

Pupil premium strategy statement

School overview

Metric	Data
School name	Pilgrims' Way Primary School
Pupils in school	232 (Yr R-6)
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	£170,180
Academic year or years covered by statement	2019/20
Publish date	Term 1 2019
Review date	Term 3 2020
Statement authorised by	Miss AM Middleton
Pupil premium lead	Mrs E Campbell
Governor lead	Mrs E Wozney

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.8
Writing	-1.8
Maths	-5.2

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	43.5
Achieving high standard at KS2	4.3
Measure	Activity
Priority 1	An embedded 'Mastery curriculum' throughout the school leads to a diminishing difference in progress between disadvantaged and non-disadvantaged children.
Priority 2	The curriculum provides opportunities for disadvantaged pupil to gain cultural capital through carefully selected opportunities across the curriculum.
Barriers to learning these priorities address	Poor language skills and use of spoken vocabulary limit some disadvantaged children's progress

	<p>Some children display challenging behaviour caused by difficult home situations and are unable to focus effectively on learning.</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>
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)	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 2021
Phonics	Achieve national average expected standard in PSC	Sept 2021
Other	Improve attendance of disadvantaged pupils to 97%	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

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	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 Poverty of experiences particularly in sports/arts lower aspirations and resilience
Projected spending	£12,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increased oral language skills.
Priority 2	Aspirations raised for all due to the availability of roles and responsibilities.
Barriers to learning these priorities address	Poor language skills and use of spoken vocabulary limit some disadvantaged children's progress Children's aspirations are low due to poverty of experiences Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£56,180

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow staff to design a new irresistible curriculum that builds cultural capital for our disadvantaged pupils.	Team approach to subject leadership Staff meeting time to allow year group collaboration on curriculum design Joint PPA with year group partner to allow support
Targeted support	Ensuring enough time/support for school maths-lead to support others	Maths lead supported by maths team and DHT. Maths lead and one other member of the maths team to be supported through the Kent Maths Hub teacher research group project.

Wider strategies	Engaging the families facing most challenges to support and celebrate their children's achievements.	Minimum expectations set for parent events in each year group Wider celebration of children's achievements (website, Facebook, photo books) Full time FLO to support families.
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Review: last year's aims and outcomes

Aim	Outcome
Increased oral language skills for target children by end of EYFS Accelerated progress made by children in writing by end of Key stage 2	<ul style="list-style-type: none"> • Provision mapping evaluation for the SALT pot shows that interventions are effective between 70%-100% of the time. SMART targets are in place and are quality assured termly and will further quality assured through visits from the Provision Evaluations Officer. • Use of language link is now an established baseline data source and is being used by staff. This data is referred to in Pupil Progress Meetings and in any discussion regarding concerns over a child's progress as a starting point for investigation. • Outside agencies have quality assured the SALT pot provision. • 100% of NHS SALT speech targets have been met re speech/sound production. • Coaching support for the SALT HLTA has been successful STLS visits as well as PEO visits comment positively on the addition of this provision in the school. N • Nursery transition and early assessment of pupils was of a high quality and reflective of the deep understanding that the Higher Level teaching Assistant has of Speech Language and Communication Needs. • The SALT pot has been noted to be particularly effective for EYFS; the EYFS Leader comments: • 'Children have been assessed and support being provided in nursery so there has been a smooth transition to Year R. There has been close liaison between the HLTA and the staff in year R so we have been able to teach the children the language needed for each topic and the current learning in the class. The children's self-esteem, their self-regulation and their social interaction has greatly improved. These children are prepared for Year One.' • Writing data: 2019 KS2 FSM published data = 56.5% increased from 34.5% 2018

