

# Pupil premium strategy statement – Pilgrims’ Way Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	384 (Yr R-6)
Proportion (%) of pupil premium eligible pupils	48.7%
Academic year/years that our current pupil premium strategy plan covers	2025/6 to 2027/8
Date this statement was published	31.12.25
Date on which it will be reviewed	1.12.26
Statement authorised by	Emma Campbell
Pupil premium lead	Emma Campbell
Governor / Trustee lead	Ellie Hopkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,305
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£283,305</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.  The Yr 1 phonics screener 24/25 showed 47% FSM achieved the expected standard compared to 64% of other pupils.



	The gap narrows by end of KS2 however, a gap of 12% was evident in 24/25 KS2 reading outcome data for FSM pupils compared to other pupils.
3	<p>Internal and external assessments indicate that math attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>GLD data for 24/25 showed a 10% (negative) difference between disadvantaged and non-disadvantaged pupils. This gap remains steady to the end of KS2.</p>
4	<p>19% of our pupil premium cohort are also on the SEN register. Of those children, 51% have SEMH as their primary need.</p> <p>29% of our pupil premium cohort are also listed on the EAL register.</p> <p>These layers of disadvantage bring complexities and impact on pupil progress.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.</p> <p>38% of disadvantaged pupils have been 'persistently absent' compared to 27% of all pupils during that 2024/5. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils notably due to lack of enrichment opportunities and SEMH needs. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Of those children being supported by social care or early help, 81% are disadvantaged pupils.</p>
7	<p>17% of our school cohort are registered as young carers. 89% of those registered young carers are in receipt of pupil premium funding.</p> <p>The average attendance for this cohort is 89%</p> <p>Nuffield Foundation report (March 2025) found that:</p> <p><i>At the end of primary schooling: – 29% of young carers achieved below the expected level on a combined measure tracking attainment in English reading, writing and mathematics. 22% of non-carers did not achieve the expected level.</i></p> <p>DfE attendance reports for 23/24 found that:</p> <p><i>The overall absence rate for young carers was 12.4%, meaning they missed slightly more than one school day a fortnight, on average. The overall rate for pupils who are not young carers was lower, at 7.1%.</i></p> <p><i>37.7% of those known to be young carers were persistently absent, meaning that they missed one school day every fortnight, or more, on average. The rate for pupils who are not young carers was again lower, at 19.8%.</i></p>
8	<p>High mobility – the school has grown in size considerably over the last 3 years. A high percentage of these children have PP.</p> <p>In Yr 24/25 52% of in year admissions (46 out of 88 pupils) were in receipt of pupil premium funding.</p> <p>In Yr 23/24 55% of in year admissions (55 out of 99 pupils) were in receipt of pupil premium funding.</p> <p>Children have differing previous schooling experiences (multiple schools, schooling not in the UK, limited previous schooling, layered SEN/EAL).</p>



## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Demonstrate that the gap between disadvantaged pupils and their peers is less than or equal to 5%
Improved maths attainment for disadvantaged pupils at the end of KS2.	Demonstrate that the gap between disadvantaged pupils and their peers is less than or equal to 5%
Improved attendance for disadvantaged pupils.	<p>The overall absence rate for all pupils being no less than 93.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>Decrease the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being no lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in suspension rates for PP children</li> </ul> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Improve attendance for Young carers.	The overall absence rate for all pupils being no less than 93.0%, and the attendance gap between young carers and their non-young carer peers being reduced.



## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and progress tracking MIS.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3, 8
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3
<p>Continued use of <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD for staff to enhance teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 8
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Improving Mathematics in EYFS and Key Stage 1</a></p>	3, 8



<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	6, 8
<p>Leadership structure (Teaching and Learning lead, team leaders and lead TAs) supports CPD to ensure high quality teaching.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="#">EEF guidance on PD</a></p>	1, 2, 3, 4, 5, 6, 8

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young carers school lead to promote best practice for supporting young carers.	<a href="#">Carers Trust and the Children's society guidance report</a>	7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 8
Dynamo maths used to support children identified as	<p>Dynamo Maths aims to support pupils at risk of developmental dyscalculia and pupils performing significantly below their peers in maths. The programme uses a graduated approach as recommended by the SEND Code of Practice using four important stages:</p> <p>Assess Plan Intervene Review</p>	3



