



## 3 Year Pupil Premium Strategy Plan 2026 – 2029 The Priory Catholic Voluntary Academy

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2026					
Pupil Premium Lead	Andrew Gotheridge	Governor Lead	Johnathan Tomlinson	Trust Lead	Rachael Snowden-Poole
CURRENT PUPIL INFORMATION [I202]					
Total number of pupils in school:	191	Total pupil premium allocation:	£25,755	Date of most recent PP Review:	October 2024
Number of pupils eligible for pupil premium:	17 14 FSM 3 Service 1 PLAC	Pupil Premium carried forward from 2024/25:	£0	Publish Date:	19th December 2025
Proportion of disadvantaged pupils %:	11%	National Tutoring Programme (50% contribution)	£0	Statement authorised by Emma Peck (Chair of Governors)	<i>E. Peck</i>

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	7 out of 93	7.5%
Girls	10 out of 98	10.2%
SEN support	4 out of 38	10.5%
EHC plan	1 out of 2	50%
EAL	1 out of 48	2.08%
White British Boys	5 out of 67	7.46%

### Statement of Intent

At The Priory we have high expectations for all pupils as children of God. We believe that through high quality teaching, considered pastoral support, effective engagement with parents and a personalised approach to children's learning – every child can fulfil their individual academic, emotional and cultural potential.

The focus of our strategy is to support disadvantaged children to meet these goals, whilst non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit within this intent statement, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, they are evidence informed and research based using recommendations outlined by the Education Endowment Foundation, Maths Hubs, and current educational research both locally and nationally. To ensure that the strategies which we deploy are effective we will:

- Act early to identify disadvantaged pupils as well as vulnerable children.
- Ensure gaps are identified as early as possible.
- Ensure that disadvantaged pupils are challenged in the work they are set.
- Ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers (such as poor literacy skills, SEMH)

A	The demands of the curriculum in terms of coverage and knowledge content can be overwhelming for some pupils in their ability to embed and readily recall information. The use of high-quality formative assessment, as close to the point of learning as possible, will allow teachers and Teaching Assistants to provide further support, through effective feedback to address misconceptions and next steps ensuring, not only coverage of the curriculum takes place, but also, that knowledge is embedded as pupils demonstrate that they have understood and retained information allowing for future learning to be built on successfully.
B	Attainment in mathematics has declined in recent years, and pupils' attitudes to learning—particularly in upper Key Stage 2—have also weakened. These factors often result in pupils lacking resilience when tackling new challenges and struggling to maintain stamina during a range of mathematical tasks, from practice and revision activities to those requiring higher cognitive demand, such as multi-step problem solving. Mathematics was previously a strength of the school, with attainment and progress consistently above national expectations. However, current outcomes are below both local and national averages. The school is committed to reversing this trend and ensuring that pupils develop the knowledge and skills needed to achieve strong numeracy outcomes comparable to the high standards seen historically.
C	Early literacy skills and holistic development are essential for all young children to flourish. Where disadvantaged pupils struggle against their peers, or to meet national expectations, it is a lack of these learning aspects within their lives, or opportunities to develop these, that creates subsequent barriers; through the gaps created in their learning and development.

### External Barriers (such as poor attendance)

D	Emotional wellbeing, bereavement and financial difficulties lead to low self-esteem and ability to manage emotions in challenging situations.
E	Lack of access to life experiences and activities that support and promote aspiration as many of our Pupil Premium children cannot easily access a broad range and variety of activities that provide enrichment. The reasons for this include factors such as financial constraints, lack of access to transport and pressures involving work and childcare commitments.

