

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 – Autumn 2024

Detail	Data
School name	Pilgrims' Way Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Autumn Term 2022
Date on which it will be reviewed	Term 6 2025 Interim review Autumn 2024
Statement authorised by	Anne-Marie Middleton Reviewed by Emma Campbell
Pupil premium lead	Emma Campbell
Governor / Trustee lead	Ellie Hopkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,040
Recovery premium funding allocation this academic year	£0
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	£219,040

Part A: Pupil premium strategy plan

Statement of intent

Our current school Key Objectives 2024-25:

- Accurate assessment informs next steps
- Teaching is adapted to suit the needs of learners
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways showing respect for different protected characteristics.
- To show demonstrable improvement in the attendance of pupils.
- Leaders are able to identify and support next steps to improve teaching and learning.

We aim

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

through:

- embedding the Mainstream Core Standards throughout the curriculum to ensure that all teaching and learning opportunities meet the needs of all the pupils so they build on prior knowledge and know more and remember more.
- ensuring that the needs of socially disadvantaged pupils are quickly identified, assessed and addressed.
- providing quality CPD for all staff to raise the profile and attainment of students eligible for Pupil Premium funding within the school.
- providing an inclusive and supportive environment for all children.
- ensuring the strategic leadership of training and development for all adults across the school supports improved outcomes for all pupils.
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Providing CPD to enhance teacher understanding and confidence in supporting pupils with ASD
- Providing CPD to enhance teacher understanding and confidence in supporting pupils with EAL
- Building capacity of leadership in the school to support curriculum development
- Ensuring proactive communication is made with parents and carers of children who would benefit from further support.

The Pupil Premium plan is designed to ensure that funding allocated to Pilgrims' Way Primary School is used to tackle disadvantage (particularly considering the current cost of living crisis) and reaches the children who need it.

We are committed to improving outcomes for every child and invest resources to ensure that every child receives the support and challenge they require to succeed, in particular, to ensure strategies to improve outcomes for disadvantaged pupils also benefit all pupils.

The Pupil Premium funding is used to support the learning, development and engagement of eligible children in a variety of ways to close gaps and reach each individual child's potential.

Challenges

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

Challenge number	Detail of challenge
1	High deprivation area with an increased amount of pupils needing SALT support on entry and this having potential to slow progress in other years.
2	Limited cultural capital experiences.
3	Some PP pupils have poor wellbeing, emotional regulation and resilience skills which impacts on learning across the curriculum.
4	Parental engagement for some PP pupils is not as strong as for other pupils.
5	Low academic starting points, particularly with oral language and vocabulary development, leads to reduced levels of skills and understanding with early maths and English.
6	Layers of disadvantage (PP, SEN, BML, summer born, social care intervention)
7	In year admissions. Children join the school with very different previous educational experiences (some with no previous schooling).

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
Eligible children will have full access to their curriculum that leads to a diminishing difference in progress between disadvantaged children and other pupils in all year groups.	<p>Through an inclusive ethos, PP children take an active part in all areas of the curriculum. Barriers will be removed to ensure this inclusion.</p> <p>All children make expected progress or better through use of QFT, early identification of gaps and appropriate targeted support.</p> <p>Teaching and Learning Lead in place and on SLT to drive strategic curriculum developments and supporting teachers to implement Teaching and Learning policy.</p> <p>Curriculum policy developed and will be used from Spr 24/25 to underpin curriculum offer.</p> <p>Further development of the curriculum in History and RE has taken place into 2024-2025 using the Kapow scheme to underpin the curriculum offer through the school.</p>
<p>PP children will make at least expected progress and will achieve the expected attainment levels at different milestones</p> <ul style="list-style-type: none"> • GLD in EYFS • Y1 phonics check • KS1 R, W, M • Y4 MTC • KS2 R, W, M 	<p>Through early identification of gaps, Quality First Teaching with key support strategies will enable gaps to be rapidly closed ensuring PP children make at least expected progress at all the key primary school milestones.</p>
PP children will be supported emotionally and socially in order to fully access the curriculum	<p>Through active mental health and well-being support, children will be able to access their curriculum particularly post-Covid.</p>

	<p>Headteacher completed mental health leader training – grant supported this.</p> <p>Wellbeing meetings held to ensure early identification of children in need of additional support.</p> <p>Senior TA in position with focus on SEMH support.</p> <p>Forest school lead providing additional sessions for identified children.</p> <p>Relationship and Behaviour policy developed providing greater emphasis on relationship building.</p>
<p>Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access</p>	<p>Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum, and a wide variety of experiences.</p> <p>Through an inclusive ethos, PP children take an active part in all areas of the curriculum. Barriers will be removed to ensure this inclusion.</p> <p>The school curriculum is developed with middle leaders ensuring breadth and balance in all subjects</p> <p>The Arts curriculum is developed and the Artsmark accreditation is successfully completed.</p> <p>Free PP place offered in a STEM club run by Canterbury Young Engineers.</p> <p>Additional PP grant sought to enable children to attend a Panto Christmas 2024.</p> <p>Yr 6 residential took place July 2024</p> <p>Violin lessons in place</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: £127,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional high quality teaching assistants to support SALT Pot and provision across the school	<p>Early identification and bespoke provisions impact on pupils accessing all curriculum leading to best possible outcomes for all learners</p> <p>Evidence demonstrates that early acquisition of speech & language skills impacts positively outcomes for all pupils across the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 5, 6, 7
Recruitment of Assistant Headteacher with key responsibility of Inclusion Lead	<p>High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes – Quality First Teaching strengthened through professional development of Mainstream Core Standards.</p> <p>https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1, 3, 4, 5, 6, 7
Recruitment of high-quality teaching assistant to support increasing need for EAL/PP pupils	<p>Early identification and bespoke provisions impacts on pupils accessing all curriculum leading to best possible outcomes for all learners</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 4, 5, 6, 7
Recruitment of highly qualified phonics lead to embed phonics provision across the school and nursery	<p>Embedding high quality phonics provision is integral for all pupil's ability to access their full curriculum, making good progress from low starting points and achieve their full potential.</p>	1, 3, 5, 6, 7

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

Budgeted cost: £ 48,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality phonics CPD to embed new SSP throughout the school to rapidly close gaps and build on prior learning	Additional high quality phonics provision for disadvantage, EAL and new to country pupils impacts on pupils reading progress and access to their irresistible curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 5, 6, 7
Development of BML CPD strategies throughout the school to support all EAL learners	Evidence demonstrates that early acquisition of oracy skills impacts positively outcomes for all pupils across the curriculum. All teaching staff have completed BML training and Pilgrims' Way is now received Bilingual & Multilingual SMART School accreditation.	1, 2, 3, 4, 5, 6, 7
Development of Oracy Framework through ELSA & EKLAN CPD	Evidence demonstrates that early acquisition of speech & language skills impacts positively outcomes for all pupils across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4, 5, 6, 7
Strategic Inclusion Leadership enables high levels of targeted wellbeing support assessed through Boxall	High quality good mental health and wellbeing in schools, especially following pandemic lockdowns, is vital to enable all pupils to access their curriculum and reach their full potential. Strategic development and effective professional development for all staff impacts on all pupils and supports the schools inclusive ethos leading to best outcomes for all learners. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the range of activities and experiences (Cultural Capital) which PP children would otherwise be unable to access • Educational visits	Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development, improves communication especially speaking and writing	1, 2, 3, 5

<ul style="list-style-type: none"> • Instrumental music lessons • After school clubs 	https://www.early-education.org.uk/cultural-capital	
<p>Increase wellbeing of all pupils through ensuring they can access their learning through provision in class and through support during Cost-of-Living crisis</p>	<p>Quality-first teaching principles in class impact directly on children accessing all their curriculum.</p> <p>Support families to ensure all children are fed and clothed, enabling pupils to have improved wellbeing allowing them to access their curriculum.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

Total budgeted cost: £182,070

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 2023 to 2024 academic year.

Our internal formative and summative assessments during 2023/2024 identified that:

GLD results for PP are in line vs all.

PP outcomes in phonics has been identified as an area of focus. A Reading/phonics senior TA has been recruited for 2024/25 to enable provision to be provided to enable additional provision. We have also increased decodable book resources to enable increased pupil engagement.

The KS1 outcomes are generally in line for PP vs all, focus needs to be on maths. KS1 are involved in the Kent Maths Hub mastering number projects.

PP children R/W/M results for 23/24 in comparison to 22/23 show an increase:

PP outcomes	2023	2024
Reading	39.4%	53.6%
Writing	27.3%	28.6%
Maths	30.3%	39.3%

Our KS2 outcome data for 23/24 shows that children identified as PP are not achieving combined results in line with all children. We are focusing on increasing all children's combined results, including those identified as PP, through the development of our Teaching and Learning policy and Curriculum policy. Our SIP for 24/25 is focused on accurate assessment, adaptive teaching to meet the needs of all learners and developing leadership at all levels.

Our assessment of the reasons for these outcomes indicates that the restrictions and limitations of attendance and consistency of provision due to Covid-19 impact which has disrupted all subject areas throughout the school in varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our review for these outcomes indicates restrictions and limitations of attendance and consistency of provision as an outcome from Covid impact which has disrupted all subject areas throughout the school in varying degrees, most detrimental to our disadvantaged pupils in our Early Years and KS1 who have lost significant portions of the early learning opportunities leaving pupils unable to benefit from targeted interventions to the degree we had intended. In Sept 2022 Ofsted deemed our Early Years provision as outstanding and the curriculum ensures all children have the best possible start to their education.

We also recognise that children have layers of disadvantage (SEN, wellbeing, summer born, EAL) and this adds to their vulnerabilities and risk of underperformance. In school we recognise these layers and consider all of these when planning support for children. Teamwork is strong at Pilgrims' Way (noted in Sept 22 Ofsted report) which enables us to view the child as a whole and input support effectively - SALT, wellbeing, SEN, EAL.

Subject leaders have continued to work diligently to support all teachers to provide rich curricular opportunities ensuring that it continues to be broad and balanced in all subjects. This will continue to be an area of focus due to our changing cohort (significant increase in EAL+PP pupils). A curriculum lead is now in place to ensure that all subjects provide a clear progression of knowledge and skills so all children know more and remember more.

The recruitment of a Teaching and Learning lead and a new Deputy Headteacher during 23/24 has enabled a strengthened SLT. This has supported the development of a new Teaching and Learning, Relationship and Behaviour and Curriculum policy to implement in 24/25.

Full-time provision and pastoral support from the FLO has improved well-being of vulnerable pupils and additional tutoring targeted disadvantaged pupils to close gaps.

Regular reviews of our provision for disadvantaged pupils have led to improving outcomes for the vast majority over the period of the strategy last year. We will be continuing to evaluate and adapt our provision to best suit their need moving forwards, these discussions take place within the pupil progress meetings with each class.

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
Spelling Shed	Spelling Shed
TT Rockstars	TT Rockstars
Widgit	Widgit
Language Link	Language Link
Boxall	Boxall
Accelerated Reader	Renaissance
DoJo	ClassDoJo
Twinkl Phonics	Twinkl
White Rose Premium	WhiteRose maths
Kapow	Kapow Primary
Atom Learning	Atom Learning
Board Game Project	FlourishEd
Autism Awareness training	STLS
Supporting pupils with sensory differences	STLS
BML training	Centre for Educators of Bilingual and Multilingual Learners (BMLs)