Lead SAL practitioner delivering interventions ELSA & EKLAN	Evidence demonstrates that early acquisition of speech & language skills impacts positively outcomes for all pupils across the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase SENCO support in school to ensure early identification, target setting and CPD for staff ensuring children can access high quality teaching and the most suitable learning environment.	EEF research states: <i>Across all schools, the number of pupils with SEND has risen for the third consecutive year. Pupils with SEND are more likely to be eligible for free school meals (28% compared to 13% of pupils without SEND), and may have lower levels of wellbeing.</i>  <a href="#">EEF guidance on SEN in mainstream schools</a>	1, 2, 3, 4, 5, 6, 8
Whole staff training on behaviour management and anti-bullying approaches with the aim of embedding our school relationship and behaviour policy.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	2, 3, 4, 6, 8
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 3, 4, 5, 7, 8
Improve the range of activities and experiences (Cultural Capital) which PP children would otherwise be unable to access e.g. Educational visits Instrumental music lessons Yr 6 residential trip Enrichment activity support	Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development, improves communication especially speaking and writing  <a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a>	1, 6, 7, 8



FLO support for parent/carers focusing on building positive relationships between home and school.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="#">EEF research</a>	2, 3, 5, 6, 7, 8
Supported breakfast club to ensure it is affordable for all. Classroom breakfast provided at start of the day to all – linking with National school breakfast programme.	<a href="#">The National School Breakfast Programme (NSBP)</a> : <i>passionately believe no child in schools should sit in their morning lessons too hungry or malnourished to learn. We know a healthy breakfast at school helps provide children with the energy and nutrients they need to thrive – improving concentration, behaviour, attendance, punctuality, wellbeing and educational attainment.</i>	2, 3, 5, 6, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost: £ 283,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Desired outcomes from 2022-25 Pupil Premium strategy:

**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.**

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

**PP children will make at least expected progress and will achieve the expected attainment levels at different milestones**

GLD: we have seen an increase in difference between PP and all children, this is alongside a significant increase in SEN needs in early years and low starting points on school entry.

	2024					2025				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% Good Level of Development	50.0	50.0	68.0	48.7	67.7	36.7	31.6	68.9	51.0	68.3
% Expected Standard Literacy Goals	50.0	50.0	70.4	51.1	70.0	38.8	31.6	71.1	53.3	70.5
% Expected Standard Mathematics Goals	54.8	50.0	78.2	62.2	77.0	46.9	36.8	78.9	63.3	77.7

Phonics: We have seen an increase in those achieving expected however the gap between PP and all has increased. We have seen a significant increase in PP children passing the Yr 2 retake. Phonics progress for PP children is listed as a desired outcome in the 25-27 PP strategy.

	2024					2025				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	55.3	47.6	79	63.2	80	64.4	47.1	78.3	62.3	79.9
Number of Year 2 Retakes	25					24				
% 32+ - Year 2	24.0	9.1	52.1	45.3	54.6	70.8	61.5	48.8	42.8	50.1

KS2: KS2 combined outcomes have improved year on year over the last three years. A gap remains between PP vs all however narrowed over the time of the PP strategy. This is alongside a significant school growth, in year admissions in Yr 6, increase in EAL and increase in SEN needs.

	22/23		24/25	
	All	PP	All	PP
Combined	30%	18% (-12%)	44%	34% (-10%)

**PP children will be supported emotionally and socially in order to fully access the curriculum**

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.

Young carer recognition training was carried out leading to a more accurate reflection of young carers within our school. Lunch club and enrichment opportunities in place to support. A young carer policy was written for implementation in 25/26.

Forest school lead providing additional sessions for identified children supporting SEMH.



**Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access**

Through an inclusive ethos, PP children take an active part in all areas of the curriculum. Barriers will be removed to ensure this inclusion.

The school curriculum is developed with middle leaders ensuring breadth and balance in all subjects

The Arts curriculum developed and the Artsmark accreditation was successfully completed.

Free PP place offered in a STEM club run by Canterbury Young Engineers.

Additional PP grant sought to enable children to attend a Panto Christmas 2024.

Yr 6 residential took place July 2024 support in place for some children to access.

Pupil premium funded places in photography, creepy claws and cooking after school clubs.

Violin lessons in place.

## Externally provided programmes

Programme	Provider
Speech and Language link	Speechlink
Testbase assessments	Double struck LTD (AQA group)
Twinkl phonics	Twinkl
TT rockstars	Maths Circle
Dynamo Maths	JellyJames publisher
Sonar tracker	Juniper
White Rose Maths - premium	White Rose
Write from the start	LDA
Fred's reading fluency	Fred's teaching