### Desired Outcomes/Aim for each barrier

	Outcome/Aim	Success Criteria
A	Ensure that pupils are motivated for success and supported with any gaps in their learning. This means that the school has invested in delivering a dynamic curriculum with a strong emphasis on effective feedback –	Accurate assessment and analysis of strengths and gaps regarding the basic building blocks of learning will be carried out and appropriate, targeted interventions implemented as needed. Liaison between SLT and

	<p>alongside an engaging learning experience. We do strongly believe though, that a highly effective and inspirational teacher (QFT) makes the biggest difference of all, in closing the academic gap; successfully supported by well trained and effective Teaching Assistants.</p>	<p>class teachers will ensure QFT and appropriate deployment of class TAs to support child's learning needs. Evidence in books over time will show these building blocks to be in place. Pupils will move on to the next phase of education as successful and motivated learners.</p>
B	<p>Pupils' outcomes in mathematics improves substantially, due to a new whole school focus and challenge (Root and branch review of The White Rose Scheme) which results in teachers delivering course content to children's needs and planning to close gaps and misconceptions hours and days after diagnosis – rather than moving onto new course knowledge content, concepts, and skills. Maths monitoring and assessment drops will indicate good progress as new methods and ways of working take effect.</p>	<p>For progress in maths to be accelerated across key stages. Key assessment points to show that 80% of pupils have met the expected standard. Lesson observations and evidence in books will show a consistent whole school approach and an improvement in computation, and key skills being used and transferred into simple and multi-step problem solving. Pupils' growth in knowledge and skills means that they are able to talk more freely about their mathematics learning.</p>
C	<p>In line with up-to-date academic research, pupils who can read at length and across different subjects are successful across the broad and balanced curriculum offer. So that vulnerable pupils (including the lowest attaining 20% of each class) can succeed as equally as well, effective, accurate tracking helps identify pupils who receive targeted teaching of reading. Evidence shows that early success with literacy skills, ensures that the children are literacy ready and enables them to achieve what is expected, as they progress through school and access the wider curriculum. This has been integral to the continuing success of the school as outcomes consistently show that by the time pupils reach the end of Key Stage 2, these firm foundations have led to high achievement, which has included the attainment of disadvantaged pupils across the whole "broad and balance" curriculum offer.</p>	<p>For progression in spoken language, reading, and writing to be accelerated across key stages. Assessment points show a nominal figure of 80% of pupils are in line to meet the expected standard in spoken language, reading, and writing at the end of EYFS; and 80% of pupils are on track to pass the Y1 phonics check; as well as 90% of pupils in Y2 each summer – allowing for individual class dynamics that may make the broad attainment figure unachievable. Lesson observations and evidence in books show a consistent approach and an improvement in pupils' ability within the school's phonics programme in order to decode, read and write at their level of development; and pupils' abilities for composition, grammar, punctuation and spelling, alongside improved and more varied vocabulary shows an improvement across the curriculum and in all year groups. Pupils who are in the bottom 20% in reading ability are tracked through school and teaching and resourcing are adapted to their needs.</p>
D	<p>Targeted pupils frequently attending the school's nurture provision headed up by two ELSA trained Teaching Assistants who – in line with their ELSA training and in conjunction with the school's school SENCO – work to ensure pupils are able to achieve at their own pace, and in a more relaxed learning environment; geared to specific needs.</p>	<p>Targeted pupils to have the opportunity to access nurture interventions and therapeutic play, with themes delivered through activities which include:</p> <ul style="list-style-type: none"> <li>▪ Art therapy</li> <li>▪ Circle time</li> </ul>