	<ul style="list-style-type: none"> 2019 KS2 FSM Progress score = -1.8 increased from -5.4
<p>Irresistible learning for all through and inspiring curriculum Increase in parental expectations for all children regarding attainment by end of key stages 1 and 2.</p>	<ul style="list-style-type: none"> All Team Leaders have been trained in the use of mentoring in appraisal reviews to support staff in their practice. Mentor Coaching used to model Team and Curriculum leadership, which has impacted on the development of PW's irresistible curriculum. Particularly effective in the development of our TA team by SENCo and Assistant SENCo which, with support from the Trust, has enabled a strong training programme to be delivered which has impacted on the quality of provision for our pupils. Topic front sheets developed and shared with parents via website. New website launched which makes parents accessing information easier. Workshops in EYFS well attended and will role this model out to other year groups. Behaviour for learning in lessons is good. Open lessons, musical performances, spelling bee, enterprise week, exhibition evening all established. Regular staff meeting time each term alongside the use and development of new curriculum hub teams.
<p>Accelerated progress made by children in reading</p>	<ul style="list-style-type: none"> Accelerated Reader in place since September 2018. All staff have been trained to use its wide ranging assessment and tracking tools. 94% of children (230/244 - Reception to Y6) accessed AR regularly. Quality of teaching of reading has improved as demonstrated through lesson reviews, drop-ins and pupil voice. Improved outcomes for more able increased by 17% on EYFS to 42%. All children are now carefully monitored and challenged with their reading. Improvements seen with home reading and children's love of reading. Reading data: 2019 KS2 FSM published data = 50% increased from 44.8% 2018 Quality teaching of phonics and accurate tracking of progress ensures that any under performance is quickly identified and interventions put in place to close gaps
<p>Pupils with specific learning difficulties receive targeted interventions as appropriate in order to support their attainment in class and</p>	<ul style="list-style-type: none"> Systems and pathways are established and apparent when reviewing the class audits across the school. Pupil chronologies show evidence of discussions, interventions and referrals. There is clear evidence showing the graduated approach across the school. Staff are becoming more reflective about choices for interventions and provision mapping is becoming regular practice. T4 and 6 pupil progress meetings showed how well the most complex pupils are supported and discussion focused

<p>accelerate progress</p>	<p>on the Quality First + pupils and how well they were supported. Staff were also able to discuss the impact of the interventions and take advice for next steps.</p>
<p>Disadvantaged pupils are given a range of inspirational experiences both in and out of school alongside their peers.</p>	<ul style="list-style-type: none"> • Having had no afterschool clubs on offer 2017/18 the children have had the opportunity to take part in: • dance, number, Pilgrims' Club (church run club), netball, choir, cookery, rugby, girls football, boys football, elite football, mindfulness, ballet, gym, forest school, multi-skills, phonics, homework, drama, times table's, dodgeball, spellzone, art and craft, maypole, martial arts. • Of those children that took part in after school clubs 45% were eligible for Pupil Premium.
<p>Families continue to engage with Early Help and Social Services - supported by our FLO and/or DHT and behaviour and wellbeing teams Increased rate in progress seen in all subjects due to increase in pupil well-being / aspirations</p>	<ul style="list-style-type: none"> • Good relationships built with parents in receipt of outside agency support • Weekly safeguarding meetings held with DHT and FLO to ensure monitoring/early identification/actions set in a timely manner to best support children • Behaviour Strategy Team established attended by HT, DHT, SENCO, TA lead and Governor to enable early identification and support for vulnerable children. Reviewed whole school strategies also. • Research project into Boxall and readiness scale and the most effective use of these to support children. Targets set as appropriate for complex children and tracked on provision plans. Measurable impact seen. • No fixed term exclusions for 2018/19
<p>Greater parental engagement with the school and its core values</p>	<ul style="list-style-type: none"> • Attendance at EYFS workshops marked increase (40% attendance). Use this model to plan events next year. • Minimum expectations set with each class to invite parents in to school to share their children's learning. • Enterprise week was very popular amongst children and parents. It was well supported by parents, which enabled children to make a profit on their investments. Parent voice

	<p>gained indicated they would like it to be repeated and enabled them to engage in their children's learning.</p> <ul style="list-style-type: none"> • Accelerated reader lead to an increase in home reading, children rewarded reaching 1 million words read • School values developed with children, staff and parents and shared with all stakeholders • Topic front sheets shared on website which refers to how the values will be embedded in learning • New website has improved accessibility of information for parents.
<p>Increased rates of attendance for pupils eligible for Pupil Premium who demonstrate persistent absence.</p>	<ul style="list-style-type: none"> • Attendance for all ended on 94% this is an increase from 93% last academic year. • The number of children achieving 100% for the year increased. • Systems put into place to reward weekly 100% attendance successful with children and brought about a raised awareness of attendance in the school. • Governor visits were positive and recognised the school were doing many things to try to bring about positive change. • Close liaison with SLO from Kent County Council. • Actions to continue into the new academic year to ensure attendance rates continue to increase.