



Pupil premium strategy statement



School overview

Metric	Data
School name	Pilgrims' Way Primary School
Pupils in school	225 (Yr R-6)
Proportion of disadvantaged pupils	53%
Pupil premium allocation this academic year	£164,585
Academic year or years covered by statement	2019-2022
Publish date	Term 1 2020
Review date	Term 1 2021
Statement authorised by	Miss AM Middleton
Pupil premium lead	Mrs E Campbell
Governor lead	Mrs E Wozny

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-2.8
Writing	-1.8
Maths	-5.2

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	43.5
Achieving high standard at KS2	4.3

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>An embedded 'Mastery curriculum', in particular for maths where progress has been historically weaker for disadvantaged pupils, throughout the school leads to a diminishing difference in progress between disadvantaged and non-disadvantaged children.</p> <ul style="list-style-type: none"> • Resources supplemented to ensure CPA is effective. White Rose Premium used to support subject knowledge and consistent approach to variation. • White Rose Premium will allow blended learning opportunities due wealth of home learning resources available, allowing for consistency between class and home learning. • Leadership time to support teacher and TA subject knowledge and ensure consistency across the school.
Priority 2	<p>The curriculum provides opportunities for disadvantaged pupil to gain cultural capital through carefully selected opportunities across the curriculum.</p> <ul style="list-style-type: none"> • Time allocated for subject hubs to ensure curriculum meets the needs of the pupils. • Subject leaders to ensure the curriculum allows for building on prior learning. • Home learning to reflect class curriculum and aim to minimise the risk of gaps in learning. • Subject leaders review the curriculum to ensure sequence of learning helps pupils catch up with schooling they have missed.
Barriers to learning these priorities address	<p>Poor language skills and use of spoken vocabulary limit some disadvantaged children's progress.</p> <ul style="list-style-type: none"> • SALT pot interventions and staff in place. • Language link used to screen, plan and track progress <p>Some children display challenging behaviour caused by difficult home situations and are unable to focus effectively on learning.</p> <ul style="list-style-type: none"> • Boxall used across the school to enable target setting and tracking of progress. Team around the child meetings held to plan ways forward. • Forest school level 3 training for forest school teacher leads to effective interventions to

	<p>support SEMH and children's varied learning styles.</p> <p>Poverty of experiences particularly in sports/arts lower aspirations and resilience.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <ul style="list-style-type: none"> Attendance team used to support/challenge. Rewards for attendance in place. FLO provides support to parents to support increased aspirations for their children. <p>Covid- 19 pandemic lead to school closures and missed education for all.</p> <ul style="list-style-type: none"> All staff trained and to embed retrieval strategies Effective assessment for learning to close gaps High quality, quality first teaching strategies enable gaps to close
Projected spending	£102,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	2021
Phonics	Achieve national average expected standard in PSC	2021
Phonics	Ensure Year 2 pupils achieve national expected standard in PSC in Autumn 2020	Autumn 2020
Other	Improve attendance of disadvantaged pupils to 97%	2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Embedded Mastery curriculum throughout the school leads to a diminishing difference in progress between disadvantage and non-disadvantaged children</p> <p>Maths lead and one other member of the maths team to be supported through the Kent Maths Hub teacher research group project.</p>
Priority 2	Development of arts curriculum and engagement in art projects.
Barriers to learning these priorities address	<p>Disadvantaged children's progress in maths is less when compared to non-disadvantaged peers - predecessor school had a weak sequence of learning in maths and as such disadvantaged pupils have conceptual gaps that require plugging</p> <p>Poverty of experiences particularly in sports/arts lower aspirations and resilience.</p> <p>School closure due to Covid 19 restrictions will have impacted on the disadvantaged groups due to lack of curriculum delivery and limited engagement by some families, due to lack of aspirations.</p>
Projected spending	£12,000

Wider strategies for current academic year

Measure	Activity
Priority 1 Increased oral language skills.	<p>EEF research has shown oral language interventions have a positive impact on pupil progress and allows disadvantaged students to access the curriculum effectively and confidently.</p> <p>SALT pot in place to provide targeted support for identified children and offer guidance to staff to build a language rich environment in class. School key objective to drive development of language skills. Enhance questioning and explanations through the teaching of high quality vocabulary to enable all pupils to actively be involved in their learning, leading to good outcomes.</p>
Priority 2 To raise aspirations of children.	Aspirations raised for all due to the availability of roles and responsibilities. Children will aspire to be Head Boy/Girl, House Captains/Vice captains,

	Digital Leaders, Eco Club members, class ambassadors, members of School Council.
Barriers to learning these priorities address	<p>Poor language skills and use of spoken vocabulary limit some disadvantaged children's progress.</p> <p>Children's aspirations are low due to poverty of experiences.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>School closure due to Covid 19 restrictions will have impacted on the disadvantaged groups due to lack of curriculum delivery and limited engagement by some families, due to lack of aspirations.</p>
Projected spending	£56,180

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow staff to fully implement and embed an irresistible curriculum. Further building cultural capital for our disadvantaged pupils considering progress made last year in difficult circumstances because of Covid restrictions.	<p>Team approach to subject leadership.</p> <p>Staff meeting time to allow year group collaboration on curriculum design.</p> <p>Joint PPA with year group partner to allow support.</p> <p>Blending learning expectations set and shared with staff and families. Teachers provide termly home learning activities linked to the broad and balanced curriculum on offer in class.</p> <p>Quality first teaching and effective assessment for learning strategies</p> <p>All staff trained and to embed retrieval strategies</p>
Targeted support	Ensuring enough time/support for school maths-lead to support teacher and teaching assistants.	<p>Maths lead supported by maths team and DHT.</p> <p>Maths lead and one other member of the maths team to be supported through the Kent</p>

		Maths Hub teacher research group project.
Wider strategies	<p>Engaging the families facing most challenges to support and celebrate their children's achievements.</p> <p>Build upon the use of social media and the school website during the Covid closure.</p> <p>Engaging families who are now unable to directly access the school due to limitations and restrictions put in place in response to Covid risks.</p>	<p>Minimum expectations set for parent events in each year group with careful reflection and planning in response to Covid limitations.</p> <p>Home learning requirements in place to reflect class curriculum. FLO to support families to access.</p> <p>Wider celebration of children's achievements (website, Facebook, photo books, class dojo.)</p> <p>Full time FLO to support families. FLO to maintain support through welfare calls in the case of school closure or self-isolation requirements.</p>

Review: last year's aims and outcomes completed in September 2020

Amendments made in red September 2020