary School spent the Pupil Premium money?

During the **2024-2025** academic year The Priory Primary School had a pupil premium budget of £19240

- A. To provide daily support across the curriculum and the school day for pupil premium recipients (or eligible)

LSA support - £10,144

- B. To provide pastoral support for wellbeing and personal development

School Trips: £630 (transport only as entrance covered by PTA donation)

Access to paid school events (e.g film nights and discos) £140 (PTA subsidise disadvantaged families for events and we need to communicate this to PTA treasurer)

Residential: Y5 residential in school £100

ELSA support - £2,000, framework and training: £300 (Support); £305 (Service Level Agreement) + £400 (training)

Sports events (eg Girls in Football): £200

School-led clubs - aim for subsidising 1 club per term (£4 per session): £180

School uniform - £200

Enable pupils in receipt of PP to be included in the full life of the school to improve their wellbeing

- C. To provide additional support to increase attainment /progress in specific curricular areas

Tuition £1,000

Core Texts and SPAG booklets: £100

Reading Eggs reading support subscription: £400

Events and initiatives (including transport) to boost academic achievement - eg AIM high Maths/English: £400

Times tables rock stars - £180

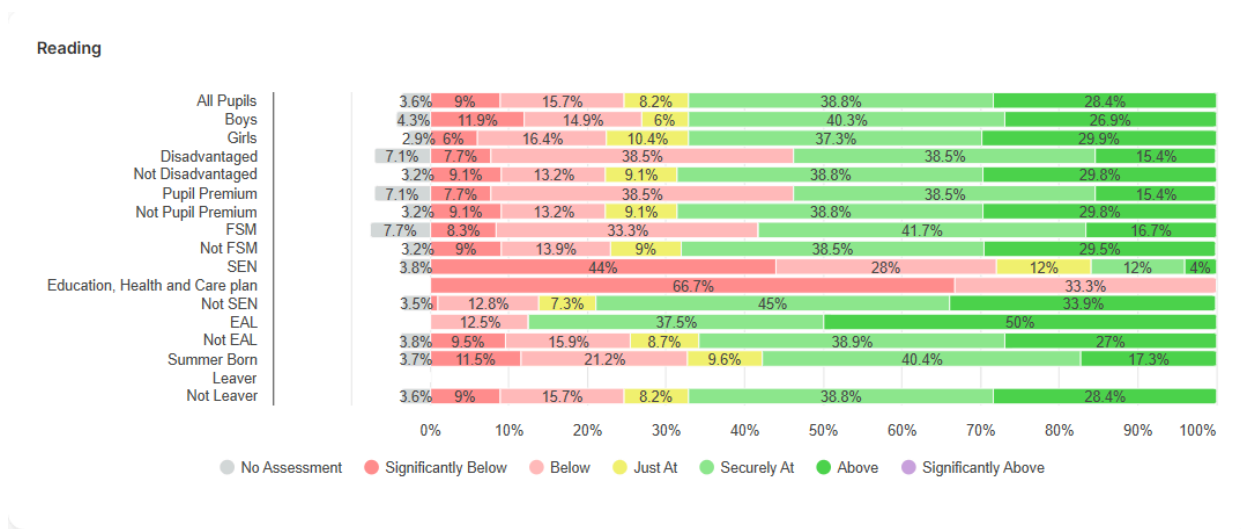
IXL subscription - £250

Author Visit - £200

Feedback from pupil progress meetings and assessments shows attainment gaps being closed

