

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Priory Belvoir Academy
Pupils in school	617
Proportion of disadvantaged pupils	15.1%
Pupil premium allocation this academic year	£70, 615
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2019
Review date	October 2020
Statement authorised by	Levon Newton
Pupil premium lead	Michael Oliver
Governor lead	Dominic Cullen

Disadvantaged pupil performance overview for last academic year

Progress 8	School +0.28 National -0.45
Ebacc entry	School 0% School NPP 17%
Attainment 8	33.89
% Grade 5+ in English and maths	9%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To be consistently 'in line' with school P8 figure	Sept 20
Attainment 8	To be within 5 points of school Non PP figure	Sept 21
% Grade 5+ in English and maths	To be broadly in line with NPP school NPP figure	Sept 22
Ebacc entry	Achieve similar % of PP students of similar ability to NPP students entering Ebacc	Sept 22
Other – Cultural experiences	Have similar engagement in cultural elements of school life for PP and NPP students – through Peacock Pride awards, extra curricula events and trips	Sept 21
Other – Reading	PP students to make progress in reading ages 'in line' with NPP students	Sept 20
Other – Attendance	PP students to have attendance in line with national figures	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Create staff capacity in core subjects so as to retain consistent teaching in these vital subjects – by employing extra capacity and creating X and Y band in KS4 Maths.
Priority 2	Dedicate AHT time to CPD of Quality First teaching and the QA of it thereof - so excellent practice occurs. E.g. through meta-cognition, L4L, memory retention, sequenced and interleaved teaching.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. This strategy attempts make sure students (and particularly the disadvantaged) always have quality staff and tailored support available, particularly in Maths and English. 2. This strategy addresses the need for teachers to understand the best methods to improve all students learning, and particularly the most disadvantaged.
Projected spending	£ 50,000 minimum

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed various literacy strategies – such Lexia, AR, paired reading and extra supported reading lessons for all students, and particularly low ability, disadvantaged and SEN students.
Priority 2	Embed roles of Pastoral Manager, Heads of Year and admin staff working from new Pastoral Base –so various systems are easily followed and efficient for all to access.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. This strategy attempts to redress the balance re: low literacy rates of disadvantaged students on entry. 2. This strategy attempts to form structures within the school that gives support to all students who have academic, pastoral and attendance needs.
Projected spending	£30,000 minimum

Wider strategies for current academic year

Measure	Activity
Priority 1	Enable disadvantaged students’ participation in school’s cultural life through giving simple procedures to accessing funds for staff and parents– for trips, educational resources and extra- curricular activities.
Priority 2	Enable all students and particularly disadvantaged students’ participation in the school’s cultural life through engagement with Peacock Pride values reward system, by establishing the role of the Student Enhancement co-ordinator.

Measure	Activity
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li data-bbox="633 219 1385 322">1. This strategy addresses the need for disadvantaged students to gain cultural capital – and thus gain confidence and want to attend and engage in school life. <li data-bbox="633 331 1385 465">2. This strategy addresses the need for disadvantaged students to gain positive rewards – and thus gain confidence and want to attend and engage with school life.
Projected spending	£5000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> 1. Giving sufficient time to CPD for various 'Quality First' teaching methods 2. Recruiting quality NQTs. 	<ol style="list-style-type: none"> 1. Using staff briefings sessions to deliver mini-INSETs. 2. Develop strong links with Priory Federation to enable this.
Targeted support	<ol style="list-style-type: none"> 1. Ensuring sufficient SSA support for various reading strategies to work. 2. Giving sufficient time for HOY year to facilitate good support systems 	<ol style="list-style-type: none"> 1. Merging SEN and PP support re: accountability so SSA support is integral 2. Use extra NQT capacity to enable sufficient release time for HOY
Wider strategies	<ol style="list-style-type: none"> 1. Communicating with staff so they easily and fully understand system to financially support for disadvantaged pupils. 2. Teaching staff buying in to the Peacock Pride rewards system and administering it, with so many priorities in tutor time 	<ol style="list-style-type: none"> 1. Regular updates in staff briefing on procedure 2. Give extra time for Peacock Pride in tutor time at pinch points in the school year.

Review: last year's aims and outcomes

Aim	Outcome
Achieve a P8 figure 'in line' with rest of school	Achieved
Vast majority of disadvantaged pupils achieve at least 1 Peacock award	Achieved
Disadvantaged attendance in Year 11 is 'in line' with rest of school attendance.	Achieved