

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Priory Witham Academy
Number of pupils in school	1040
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	A Madge
Pupil premium lead	D Clarke
Governor / Trustee lead	Mrs D Hardcastle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 467,432.50
Recovery premium funding allocation this academic year	£ 62,712.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 530,145.00

Part A: Pupil premium strategy plan

Statement of intent

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Closely aligned to the Trust mission of creating true citizens of the world, the Priory Witham Academy believes firmly in equity and equality for all children. Our collective sense of mission and our ethos of Believe Together, Achieve Together ensures that all learners, regardless of background or barriers faced, have access to and engage with an aspirational curriculum that has oracy, literacy, communication and knowledge at its heart. All learners benefit from a subject focused approach providing authentic and powerful learning experiences. Children take advantage of wide ranging opportunities to develop rich language for learning, vocabulary for life and a love of reading. Progress is strong, children learn more and remember more. Children are empowered to develop their moral compass and become informed, confident members of our wider community through our Personal Development curriculum and enrichment programme. Learners develop a robust and diverse skill set which equips them to respond to the evolving world they live in. Pupils have high levels of self-worth and are ready to successfully embark on the next stage of their education or employment based journey and become true citizens of the world.

A focus of our Pupil Premium strategy is to ensure that leaders at all levels have a well-informed understanding of the barriers that face our disadvantaged learners and their families, and effectively use this information to inform Academy, phase and subject development plans. Leaders analyse and share where pupils have multiple barriers to learning, particularly our most vulnerable pupils (pupil premium and SEND). We recognise that the priority for these learners is high quality teaching based on research driven curriculum design and delivery which allows all learners to secure and retain a coherent body of knowledge. Staff access

quality development opportunities including personalised CPD, coaching and mentoring and research informed practice. Staff feel valued, staff well-being is a priority thus supporting low staff absence rates and minimising the impact on disadvantaged learners.

We believe in an individualised approach; timely and accurate assessment allows specific barriers to disadvantaged pupils to be identified and their needs addressed precisely. This enables all disadvantaged learners, including those who are higher attaining, to make the necessary progress they need to attain well and not only to close gaps with their non-disadvantaged peers but to move successfully on to the next phase of their lives. The impact of quality first teaching is further enhanced through the use of targeted school led tutoring to support wider curriculum recovery and those, including disadvantaged, who have been significantly impacted by the pandemic.

Our strong focus on Maximising Values and strong pastoral care ensures that relationships between staff and pupils are strong. Disadvantaged learners have access to support throughout the Academy day; we believe in an entitlement curriculum comprising of activities which provide equity for disadvantaged pupils; this is further enhanced by a rich range of extended and enrichment learning experiences which develops cultural capital and equips learners with the essential knowledge and experiences to be educated citizens and informed members of our community. Disadvantaged learners are explicitly taught the non-cognitive skills and characteristics needed to direct and drive their learning, understand the value of failure and have the strategies to adapt when things do not go as planned.

As an all through Academy we pay particular focus to the transition of our learners from one phase to another in their education journey and beyond. Transition between all key stages is a critical time for disadvantaged pupils, we pay particular attention to EYFS, transition in and out of reception and across Key Stages 2, 3, 4 and 5.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment data demonstrates that pupils eligible for pupil premium funding have lower reading ages and weaker vocabulary development throughout the Academy. Pupils enter year 7 with lower literacy levels, impacting upon their ability to fully access the curriculum and make progress.
2	Academy records and our observations show that pupils eligible for pupil premium funding demonstrate a lower level of understanding of the learning process (cognition and metacognition), impacting upon their ability to retain and recall knowledge.
3	Our attendance rates for pupils eligible for pupil premium funding are lower than non-disadvantaged pupils by approximately 2-3% with a persistence absence rate of approximately 7-9% higher.

