

# Pilgrims' Way Primary School

## Premium Strategy Statement 2018-19



Summary information					
<b>School</b>	Pilgrims' Way Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£190,080	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	257 (Yr R-6)	<b>Number of pupils eligible for PP</b>	144	<b>Date for next internal review of this strategy</b>	21.1.19

KS2 Attainment (2017-18)		
	<i>Pupils eligible for PP (Pilgrims' Way)</i>	<i>National average (All pupils)</i>
<b>% achieving in reading, writing and maths</b>	28	64
<b>% achieving the expected standard in reading</b>	45	75
<b>% achieving the expected standard in writing</b>	35	78
<b>% achieving the expected standard in maths</b>	35	76
<b>% achieving the expected standard in GPS</b>	52	78

KS2 Progress (2017-18)		
	<i>Pupils eligible for PP (Pilgrims' Way)</i>	<i>National average (All pupils)</i>
<b>Reading Progress</b>	-1.5	-5
<b>Writing Progress</b>	-5.4	-7
<b>Maths Progress</b>	-4.6	-5

KS2 Average Scaled Scores (2017-18)		
	<i>Pupils eligible for PP (Pilgrims' Way)</i>	<i>National average (All pupils)</i>
<b>Average Scaled Score in Reading Test</b>	99	105
<b>Average Scaled Score in Maths Test</b>	95	104

<b>Average Scaled Score in GPS Test</b>	98	106
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<b>KS1 Attainment (2017-18)</b>		
	<i>Pupils eligible for PP (Pilgrims' Way)</i>	<i>National average (All pupils)</i>
<b>% achieving the expected standard in reading</b>	50	75
<b>% achieving the expected standard in writing</b>	50	70
<b>% achieving the expected standard in maths</b>	50	76

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Poor language skills and use of spoken vocabulary limit some disadvantaged children's attainment in writing by the end of KS2	
<b>B.</b>	Curriculum - past curriculum was not engaging pupils or staff fully and therefore not promoting good behaviour for learning	
<b>C.</b>	Children's attainment is lower than national for pupils eligible for PP in reading.	
<b>D.</b>	42% of pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their rates of progress.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>E.</b>	Low household incomes deprive children of additional extra-curricular activities to enrich their life experiences.	
<b>F.</b>	High levels of family support required across the school community through Early Help and Social Service intervention.	
<b>G.</b>	Poor home learning environments and attitude of parents affects progress and attainment for some eligible pupils.	
<b>H.</b>	Attendance of some children not yet high-enough to enable them to make consistent progress	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased oral language skills for target children by end of EYFS  Accelerated progress made by children in writing by end of Key stage 2	Trained S&L HLTA to ensure that pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

<b>B.</b>	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.	Curriculum is bespoke to PW built by staff and children Good Behaviour for learning is observed in all classes Regular communication with parents through workshops /social media / website / letters and regular opportunities to share children's learning in school. FLO to target families of low attaining children to signpost support as needed.
<b>C.</b>	Accelerated progress made by children in reading	Accelerated Reader shows increased attainment over time for pupil premium children. Increase in the rate of attendance of the parents of pupil premium children
<b>D.</b>	Pupils with specific learning difficulties receive targeted interventions as appropriate in order to support their attainment in class and accelerate progress	SEN Pupil premium children make accelerated progress across the year against targets set on personalised plans.
<b>E</b>	Disadvantaged pupils are given a range of inspirational experiences both in and out of school alongside their peers.	20% increase in Pupil Premium children participating in a range of curricular and extracurricular activities.
<b>F</b>	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	Improved attendance and engagement of families leading to increase in progress for targeted Pupil Premium children.  Identified areas of development with specific provision demonstrates improvement against Boxall targets and tracking
<b>G</b>	Greater parental engagement with the school and its core values	A measurable increase seen through tracking participation in parents meetings, curriculum workshops and tracked support in reading and homework in class.
<b>H</b>	Increased rates of attendance for pupils eligible for Pupil Premium who demonstrate persistent absence.	FLO and attendance service to continually monitor families whose attendance drops below 95%. PP attendance to increase to at least 95% by end of the academic year..

## Planned expenditure

**Academic year**                      **2018 - 2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerated progress made by children in reading	Implementation of Accelerated reader	Previous evidence from trust school has demonstrated impact of this strategy.	Analyse data Pupil voice	AMM	At least three times a year in Pupil Progress Meetings

