

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 including nursery	327
Proportion (%) of pupil premium eligible pupils	53%
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
Statement authorised by	Anne-Marie Middleton
Pupil premium lead	Anne-Marie Middleton
Governor / Trustee lead	Lucy Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,815
Recovery premium funding allocation this academic year	£17,255
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	182070

Part A: Pupil premium strategy plan

Statement of intent

Our school Key Objectives 2022-2023:

- Strengthen leadership at all levels to ensure best outcomes for all pupils
- Build PW Oracy Framework to strengthen physical, linguistic, cognitive and Social & Emotional skills
- Embed PW English teaching approaches to accelerate writing progress for all learners

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 and 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	Low academic starting points particularly in oral language and vocabulary development
2	Very limited cultural capital opportunities
3	Gaps in learning especially oracy resulting from pandemic restrictions
4	Above national levels of SEND and EAL pupils
5	Mental and emotional well being
6	High levels of SALT on entry

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	Through an inclusive ethos, PP children take an active part in all areas of the curriculum. Barriers will be removed to ensure this inclusion.
PP children will make at least expected progress and will achieve the expected attainment levels at different milestones <ul style="list-style-type: none"> • GLD in EYFS • Y1 phonics check • KS1 R, W, M • Y4 MTC • KS2 R, W, M 	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.
PP children will be supported emotionally and socially in order to fully access the curriculum	Through active mental health and well-being support, children will be able to access their curriculum particularly post-Covid.
Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access	Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum, and a wide variety of experiences.

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, 4, 5, 6
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
Recruitment of high-quality teaching assistant to support increasing	<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, 6

need for EAL/PP pupils		
Recruitment of highly qualified phonics lead to embed phonics provision across the school and nursery	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.	1, 3, 4, 6

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, 4, 6
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.	1, 2, 3, 4, 6
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, 2, 3, 4, 6

<p>Strategic Inclusion Leadership enables high levels of targeted wellbeing support assessed through Boxall</p>	<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>	<p>1, 2, 3, 4, 5,</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6000

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>	<p>1, 2, 5</p>
<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, 4, 5,</p>

Total budgeted cost: £182070

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.

Formative and summative internal school assessment throughout 2021-2022 identified 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 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.

Our curriculum is continually reviewed to support all pupils through retrieval practice and dialogic teaching principles to drive standards for all pupils and support 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, rapidly closing gaps supported by structuring the curriculum offer from 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.

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