	Assessment data shows the negative impact of this reduced pupil/ teacher contact time – learning gaps are created, there are fewer disadvantaged learners achieving end of Key Stage benchmarks, for example the En and Ma Basics Measure at Key Stage 4.
4	Through enrichment data analysis, parental engagement, feedback at parents evenings and the numbers of children arriving at school lacking basic skills, we have identified barriers for parental engagement with and support for extra-curricular activities - these engage less with enrichment activities. This is compounded by a reduced number of opportunities / experiences and support outside the Academy which creates limits to self-efficacy, aspiration and resilience necessitating the development of social and cultural capital.
5	Through analysis of PASS data (Pupil Attitudes towards Self and School), pupil and parental voice and teacher referrals to both the Academy Safeguarding and Attendance leads, we have identified trends which indicate an increase in social and emotional issues for many students, including anxiety and low self-esteem. In Key Stage 4 and 5 some of this anxiety is linked to academic progress and attainment which impacts disadvantaged learners. Relationships with peers is also a contributory factor. Behaviour records demonstrate that disadvantaged learners have lower levels of self-regulation which impacts upon their ability to manage conflict and impacts on their behaviour.

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 numbers of pupils are reading at age related expectation. There is sustained improvement in reading fluency and comprehension at the end of each phase / key stage, including those that are disadvantaged.	<p>Number of disadvantaged children meeting the expected standard in the phonics screening check is 7.5% increase on the last 3-year average as set in conjunction with the English Hub.</p> <p>KS2 Reading - Progress of disadvantaged pupils in in line with non-disadvantaged pupils</p> <p>KS2 Writing - Progress of disadvantaged pupils in in line with non-disadvantaged pupils</p> <p>KS3 Reading - Reading tests taken by all students demonstrate improved reading fluency and improved comprehension skills for disadvantaged learners.</p> <p>Assessments, particularly in EBACC subjects, and book reviews across all subjects demonstrate improved disciplinary vocabulary and sustained improvement in reading comprehension and fluency.</p>

<p>Through the development of cognitive ability, disadvantaged learners will secure and retain a coherent body of knowledge and they will develop the skills to apply knowledge to new contexts.</p>	<p>Assessment data will show that pupils know more and can recall more.</p> <p>There will be an improvement in the Av Att 8 score for disadvantage learners.</p> <p>A greater number of disadvantage learners will meet age related expectations at Key Stage 1 and 2, and will achieve the Basics Measure at 4+ and 5+ at the end of Key Stage 4.</p>
<p>Improved attendance and reduced persistent absence for all pupil groups including disadvantaged.</p>	<p>An ethos of collective ownership and clarity of roles, responsibilities and processes will drive sustained improvements in attendance.</p> <p>Overall attendance rates will be above the national average.</p> <p>Attendance rates for disadvantaged students will be above the national average.</p> <p>Persistent Absence rates for all students will be below the national average.</p> <p>Persistent Absence rates for disadvantaged students will be below the national average.</p> <p>Levels of attendance and persistent absence for disadvantaged students will be in line with non-disadvantaged students</p>
<p>Increased engagement of parents and pupils with the Witham Values Programme and the wider enrichment offer.</p>	<p>Increased numbers of children reaching GLD.</p> <p>Increased numbers of parents engaging with the academy through progress evenings and enrichment activities.</p> <p>Increased numbers of children engaging with the enrichment offer and accessing the Witham Values Programme as a result.</p>
<p>Increasing numbers of pupils display positive attitudes towards themselves, their peers and school.</p> <p>Behaviour records show greater levels of self-regulation and the ability to manage conflict.</p>	<p>Pupil responses to PASS questionnaires will show an increasingly positive attitude towards themselves and school.</p> <p>PASS outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils.</p> <p>Numbers of students accessing additional support for social and emotional wellbeing will reduce.</p> <p>Suspensions / P Ex will remain significantly below the national average with those for disadvantage pupils being in line with non-disadvantage pupils.</p> <p>Qualitative information from student voice and teacher observations.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.	1,2,3,4,5
Associate Assistant Headteacher - Recruitment, retention and professional development of high quality staff including engagement with Teach First Early Adopter Programme, access to Trust CPD offer and CPD to develop high quality mentoring for Early Career Teachers.	EEF-Implementation-Guidance-Report.pdf (ioe.ac.uk) This shares that 'ultimately, it doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools'. With an increasing number of ECT it is crucial that the Trust and EEF frameworks for driving improvement can be successfully implemented in day to day practice.	1,2,3,5
Specialist staff, CPD, resources and dedicated Senior Leadership time to ensure that all pupils receive a high quality-reading curriculum that develops phonological awareness, phonics decoding skills, word recognition, fluency, reading stamina and comprehension. Buy-in and embed Accelerated Reader from Y2 to KS3 to increase reading for pleasure, reading fluency and reading comprehension and to close reading gap with age related expectations.	The Literacy Trust has identified clear links between low income households and the attainment gap, stating that by the age of 5, children from low income households are over 1 year behind those from high income households. The 2019 Forgotten Third Inquiry states that investment should be made to have impact on closing the language gap. 2018 outcomes for the Accelerated Reader Scheme show improvements in reading ages where children have read on a daily basis.	1,2

