

Pupil premium strategy statement review

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	Sept 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>Renaissance reading programme: 2k</p> <p>Additional Vocational Teacher : 40K</p> <p>Renaissance reading co-ordinator</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	Identifying and responding to pedagogical and curriculum approaches that best supports PP students Supporting social and emotional aspects of learning Closing gaps that are beginning to emerge from primary transfer through a focus on SEAL, language for learning and FLQ work To address gaps in learning To develop confidence and self-assuredness To develop cultural capital in our students
Projected spending	Data manager and standards staffing:9.5K Accelerate group: 38k HLTA PP : 22K HAPP experience costs : 10K HAPP co-ordinators: 10.5K 4matrix costs :1k SSA PP Seal :16K

Wider strategies for current academic year

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

Monitoring and implementation

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

		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
P8 in line with NPP and above average	Outcomes of 0.07 in 2021 is above national averages (as per pre lockdown data). There is a continued need to address gaps to NPP students which have widened during the pandemic and needs to be captured in the catch up funding moving forward.
A8 in line with NPP	A8 of 38.38 lags behind NPP students.
Percentage of grade 5+ in English and maths Percentage of grade 4+ in English and Maths	During the pandemic, gaps have widened; the narrowing of gaps to continue to be a focus moving forward.
Ebacc entry rates are comparable to NPP rates of entry	Ebacc rates of entry are broadly in line with NPP; this remains an objective alongside increasing rates of entry
<p>Further considerations:</p> <ul style="list-style-type: none"> • Despite considerable focus on remote learning and online provision, lockdown has seen a widening of gaps. Further investigate online provision in 21/22 • As students return, the importance of returning to routines, face to face teaching, curriculum delivery and the wider curriculum, factors which have hitherto seen gaps systematically lowering, to be a focus • Post lockdown, further investment in mental health / trauma therapy needed to support our most vulnerable students • Increase in pastoral needs amongst our most vulnerable students – development of a further house including HOH, AHOH and pastoral manager 	