

Pupil Premium Strategy Statement 2024-25



This statement details our school's use of pupil premium funding (and recovery premium for the **2024-2025** academic year) 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	Pilgrim Primary Academy
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	46% (175 chn) (National average 2023 was 23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	30.09.24
Date on which it will be reviewed	30.09.25
Statement authorised by	Mrs R Saim
Pupil premium lead	Mrs R Saim
Governor / Trustee lead	Dr Andrew Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,651.00 (predicted as of July 2024)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Catch Up premium funding carried forward from previous years	£0
Total budget for this academic year	£262,651.00
Total cost of this plan	£284,262.00
Contribution towards this plan from school budget	£21,611

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all Pilgrim pupils, irrespective of their background, disadvantage or the challenges they may face, receive inclusive, high quality educational provision, make good progress across the whole curriculum from their start points and achieve at least nationally expected outcomes at the end of their Key Stage 2 SATS tests.

The focus of this Pupil Premium Strategy is to ensure specifically that identified barriers to disadvantaged pupils achieving are addressed so they thrive academically, socially and emotionally.

We aim to support our PPG eligible pupils holistically, ensuring they have both the academic and the pastoral support they need and inclusive access to all wider school enrichment opportunities offered.

We recognise the barriers that PP pupils face including academic challenges, social and emotional challenges and needs and wider external factors, such as the need for their attendance or punctuality to be supported.

Our whole school staff approach is to combine high quality teaching, targeted academic interventions, pastoral, social and emotional support, home / school links and support for attendance, behaviour and/or wellbeing and mental health as required.

Through a multi-faceted approach, we aim to close the attainment gap between PP and non PP peers in all year groups and ensure every child leaves our school well equipped with the knowledge, skills and confidence they need to succeed at the next stage of their education and beyond.

Challenges

Our PP pupils face several key barriers to success. These include:

1. **Low attainment on entry:** Many PP children start school below expected levels in Speaking & Listening, Personal, Social, Emotional Development (PSED), Reading, Writing and Maths.
2. **Gaps in learning:** PP pupils often require additional support to plug learning gaps enabling them to achieve in year expected progress and ultimately pass the end of Key Stage 2 SATS tests at nationally expected levels or beyond.
3. **Attendance & Punctuality:** PP pupils often have lower attendance rates of poor punctuality, which negatively impacts on rates of learning progress and outcomes.
4. **Social and emotional / behavioural needs:** Emotional and behavioural challenges may affect learning and social interaction.
5. **Limited access to enrichment opportunities:** PP pupils may have fewer opportunities to participate in cultural, sporting or extra curricular activities.
6. **Parental Engagement:** Some of our PP children may find it challenging to receive learning support at home due to external circumstances.

Intended Outcomes

By the end of this academic year, we aim to achieve the following:

1. **Improved outcomes for EYFS PP children:** EYFS PP children will attain a Good Level of Development (GLD) by the end of the EYFS stage, so that they are well prepared to fully access the Year 1 National Curriculum.
2. **Improved outcomes in core subjects (Reading, Writing and Maths) :** PP pupils will make expected or better progress in reading, writing and maths, closing the attainment gap with their peers.

3. **Increased Punctuality and Attendance:** Closely monitor and track attendance and punctuality or persistent absence of all PP eligible pupils and remove barriers to ensure they are learning ready.
4. **High Quality Teaching:** All pupils, including PP children, will benefit from excellent provision /adapted teaching evidenced in improved outcomes during observed lessons and assessments.
5. **Enhanced wellbeing, mental health, pastoral and behaviour support**

Details of our Key Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of attainment on entry - EYFS/new EAL arrivals/new to the country admissions Very low start points communication baseline assessments and PSED attainment observed in Reception on entry in September.</p> <p>Lower levels of language comprehension and reading skills are observed and assessed in September and daily discussions with pupils indicate language and vocabulary gaps.</p> <p>This negatively impacts on language acquisition and word comprehension and their understanding of reading. Additionally, oral language and communication skills are especially poor on entry to EYFS provision and limit the pupils' ability to communicate and understand spoken instructions. The delay in acquisition of age appropriate language skills and vocabulary comprehension impacts negatively on all curriculum areas but most notably early reading in EYFS/KS1.</p>
2	<p>Gaps in Learning Higher proportion of SEND + PP pupils across the school context.</p> <p>2023-2024 SEND + PP 55% SEND EHCP + PP 4%</p> <p>2022-2023 56% SEND + PP 6% EHCP + PP</p>
3	<p>PP group Attendance & Punctuality Addressing term time leave: in term/ international families leaving early or arriving later than term start or end points/ cheaper holidays</p> <p>Overall attendance of disadvantaged groups is slightly below that of other children: Our attendance data indicates that attendance among disadvantaged pupils continues to be lower than for non-disadvantaged pupils. Historically, this is caused by a higher level of persistent absenteeism in the disadvantaged group. Analysis shows that the disadvantaged pupils who are persistently absent are typically pupils in families with a wide range of</p>