<p>Dedicate Senior Leader time to develop and further strengthen our assessment systems including PiXL to ensure teachers can accurately track and target gaps in learning and adapt teaching and learning accordingly to incisively meet need and accelerate progress.</p>	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF guidance states that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Developing pupils' language capabilities, reading fluency and reading and writing comprehension strategies remain crucial for disadvantaged pupils as they progress through their primary years.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Developing literacy and reading skills is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	
<p>Enhanced staffing and groups to support curriculum delivery in English, Maths, Science and Humanities to allow for smaller class sizes and greater opportunities for quality feedback and timely intervention.</p>	<p>EEF research shows that small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding.</p> <p>EEF Teacher Toolkit</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD focus on metacognitive strategies, assessment, language for learning and behaviour approaches to support disadvantaged pupils to demonstrate higher levels of self-regulation, the ability to form</p>	<p>The Education Endowment Fund evidence -shows that an average of 7 months progress can be gained when students develop metacognitive skills. Internal observations and evaluation shows</p>	<p>2,5</p>

<p>effective relationships with others, a greater understanding of the learning process and therefore improve their ability to retain and recall knowledge.</p>	<p>that those pupils with higher levels of independence and resilience make better progress than their peers. They are able to approach exams with confidence and use these skills to secure better outcomes in the wider educational context as well as life outside of school including employability.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Student Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Continued development of a carefully planned, all though, sequential, challenging and inclusive curriculum which builds on and secures knowledge with opportunities for extended writing identified.</p>	<p>There is clear evidence that the need deep subject knowledge and a flexible understanding of the content being taught remain important.</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic with a particular emphasis on SEND and disadvantage learners and knowledge gaps in Reading / Writing / Maths (Primary) and English and Science (Secondary).</p> <p>Employment of additional staffing, including pre ITT staff to support with high quality intervention (including pre-learning targeted support, specific programmes) in place for</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

those children with identified gaps in knowledge.		
Literacy and numeracy interventions for low attaining disadvantaged pupils, focusing on the lowest 20% of readers and at key transition points, including NELI (Nuffield Early Language Intervention) Fresh Start, My Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,
Use of diagnostic tools to analyse, identify and respond to the needs of disadvantaged pupils academically and pastorally including PASS, 4 Matrix	A range of evidence indicates the importance of effective diagnostic assessment to identify the needs of students and provide appropriate intervention and support. Particularly in response to the uneven experience of students during the pandemic. EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk)	1,2,5
Pupil Support Assistants in place to support accelerated learning and associated CPD to ensure high quality delivery of intervention programmes and classroom support.	The NFER seven building blocks state that effective deployment of staff and highly skilled PSAs can accelerate the progress of disadvantaged learners. Well-evidenced interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and 'catch-up'. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,2,5
Strengthening of the SEND team of staff to enable targeted support of the most vulnerable pupils (SEND / disadvantaged).	The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. We recognise the need to consider this vulnerable group as a key factor in our disadvantaged strategy. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1,2,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

At the Witham Academy we place a great deal of emphasis on building impactful relationships with both pupils and families. We recognise the importance of explicitly teaching effective relationship building alongside consistent modelling of supportive relationship dynamics through the teaching and pastoral structures. There is a great deal of evidence to support the value of this in tackling disadvantage.

