

# 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 2023

Detail	Data
School name	Pilgrims' Way Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	Autumn Term 2022
Date on which it will be reviewed	Term 6 2025 Interim review Autumn 2023
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	£202,187
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,070

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our current school Key Objectives 2023-2024:**

- To improve writing standards by establishing a reading for pleasure culture across the school community and continuing to develop Oracy opportunities.
- To refine the curriculum to make more explicit the key knowledge that leaders would like the pupils to know and remember.
- To continue to support staff development and wellbeing.
- To maintain and build the schools position within the community.

### **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 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"> <li>• GLD in EYFS</li> <li>• Y1 phonics check</li> <li>• KS1 R, W, M</li> <li>• Y4 MTC</li> <li>• KS2 R, W, M</li> </ul>	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. <b>Mental Health leader training for new head booked for Feb 2023</b>
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 &amp; language skills impacts positively outcomes for all pupils across the curriculum.</p> <p><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></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><a href="https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards">https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards</a></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><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	1, 3, 4, 5, 6
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><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></p>	1, 2, 3, 4, 6
Recruitment of highly qualified phonics lead to embed phonics provision across	<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, 4, 6

the school and nursery		
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## 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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	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. <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, 4, 6
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. <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	1, 2, 3, 4, 5,

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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"> <li>• Educational visits</li> <li>• Instrumental music lessons</li> <li>• After school clubs</li> </ul>	<p>Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development, improves communication especially speaking and writing</p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></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:** £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 2022 to 2023 academic year.

Our internal formative and summative assessments during 2022/2023 identified that the performance of disadvantaged pupils varied in reading, writing and maths in the different year groups. Writing attainment and progression has been identified as a whole school area of focus, this is a common theme for all year groups and pupils identified as pupil premium.

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 an Assistant Headteacher has enabled high-quality CPD for teachers and teaching assistants. Quality First Teaching has been strengthened through professional development of Mainstream Core Standards. This continues to be a focus for the school as we react to a changing cohort.

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. Many strategies are now embedded in the school systems and for those that have not made expected progress 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