	<p>Adapting nurture provision around the needs of the pupils providing themes throughout each week which enabled pupils to grow in:</p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Emotional Resilience</li> <li>• Friendship</li> <li>• Keeping safe and well</li> <li>• Knowing and recognising their (behavioural) needs – leading to self-regulation...</li> </ul> <p>...whilst achieving the objectives as set out by teachers who have skilfully adapted the curriculum around their social, emotional, mental, health and special needs – within the context of Catholic social teaching and Catholic (PSHE) Education.</p>	<ul style="list-style-type: none"> <li>▪ Forest School Learning</li> <li>▪ Lego club and Lego explore</li> <li>▪ Role Play</li> <li>▪ Sensory time</li> <li>▪ Therapat</li> <li>▪ Cooperation games</li> <li>▪ Group and individual reading around pupils' interests</li> </ul> <p>As a result, pupils will achieve in the adapted curriculum offer tailored to their needs while being able to speak freely about the effectiveness of inclusive strategies on their lives and wellbeing. Overtime, for each individual child, this whole school approach to wellbeing, leads to children being ready to learn when they come into school each morning and throughout each day.</p>
E	<p>School to invest a proportion of PP Funding towards additional events. All PP children will have access to provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital. This includes targeted participation in a wide range of clubs and activities, which largely take place after school, and indeed ensuring that pupils in receipt of PP funding (as well as other pupils deemed vulnerable by the school) attend school trips and visits without their parents being asked for the full “costs” of the voluntary contribution – or for no voluntary contribution at all based on family circumstances.</p>	<p>Provide a curriculum that broadens opportunities and life experiences so that children gain the knowledge and cultural capital that they need to succeed in life. Enrichment opportunities such as outdoor learning, school trips / experience days / visitors and extra-curricular activities to be embedded into our curriculum in a meaningful and contextualised way to maximise outcomes and aspirations. PP pupils to be targeted e.g. invited specifically to extra-curricular clubs. Extra-curricular activities offered are tailored to specific needs of our PP children in school.</p>

### 3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: A) Claire Grimes; B) Sarah Fisher; C) Beth Williams

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (including review dates)	Approx. Costings (for the 3 years)	Success measure
<b>A)</b> SLT and class teachers to ensure QFT and appropriate deployment of class TAs to support children's learning needs, with targeted interventions implemented as needed.  Accurate assessment and analysis of strengths and gaps regarding the basic building blocks of learning will be carried out and appropriate, targeted interventions implemented as needed.	<b>A)</b>	<p>Quality first teaching for all. High quality CPD for all staff, ongoing throughout the year.</p> <p>Effective deployment of TAs to maximise and enhance the support needed.</p> <p>High quality resources for each year group, with specific actions to improve and update technology for computing and texts for literacy.</p> <p>Lessons to continually recap prior knowledge, ensuring knowledge is being built upon.</p>	<p>Reviewed three times per year: 19/12/25 15/02/26 20/06/26</p>	£20,000	<p>(QFT) makes the biggest difference of all, in closing the academic gap; successfully supported by well trained and effective Teaching Assistants in conjunction with the strong emphasis on effective feedback.</p> <p>For all teaching across the school to be at least good for all year groups.</p> <p>Resources purchased to enhance the curriculum.</p> <p>Evidence of impact of TA support and specific interventions.</p> <p>Evidence in books over time will show building blocks to be in place.</p> <p>Pupils will move on to the next phase of education as successful and motivated learners with increased confidence / life chances.</p>

<p><b>B)</b> Pupils' outcomes in mathematics improves substantially, due to a new whole school approach which results in teachers planning course content around children's needs – using the White Rose Scheme as a structured guide/resource.</p>	<p><b>B)</b></p>	<p>Mathematics key skills in line with whole school calculation policy to be fully embedded across the school.</p> <p>Mathematics CPD programme throughout the year to include bespoke training/CPD for maths lead and in-house training for teachers and TAs.</p> <p>Root and branch review of the use of the White Rose Scheme to establish practice that focusses on using feedback to close gaps and address misconceptions hours and days after diagnosis – rather than moving onto new course knowledge content, concepts, and skills.</p>	<p>Three times per year – termly by week 10 of: Advent 19/12/2025 Lent 24/04/2026 Pentecost 03/07/2026</p>	<p>£10,000</p>	<p>Maths monitoring and assessment drops will indicate good progress as new methods and ways of working take effect.</p> <p>Key assessment points to show that 80% of pupils have met the expected standard. Lesson observations and evidence in books will show a consistent whole school approach and an improvement in computation, and key skills being used and transferred into simple and multi-step problem solving.</p> <p>Pupils' growth in knowledge and skills means that they can talk more freely about their mathematics learning.</p>
<p><b>C)</b> Pupils who can read at length and across different subjects are successful across the broad and balanced curriculum offer.</p>	<p><b>C)</b></p>	<p>Little Wandle synthetic phonics (SSP) programme and resources to be fully effective across the school – especially in supporting pupils in KS2 who did not achieve the phonics reading check.</p> <p>CPD delivered to TAs and teachers in KS2 in how to use the reading resources effectively in ensuring the lowest 20% of attainers are making progress.</p> <p>High quality resources and matched (age and stage appropriate) reading materials for each year group to support with the embedding of SSP and accelerating children's reading throughout school.</p>	<p>Three times per year – termly by week 10. Advent 22/11/2025 Lent 13/03/2026 Pentecost 08/05/2026</p>	<p>£20,000</p>	<p>For all teaching staff to be confident with the process of teaching using the SSP programme, enabling pupils to apply their skills accurately in order to decode, read and write at their level of development; and aid pupils' abilities for composition, grammar, punctuation and spelling, alongside improved and more varied vocabulary across the curriculum and in all years.</p>

## TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Jemma Symonds

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
<b>D)</b> Existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.	<b>D)</b>	Nurture and therapeutic play specialist to support specific children through liaison with SLT and class teachers and review of provision maps in accordance with IEPs and Behaviour Plans.	Three times per year – by week 10.  25/10/2025  13/03/2026  15/05/2026	£15,000	<p>For children's emotional and mental health needs to be met and appropriate support to be delivered to all pupils throughout school.</p> <p>Incidents recorded on CPOMS shows that pupils with existing emotional health, mental health and attachment needs are having their needs met.</p> <p>There is also a reduction in the number of sanctions, including suspensions, within school.</p> <p>There is a reduction in the number of pupils who are receiving a partial timetable.</p> <p>Pupil voice, especially among those with existing emotional health, mental health and attachment needs is positive and alludes to the children feeling well and being included.</p>

## WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: Andrew Gotheridge

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
<b>E)</b> PP children to access high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	<b>E)</b>	<p>Pupils to access regular, tailored learning classes with a specialist teacher.</p> <p>Enrichment weeks enabling learning to be revisited and enhanced through experience days, visitors to school and school trips.</p>	<p>Three times per year – by week 12.</p> <p>08/11/2025 24/01/2026 03/04/2026</p>	£5,000	For children to be accessing high quality enrichment opportunities and extra-curricular activities which help raise aspirations.

## PUPIL PREMIUM ACTION PLAN: 2025/26

TEACHING PRIORTIES						
Priority from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
<b>A</b>	All pupils will receive a broad and balanced quality curriculum offer which meets and addresses their holistic needs).	Quality First Teaching (QFT)	EEF - QFT is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP to improve the quality of teaching and support, benefits all pupils and has a particularly positive effect on pupils eligible for PP.	Monitoring: Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.	Claire Grimes	16/03/2026 Andrew Gotheridge
	Receiving focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.	Targeted interventions.	EEF - Evidence consistently shows the positive impact that targeted interventions have, particularly on pupils who are not making good/expected progress across the broad curriculum. Targeted interventions to be few in order to concentrate on quality of provision rather than quantity and to be structured as one-to-one or small group intervention; a key component of an effective Pupil Premium strategy.	Data from intervention assessments, pupil progress meetings, assessment points	Jemma Symonds	16/03/2026 Andrew Gotheridge

<b>B</b>	Pupils' outcomes in mathematics improves, due to their needs being met and their misconceptions being identified and addressed.	Changes in practice that results in embedding assessment – guiding teachers' planning of course content around meeting children's needs and addressing their misconceptions and also using feedback more effectively – as close to the learning as possible.	<p>EEF – “<i>Assessment should provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</i>”</p> <p>Evidence shows that feedback involving metacognitive and self-regulatory approaches have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>	Monitoring: Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.	Sarah Fisher	16/03/2026 Andrew Gotheridge
<b>C</b>	From an improved systematic approach to early literacy skills, pupils able to apply knowledge accurately in order to decode, read and write at their level of development; leading to improvements in	Systematic synthetic phonics (Little Wandle) programme to be fully embedded across the school, with training enabling teachers and TAs in KS2 to continue the progress made in EYFS and KS1 in reading which will allow all pupils to access the curriculum.	One systematic synthetic phonics programme to run through school which helps to support vulnerable learners well into KS2 is vital for making an overall positive impact (EEF = +5 months) with very extensive evidence and is an important component in the development of early reading skills,	Monitoring: Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks. Data from intervention assessments, pupil progress meetings, assessment points.	Beth Williams	16/03/2026 Andrew Gotheridge