Relationships matter

Relationships as drivers of human development: Positive supportive contexts

Osher et al, 2019

Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive, and trustful are a positive developmental force between children and their physical and social contexts. Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning, adaptation, the integration of social, affective, emotional, and cognitive processes and will, over time, make qualitative changes to a child's genetic makeup. (Bornstein & Leventhal, 2015; Bronfenbrenner & Morris, 2006)

Budgeted cost: £ 116,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer, safeguarding manager and family support worker employed to ensure pupils have high attendance and punctuality.</p> <p>Key staff attend training from the Local Authority on the new Emotional Based School Avoidance ladder and PSP.</p> <p>Pastoral staff work closely with families to support improving attendance.</p>	<p>https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</p> <p>Approaches are closely aligned with good practice set out in DfE's Improving School Attendance and follow the attendance ladder and protocols set out by the Local Authority based on substantial evidence and work with other local authorities - Introduction (local-offer.org)</p>	<p>3, 5</p>
<p>High quality intervention through the Pastoral Structure and the role of the Pastoral Managers supports a robust referral process and timely intervention to support disadvantaged pupils' social and emotional needs as well as their mental health and well-being.</p>	<p>Drivers of human development: How relationships and context shape learning and development1 (tandfonline.com)</p> <p>PASS analysis allows the academy to find the hidden children and allows staff to understand why pupils may be reluctant, disengaged or even disruptive learners by sensitively</p>	<p>3,4,5</p>

	exploring social and emotional wellbeing.	
<p>Additional PSA to ensure that individual pastoral needs are being met allowing all pupils to access the curriculum successfully</p> <p>Strengthening the specialist internal support offer for emotional needs as well as disadvantaged pupils mental health and well-being (eg ELSA)</p>	<p>Drivers of human development: How relationships and context shape learning and development1 (tandfonline.com)</p> <p>ELSAs are trained to plan and deliver programmes of support to pupils in their school who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is expected to be delivered on an individual basis, but sometimes small group work will be appropriate, especially in the areas of social and friendship skills.</p>	
<p>Associate Assistant Headteacher - monitor uptake from disadvantaged pupils in the Witham Values Program, strengthening the offer to meet need to include subsidised opportunities, resource provision, uniform, access to wider opportunities including the JET Programme and CCF. Forest School, swimming provision</p> <p>Entitlement and enrichment offer - visits and experiences eg Artists in residence</p> <p>Employment of Sports Apprentices to widen the offer of extra-curricular activities, targeting disadvantaged pupils for increased engagement.</p>	<p>EEF Toolkit: Collaborative learning, 'the most effective approaches promote interaction between group members'.</p> <p>One of the barriers to learning of many disadvantaged learners is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences. The Witham Values Programme provides a universal framework for pupils to gain experiences and recognition of their achievements.</p>	4
<p>Increased funding for external support including the Nurture Garden, counselling and mentoring (eg Psycho-Therapist) to support disadvantaged pupils with mental health and behaviour</p>	<p>Our designated mental health lead and other staff have worked closely with the local Mental Health Support Team to develop our provision to support young people's mental health.</p> <p>Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk)</p> <p>adolescent-mental-health-summary.pdf (poryacademies.co.uk)</p>	3,5
<p>Year 12 Wellbeing Ambassadors trained and supported by Nurture Garden counsellors. These ambassadors provide an initial layer of support for students with mild anxiety and social and emotional wellbeing concerns.</p>	<p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Mental health & wellbeing Early Intervention Foundation (eif.org.uk)</p> <p>The latest prevalence data for England on young people's mental health shows that approximately one in seven young people aged 11–19</p>	5

	<p>experience at least one mental disorder. According to recent NHS data and our own research, the Covid-19 pandemic and resulting lockdowns have led to a worsening of teenagers' mental health (Clarke and Co, July 2021 - Adolescent mental health: A systematic review on the effectiveness of school-based interventions).</p> <p>Early intervention can help to build up the social and emotional skills which are so essential for learning and life, support future good mental health, and discourage risky behaviour.</p>	
<p>Contingency fund to address any additional priorities that arise.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>All</p>

Total budgeted cost: £526,000

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 2020 to 2021 academic year.