Increased rate in progress seen in all subjects due to increase in pupil well-being / aspirations	Children with emotional and behaviour difficulties are supported effectively so that they can succeed with their learning in class.	Some children display challenging behaviour caused by difficult home situations and are unable to focus effectively on learning.  Research into the impact of the use of Boxall Profile along side proven strategies such as 'Drawing and Talking' has demonstrable impact.	Regular termly behaviour strategy meeting led by Deputy Head	EC	Strategies reviewed termly and next steps developed including professional development opportunities
Irresistible learning for all through and inspiring curriculum	Support and coach each year group in the successful implementation of the new school curriculum  Release teachers for an additional ½ day per term to plan together a range of curriculum experiences based on the new learning model.	EEF toolkit suggests the development of metacognitive strategies (learning to learn) across a school have a high impact for relatively low cost.  Research into teacher workload by government advises schools to work creatively to ensure that teachers have time to research and plan sequences of learning effectively.	Regular staff meeting time each term alongside the use and development of new curriculum hub teams.  Subject leaders' observations of practice across the school. Monitoring as part of links trust school  Team leaders to quality assure the planning process and provide critical feedback to teams regarding the quality of the planned curriculum	AMM	Termly review of curriculum developments and impact of effective subject leadership
Accelerated progress made by children in writing by end of Key stage	Deliver high quality CPD for all teachers and TAs on strategies to enable the provision of high quality feedback in English lessons.	EEF toolkit suggest very high impact / low cost for school implementing this strategy successfully.	Plan with SLT ongoing teacher and TA training across the year – including the use of pupil voice monitoring strategies (moderated by governors and external advisors)	AMM	Termly through English Team meetings and moderation development across the school
Improve the progress made by children in mathematics by the end of Key Stage 2	Delivery of high quality training in CPA strategies to support White Rose curriculum	Research demonstrates the high impact of Concrete, Pictorial and Abstract methods of learning	Maths Team will monitor impact of training through drop-ins, work scrutiny and lesson reviews. Numicon purchased and all staff trained to effective use resource.	EC	Termly in maths team meetings and three times a year through PPMs
<b>Total budgeted cost</b>					£36,520
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased oral language skills for target children by end of EYFS	SALT pot	Previous evidence from trust school has demonstrated impact of this strategy.	SENCO and HLTA to monitor provisions and start and end data on provision maps. HT and DHT to monitor outcomes through pupil progress meetings 3 x per year.	SENCO	Termly through monitoring of personalised plans

Pupils with specific learning difficulties, SEMH and vulnerable children receive targeted interventions as appropriate in order to support their attainment in class and accelerate progress	Drawing and Talking to continue with at least 3 TAs provided to engage children and families with targeted support.  Boxall Profiling used to monitor progress in class and measure impact of strategies  Forest school used to provide interventions to support SEMH	Previous evidence of impact of these strategies has demonstrated improved outcomes for disadvantaged children.	Flo to support disadvantaged families to improve attendance, support social/emotional needs and engagement with school  Behaviour Strategy team to keep both systems under termly review  Development of hooks to support our irresistible curriculum	SENCO  EC  AMM	Termly review of impact and data, three times a year
Families continue to engage with Early Help and Social Services - supported by our FLO and/or DHT and behaviour and wellbeing teams	Develop post-Innovate support with local schools.	Feedback from Innovate Project clearly demonstrates the impact on effective, early support with our families and collaborative communication with all agencies	Weekly monitoring with FLO to ensure effective and rapid early intervention is in place for vulnerable families	EC	Through weekly meetings and termly Post Innovate meetings
Increased rates of attendance for pupils eligible for Pupil Premium who demonstrate persistent absence.	Build Attendance team of DHT, FLO and admin support and development of positive reinforcements	Research demonstrates the impact on progress and attainment with poor attendance	DHT to hold weekly monitoring meetings SLO to carry out consultation visits	EC	Daily & Weekly monitoring
<b>Total budgeted cost</b>					£103,560
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase in parental expectations for all children regarding attainment by end of key stages EYFS, 1 and 2.	Increased communication with parents through workshops, training and celebration opportunities. Development of school values	Parents who have an awareness of school and learning expectations support their children's' learning more effectively.	Develop workshop opportunities. Celebration opportunities at least three times a year. Effective reporting and meetings with parents. Development of new school website	AMM	Termly
Disadvantaged pupils are given a range of inspirational experiences both in and out of school alongside their peers.	Development of community links to ensure opportunities are recognised and	Due to the school being placed in a area of high deprivation, many children do not regularly experience a range of enrichment opportunities in order to broaden their	Development of irresistible curriculum including sporting and educational opportunities in and outside of school.	AMM	Termly

	communicated to pupils, parents and staff	experiences both inside and outside of the national curriculum.	Develop extensive after school opportunities for all ages		
Children in crisis provided with opportunities within the school day for support – allowing for opportunities to talk and also to receive input into coping strategies.	Drawing and Talking to continue led by Ass SENCo with at least 5 TAs provided to engage children and families with targeted support.  Boxall Profiling used to monitor progress in class and measure impact of strategies.	Previous evidence of impact of these strategies has demonstrated improved outcomes for disadvantaged children.	Behaviour Strategy team to keep both systems under termly review FLO to be employed to support disadvantaged families to improve attendance, support social/emotional needs and engagement with school	EC	Monitor through PPMs, weekly attendance meetings and D & T Hub meeting.
Improved SEMH for all children to ensure they are ready to learn	Forest school used to enhance curriculum and SEMH development opportunities	Children who are happy, calm and settled and ready to learn and make accelerated progress though challenges in a different environment	Employment of a forest school assistant to bring expertise and manage the interventions alongside the SENCO	EC	Termly, through data including Boxall and attendance data
<b>Total budgeted cost</b>					£50,000