<p>literacy: composition, grammar, punctuation and spelling; alongside improved and more varied vocabulary across the curriculum and in all years.</p>		<p>particularly for children from disadvantaged backgrounds</p>			
<p>Access to the curriculum widens for learners who are targeted to improve their language skills to be able to enjoy and achieve at their level, in all aspects of the curriculum. Good quality language development provision (guided by school SALT and curriculum subject leads) ensures equity of curriculum entitlement.</p>	<p>Training from family S&amp;L therapist for 3 ELSA trained TAs and class TAs will provide strategies so that pupils are able to use and successfully remember more words at their personal level of learning – specially to focus in on vulnerable pupils and those with S&amp;L difficulties. All FS pupils screened in autumn 25 to provide a baseline.</p>	<p>Young children's language skills have been impacted by Covid lockdowns – around an extra 25% of four and five-year-olds need help with language at school (lived experience as well as ongoing research by EEF).</p>	<p>Data from baseline – monitoring: learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks. SALT to reassess and measure data from initial baseline assessment.</p>	<p>Jemma Symonds</p>	<p>16/03/2026 Andrew Gotheridge</p>
<p><b>TOTAL estimated budgeted cost (3 years): £50,000</b></p>					
<p><b>Of which from NTP funding: 0%</b></p>					

## TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
D	Existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready and able to learn.	Nurture and therapeutic play specialist to support specific children through liaison with SLT and class teachers and review of provision maps in accordance with IEPs and Behaviour Plans.	Nurture provision includes: social & emotional learning; behaviour interventions; and collaborative learning (all based on extensive evidence: EEF) provision which includes art participation and outdoor adventure learning	CPOMS will be used to monitor and measure impact along with curriculum engagement and outcomes in books (evidence of subject specific language development in place). Pupils engaged and learning in class; along with pupil and parent voice on IEPs and Behaviour Plans will be used to measure impact.	Jemma Symonds	16/03/2026 Andrew Gotheridge
<b>TOTAL estimated budgeted cost (3 years):</b> £15,000 <b>Of which from NTP funding:</b> 0%						

## WIDER STRATEGIES

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Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
E	PP children to access high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	Pupils to access regular, tailored learning classes with a specialist teacher. Enrichment weeks enabling learning to be revisited and enhanced through experience days, visitors to school and school trips. Extra-curricular opportunities to target areas that increase cultural capital – e.g. school choir.	EEF evidence: pupils from disadvantaged backgrounds are less likely to participate in these activities. Mobility Commission report found evidence that extracurricular activities boost confidence and develop social networks. Sutton Trust research shows that bright disadvantaged pupils more likely to attain A Levels and do well educationally if have early access to enrichment activities.	Specifically invite vulnerable pupils to take up clubs and activities that they will enjoy, find interest and excel in.  Keep registers of uptake to monitor activities and the uptake of vulnerable pupils	Andrew Gotheridge	16/03/2026  Andrew Gotheridge

## REVIEW OF 3 YEAR STRATEGY [2025/26]

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action - Impact? (High/Green; Mid/Yellow; Low/Red)	How do you know?	Why will you continue with this provision/why won't you?

<b>TARGETED ACADEMIC SUPPORT</b>			
Priority Area	Chosen Action - Impact? (High/Green; Mid/Yellow; Low/Red)	How do you know?	Why will you continue with this provision/why won't you?
<b>WIDER STRATEGIES</b>			
Priority Area	Chosen Action - Impact? (High/Green; Mid/Yellow; Low/Red)	How do you know?	Why will you continue with this provision/why won't you?

## ENGAGING STAFF, GOVERNORS & PARENTS