The impact of Covid-19 disrupted both progress and attainment across all subjects. Despite the efforts of the Academy to mitigate this impact for our disadvantaged learners we recognise that this group was disproportionately affected through the periods of school closure and this group were not able to benefit from the planned pupil premium improvements in the manner in which they were planned.

During the pandemic disadvantaged learners were encouraged to be in school receiving face to face education. Where this was not possible, pupils continued to access a high quality curriculum delivered through high quality remote learning using Show My Homework and Teams. Access and engagement was monitored, weekly discussions with Form Tutors and / or teaching staff supported our disadvantaged learners to engage fully with the lessons. Laptops and additional technological support were provided.

Support included:

- CPD for students and staff to develop knowledge and confidence for online / blended learning
- Elements of blended learning evident and modelled in classroom practice
- CPD – Sharepoint (for Primary colleagues)
- CPD – SMHW, improved to include the use of submissions and feedback functions which allows for rapid and timely support.
- Clarity of communication to staff and students regarding safe and effective blended learning
- Review of internet safety in today's context for all students

Parental engagement and effective relationships remained a priority. Alongside the extensive number of home visits and well-being calls the academy undertook:

- Well-being evening – form tutor led with a focus on wellbeing and support required for the new academic year.
- Tapestry in place for EYFS, engagement continues to be strong and an effective communication tool.
- Curriculum newsletters and regular updates.
- Parental Guidance Documents (Supporting the Witham Learner at Home)

Pupil well-being continued to be a focus :

- 5 tier approach to mental health and well being established.
- Effective deployment of relevant staff to meet need including PSAs, ELSA lead.
- Psycho Therapist : additional hours, planned additional support role
- PASS in place to identify gaps in provision and deploy support in a timely manner.
- Staff familiarity with student profiles / needs through transition documentation, EHCPs etc

Effective diagnostic assessment identified gaps from the period of lock down, identified the quality of home learning and assessed what was being retained and applied from current in class learning. Year 7 ability diagnostics were used as a 'check and balance' and 'predictor of

potential'. Analysis indicated that disadvantaged learners had been significantly impacted upon by the pandemic, planning using the catch up funding and pupil premium funding sought to address these gaps.

Internal assessments indicate that the outcomes for disadvantage pupils in 2020 and 2021 improved on 2019. An increasing number of pupils achieved En and Ma at grade 4, and at grade 5. There was a sustained improvement in the Av tt 8 score. However, there were also significant improvements in the outcomes of non-disadvantaged learners resulting in a widening gap.

Despite the pandemic, the Academy Careers and Destinations Programme continued to support pupils, particularly those in Key Stage 4 and 5. All pupils in Years 11 and 13 had Destination Interviews with the Academy Careers advisor, potential NEETs received further guidance, College and UCAS applications were supported.

Post 18 Destinations	2021
Further Education	9%
University	58%
Sustained Employment	18%
Sustained Apprenticeship	9%
NEET	6%

Post 16 Destinations	2021
Further Education	45%
6th Form College	33%
Sustained Employment	1%
Sustained Apprenticeship	8%
Other Education	9%
NEET	3%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Pastoral Managers support and monitor service students and their wellbeing – particularly when a family member is deployed. Referrals for additional support eg Nurture Garden are made on an individual basis as required.</p> <p>Support is available to access extra-curricular activities and clubs.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Student voice, module grades and PASS data shows that service students engage well with the curriculum and wider opportunities offered at the academy. Attendance is in line with the Academy average.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.