

Pupil premium strategy statement

School overview

Metric	Data
School name	Priory Ruskin Academy
Pupils in school	1397
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£290k
Academic year or years covered by statement	2020 21.
Publish date	October 2020
Review date	September 2021
Statement authorised by	R Wyles
Pupil premium lead	B Key
Governor lead	V Hammond

Disadvantaged pupil performance overview for last academic year

Progress 8	0.41
Ebacc entry	23%
Attainment 8	39.17
Percentage of Grade 5+ in English and maths	16%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 of PP students is in line with NPP students.	August 2021
Attainment 8	Gaps are narrowing between PP and NPP students	August 2021
Percentage of Grade 5+ in English and maths	Gaps are narrowing between PP and NPP students	August 2021
Percentage of grade 4+ in English and maths	Gaps are narrowing between PP and NPP students	August 2021
Ebacc entry	Similar rates of entry	September 2021

Teaching priorities for current academic year

Measure	Activity
Improving outcomes in core subjects of English, Mathematics and Science	Employment of additional teachers in English, maths and science to support reduced class sizes
Delivery of a broad and balanced curriculum offer, including the continuation of specialist BTEC provision at Level 1 and 2	Employment of BTEC teacher for the delivery of childcare, health and social and hospitality options.
CPD focus on metacognitive strategies, assessment and language for learning in line with SuttonTrust best practice findings	<p>All staff undertake CPD sessions on one aspect of the 3 identified foci.</p> <p>TLR3 – Language for Learning : Identifying and sharing best practice across the academy.</p> <p>AHT Teaching and Learning : Focus on the cohesive development of the three strands and its impact on PP outcomes</p>
Renaissance reading programme	To continue to develop the renaissance reading programme of reading for pleasure in line with the priory baccalaureate
Barriers to learning these priorities address	<p>Developing confidence and self assurance as learners: Engaging meaningfully with a broad and balanced curriculum offer that provide choice and a myriad of pathways to success</p> <p>Metacognitive approaches: Equipping students with the skills to become reflective learners</p> <p>Levels of literacy : Increasing student fluency, comprehension and engagement with reading, writing and oracy</p>
Projected spending	<p>Additional core subject teachers : 163K</p> <p>CPD Focus : 10k</p> <p>Additional teacher to support curriculum development 40k</p> <p>Renaissance reading programme: 2k</p>

Targeted academic support for current academic year

Measure	Activity
Responsive curriculum and teaching to PP needs	Use of 4 matrix and standards meetings to track, analyse and respond to the needs of PP students through the curriculum and quality first teaching
Yearly intervention for identified PP students	Year 7 accelerate group to support identified LA/ MA PP and PLAC / LAC students
Supporting identified SEAL and academic needs	PP HLTA to support identified PP students across the academy in SEAL and academic mentoring
Supporting identified LA PP students' mathematical fluency	Mathematics HLTA to work with identified students
HAPP support	Continue to develop a cultural and academic experience for HAPP students in year 7 and broadening out to other year groups where appropriate

Barriers to learning these priorities address	<p>Identifying and responding to pedagogical and curriculum approaches that best supports PP students</p> <p>Supporting social and emotional aspects of learning</p> <p>Closing gaps that are beginning to emerge from primary transfer through a focus on SEAL, language for learning and FLQ work</p> <p>To address gaps in learning</p> <p>To develop confidence and self-assuredness</p> <p>To develop cultural capital in our students</p>
Projected spending	<p>Data manager and standards staffing:9.5K</p> <p>4matrix costs :1k</p> <p>Accelerate group: 38k</p> <p>HLTA PP : 22K</p> <p>HAPP experience costs : 10K</p> <p>HAPP co-ordinators: 10.5K</p> <p>HLTA PP SEAL: 16K</p>

Wider strategies for current academic year

Measure	Activity
To improve attendance of PP students	<p>AAHT to monitor and develop strategies to support the attendance of PP students</p> <p>Attendance officer to liaise with the AAHT in support of PP students</p>
To provide pastoral support for PP students	<p>AHOH in year 7</p> <p>Appointment of a lead safeguarding and pastoral link officer to support pastoral managers with vulnerable PP students</p>
Barriers to learning these priorities address	<p>*Low attendance leading to poorer outcomes</p> <p>*Social and emotional aspects of learning addressed to support academic learning</p>
Projected spending	<p>Attendance programme 7.8k +25% of attendance officer</p> <p>AHOH TLR : 1K</p> <p>Safeguarding and pastoral link officer: 22k</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Recruitment of high quality staff</p> <p>Provision of CPD amid challenges of COVID</p>	<p>Involvement in recruitment and retention drive</p> <p>Use of TEAMS to support delivery</p>

		Project / action research based CPD
Targeted support	Ensuring a quality provision of HAPP experiences despite COVID regulations Ensuring quality HLTA delivery	Research and risk assessments from HAPP co-ordinators Review of Job descriptions and deployment; use of standards meeting to discuss improvements
Wider strategies	Engaging with most challenging parents	Provision of different voices and additional personnel to support pastoral team to engage with parents

Review: last year's aims and outcomes

Aim	Outcome
<i>P8 in line with NPP and above average</i>	<i>PP outcomes have increased significantly from 2019 and are roughly in line with that of NPP students. The progress of PP is well above the national average of NPP based on 2019 figures.</i>
<i>A8 in line with NPP</i>	<i>Attainment shows gap from PP to the attainment of NPP students.</i>
<i>Percentage of grade 5+ in English and maths</i> <i>Percentage of grade 4+ in English and Maths</i>	<i>5+ English and Maths shows a slight increase from the results of 2019.</i>
<i>Ebacc entry rates are comparable to NPP rates of entry</i>	<i>Entry rate for PP in EBACC was above those of NPP students in EBACC.</i>