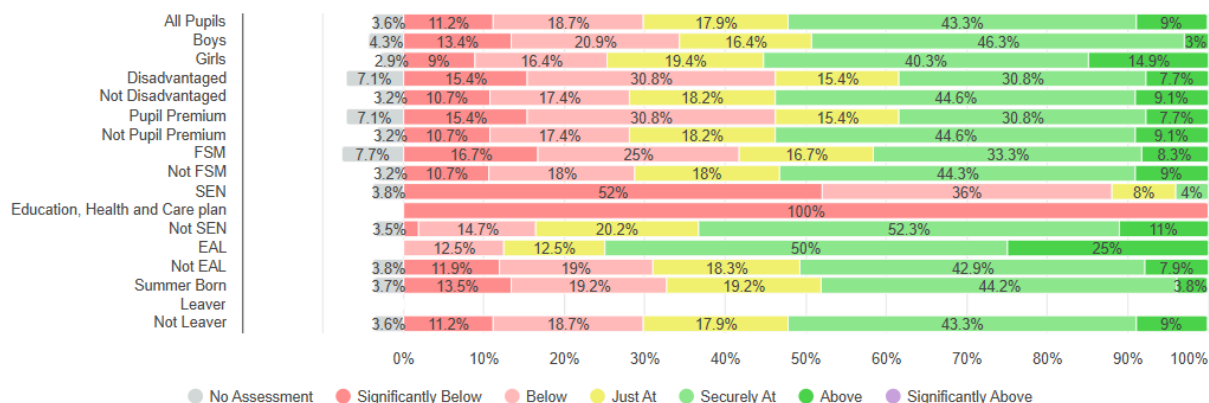
The Impact

At the end of the academic year (2024-25) the PP pupils had achieved the following against Age Related Expectations (ARE)



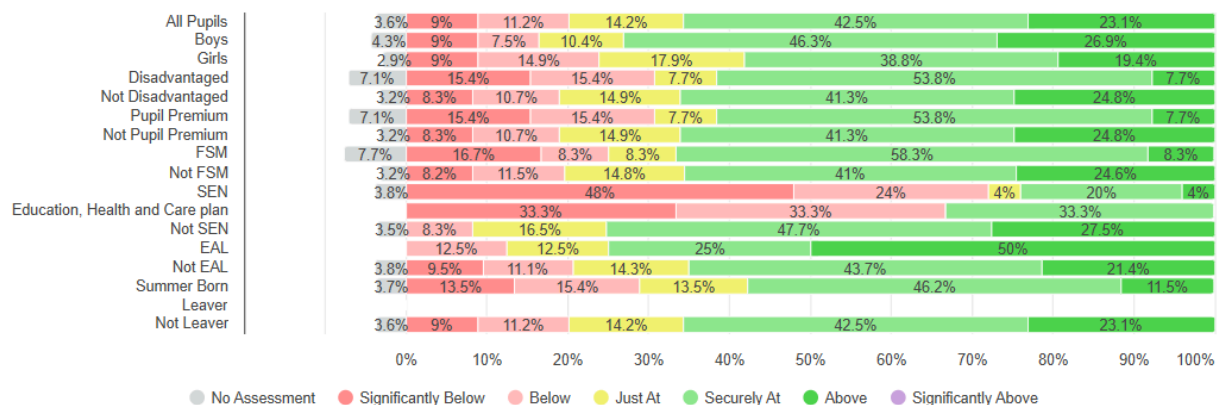
A higher % of PP/disadvantaged than non-PP/disadvantaged are below age related expectations. From our most recent benchmarking reports, 61% PP are at ARE in reading nationally compared with our figure of 54%.

Writing



A higher % of PP/disadvantaged than non-PP/disadvantaged are below age related expectations in writing . From our most recent benchmarking reports, 51 % PP are at ARE in writing nationally compared with our figure of 54%.

Mathematics



A higher % of PP/disadvantaged than non-PP/disadvantaged are below age related expectations in maths (though the gap is narrower in maths). From our most recent benchmarking reports, 59% PP are at ARE in writing nationally compared with our figure of 69%.

Impact Summary

Our pupil premium pupils are outperforming PP pupils nationally in Maths and Writing but underperforming in Reading. This is part of the reason for the whole school target being to improve the % of pupils achieving ARE or more in reading.

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
Times Tables Rockstars	
IXL	IXL Learning

Appendix 1 - DfE Menu of Approaches

The menu of approaches You should select approaches from the menu, informed by your diagnosis of pupil need and what the evidence says is effective for improving their attainment, following steps 1 to 3 of the 5-step approach.	
3 tiers	Approaches you can implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including for summer schools
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents