



Pilgrims' Way Primary School
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 | Pilgrims' Way Primary School |
| Number of pupils in school | 268 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019 - 2022 |
| Date this statement was published | Term 2 2021 |
| Date on which it will be reviewed | Term 6 2022 |
| Statement authorised by | Graham Chisnell |
| Pupil premium lead | Anne-Marie Middleton |
| Governor / Trustee lead | Liz Wozney |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £158,710 |
| Recovery premium funding allocation this academic year | £17,110 |
| 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 | N/A |

Part A: Pupil premium strategy plan

Statement of intent

Our school Key Objectives 2021-2022:

1. Embed retrieval practice and dialogic teaching, to help all children to know more and remember more across the curriculum.
2. Embed Mainstream Core Standards to enable inclusive access to our irresistible curriculum for all children.
3. Enable cultural capital experiences to impact on strong outcomes in writing across the curriculum for all children.
4. Deepen evidence-informed practices leading to rapid progress across the whole curriculum to improve outcomes in line with national expectations.

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.

The Pupil Premium plan is designed to ensure that funding allocated to Pilgrims' Way Primary School is used to tackle disadvantage (particularly following pandemic restrictions) 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 | Low academic starting points, particularly with oral language and vocabulary development, exacerbated by the pandemic |
| 2 | Lack of cultural capital opportunities |
| 3 | Gaps in learning resulting from pandemic restrictions |
| 4 | Above national levels of SEND and EAL pupils |
| 5 | Mental and emotional wellbeing needs |

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 |
|--|---|
| Improved maths attainment and progress for all pupils, particularly disadvantaged pupils at the end of KS2 | <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 • KS1 • Y4 MTC • KS2 |
| Curriculum provides rich opportunities for all pupils following Covid pandemic, particularly disadvantaged pupils, to gain cultural capital through carefully selected opportunities across the curriculum | <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>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>Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access</p> <p>Through early identification of gaps resulting from pandemic lockdowns, 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> <ul style="list-style-type: none"> • GLD in EYFS |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Y1 Phonics check • KS1 – R, W & M • Y4 MTC • KS2 – R, W, M & GPS |
| Improved language skills and use of vocabulary among disadvantaged pupils to ensure the best possible outcomes | <p>Assessment data indicates significant improvement in oral language evidenced through triangulation of evidence sources including engagement, formative assessments and pupil work & voice.</p> <p>Disadvantaged pupils build procedural and subject-specific vocabulary, enabling them to know more and remember more across a broad range of subjects.</p> |
| To achieve and sustain improved wellbeing for all our pupils, particularly disadvantage pupils | <p>All children will be supported emotionally and socially in order to fully access the curriculum Through active mental health and wellbeing support children will be able to access their curriculum particularly post-Covid.</p> <p>Sustained high levels of wellbeing demonstrated through pupil, staff and parent voice. Boxall data demonstrates significant improvement in mental health and wellbeing. Significant increase in participation of activities beyond the curriculum.</p> <p>Senior Mental Health Lead identified and completed Place2Be training.</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: £ 125,820

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Recruitment of Assistant Headteacher with key responsibility of Inclusion Lead | 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. | 1, 2, 3, 4, 5 |

| | | |
|--|--|----------|
| | <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> | |
| Recruitment of qualified teacher to support SALT Pot and Provision across the school | <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, 4, |
| Recruitment of high-quality TA to support SALT Pot provisions | <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, 3, 4, |
| Recruitment of TA to support phonics in KS2 | <p>Additional high quality phonics provision for disadvantage, EAL and new to country pupils impacts on pupils reading progress and access to their irresistible curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 1, 3, 4 |

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

Budgeted cost: £ 44,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellbeing targeted support assessed through Boxall | High levels of wellbeing and attachments enable all pupils to access their irresistible curriculum ensuring they reach their full potential | 1, 3, 5 |
| High quality, targeted interventions used to rapidly close gaps and build on prior learning | Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. | 1, 3, 4, 5 |

| | | |
|--|---|---------------|
| | <p>A significant proportion of the pupils who receive tutoring are disadvantaged, including those who are high-attainers.</p> <p>Targeted early morning work to enable retrieval of prior learning.</p> <p>Effective planning of provisions using highly skilled adults to deliver support.</p> | |
| Whole school training & development of MCS | Quality-first teaching principles in class impact directly on children accessing all their curriculum. | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ 6,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improve the range of activities and experiences (Cultural Capital) which PP children would otherwise be unable to access</p> <ul style="list-style-type: none"> • Educational visits • Instrumental music lessons • After school clubs | <p>Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development, improves communication especially speaking and writing</p> <p>https://www.early-education.org.uk/cultural-capital</p> | 1, 2, 3, 4, 5 |
| Senior Mental Health Lead identified | <p>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.</p> <p>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.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> | 2,3, 5 |

Total budgeted cost: £ 175,820

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Formative and summative internal school assessment throughout 2020-2021 identifies the performance of disadvantage pupils perform at varying abilities in phonics, GPS, reading, writing and maths in the different year groups.

Our review for these outcomes indicates 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, most detrimental to our disadvantaged pupils. Pupils were not able to benefit from targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of online resources to ensure that our children received a curriculum at home in line with what would have been delivered in school.

Our curriculum is continually reviewed to support pupils in lockdown and when back in school through retrieval practice and dialogic teaching principles to drive standards for all pupils and support our achievement of the intended outcomes set out in the pupil premium plan for this period. Retrieval practice has particularly impacted positively on disadvantaged pupils coupled with the building of key vocabulary to support retention of key knowledge across the curriculum.

Subject leaders have worked diligently to support all teachers to provide rich curricular opportunities throughout lockdown and rapidly close gaps once pupils returned to school, structuring the curriculum offer from September 2021 to ensure that it continues to be broad and balanced in all subjects, whilst also providing a clear progression of knowledge and skills so all children know more and remember more. Additional focus through research and training has enabled specific groups to be targeted with staff delivering wider provision across the school. EAL Lead enables provision to be targeted at disadvantage pupils with EAL to close gaps, pastoral support from FLO has improved well-being of vulnerable pupils and additional tutoring targets disadvantaged pupils to close gaps.

Curriculum Hubs enable more effective links between subjects

| Hearts & Minds | Arts | Humanities | STEM |
|----------------|-------|------------|-----------|
| PSHE | Art | Geography | Science |
| PE | Music | History | DT |
| Forest School | | RE | Computing |
| | | MPL | |

Teachers are supported (dependent on current government guidance) to ensure first-hand experiences hook pupils into their learning.

Externally provided programmes

| Programme | Provider |
|--------------------|----------------------|
| Spelling Shed | Spelling Shed |
| TT Rockstars | TT Rockstars |
| Widgit | Wigit |
| Language Link | Language LInk |
| Boxall | Boxall Profile |
| Accelerated Reader | Renaissance Learning |
| MyOn | Renaissance Learning |
| DoJo | ClassDoJo |
| Twinkl | Twinkl |
| White Rose Premium | WhiteRose Maths |