	additional pastoral and welfare needs (with a large proportion being those receiving support such as Early Help, Team Around Me or having social care involvement at CIN or higher).
4	<p>Social & Emotional Behaviour needs SEMH/ Pastoral need</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many of pupils, including the most disadvantaged, notably resulting in poor self-regulation and emotional resilience strategies, and the subsequent impact this has on behaviour and general readiness to learn.</p>
5	<p>Limited Access to Enrichment Opportunities</p> <p>To ensure that all children have equal access to the same quality curriculum, we part fund PP enrichment/ cultural capital opportunities where necessary, including visitors in to school, events, trips and experiences/ residential.</p>
6	<p>Parental Engagement The additional needs of the wider family:</p> <p>A higher proportion of disadvantaged pupils come from families who have additional needs. Challenges for parents and carers beyond those caused by financial disadvantage such as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to home support and interrupt positive engagement with school.</p>

Specific 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
<p>Intentional and targeted EYFS (Reception) support programmes, tracking, monitoring & assessments increase GLD</p>	<ul style="list-style-type: none"> • RBA & assessment identifies pupil gaps • Focus on Pupil Executive Functions • Accelerated progress plugging of gaps • Rapid improvement in EYFS S&L & PSED, Reading, Emergent Writing and early Maths • Sharp focus on EYFS transitions at start point and in to Y1 bridging to KS1 NC
<p>Improved Oral and Communication skills in all year groups but rapid improvement in EYFS and KS1 pupils so that early Speech and Language intervention impacts positively on all outcomes across the curriculum and supports good progress and attainment in Literacy and Numeracy.</p> <p>Pupils eligible for PP in Foundation Stage make rapid progress in phonics from their low starting points so that in Y1 they can exit the phonics programme and progress more rapidly onto independent reading for comprehension.</p>	<ul style="list-style-type: none"> • EYFS early Phonics baseline assessments conducted and strategies/groupings implemented • Implementation of colourful semantics 1:1 intervention • Early identification of SALT in EYFS and intervention programmes for targeted chn • Quality provision for EYFS / Y1 chn with low start points, introducing Executive functioning skills at start of EYFS and tracking/monitoring closely • Ensure phonics transition / bridge to Y1 is efficient and seamless

	<ul style="list-style-type: none"> Phonics lead to ensure we meet National Averages in Y1 PSC
Improved Attainment in Reading, Writing and Maths	<ul style="list-style-type: none"> Teachers know their classes and multi vulnerable groups (SEND,PP,EAL etc) SLT support monitor and track PP progress in PPMs/ moderation & PPA, INSET Attainment for PP pupils is in line with or greater than National average Phonics lead closely monitors and tracks whole school progress and supports staff in all year groups where PP chn need additional phonics support Y1 PP chn phonics outcomes are in line with national Y2 PP chn phonics retakes % reduces
Improved Progress in Reading, Writing, Maths and GAPS	<ul style="list-style-type: none"> SLT & SENDCO support staff with assessment and tracking PP progress in year and over time to ensure PP chn achieve in line with non PP peers and attain national outcomes
Positive Attendance and Punctuality & Improved Persistence Absence % for PP	<ul style="list-style-type: none"> Headteacher & Attendance team flag any PP attendance or punctuality issues fortnightly Late chn are tracked parents emailed after 10 occasions Breakfast club offered so pupils are "learning ready" Attendance is at 96% or above Reduction in % PP pupils persistently absent Operational DSL, EWO & PSA supports families with punctuality or attendance concerns, letters sent, home visits, prosecutions as necessary
SEMH/ Behaviour support	<ul style="list-style-type: none"> Inclusion & Engagement (trauma Informed trained) practitioners support identified PP chn to build safe relationships, communicate effectively and re-regulate as necessary.
Parental & Wider Family Support	<ul style="list-style-type: none"> PSA links to attendance team, operational DSL & EWO linking home & school and supports PPG eligible families EWO/PSA home visits/ school meetings as necessary

	<ul style="list-style-type: none"> • Parents offered Phonics/Reading workshops, maths and Homework support • Parents are supported by school or signposted to external agencies to address specific family barriers that may impact on their ability to support their children • Improved personal development, behaviour support and/or well-being for the PP pupils.
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Activity in this academic year

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

Teaching & Learning

Intended budgeted costing : £76,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all pupils have access to a high quality Synthetic Phonics and Reading curriculum.</p> <p>Ensure effective and impactful leadership of the provision for Reading throughout school:</p> <p>Provide enhanced training for the teaching of Phonics and Early reading (RWInc online training portal and training video subscription)</p> <ol style="list-style-type: none"> 1. Quality First teaching and tracking of phonics and early reading 2. Embed and monitor the quality of the discrete teaching of reading in all year groups in order to accelerate progress in comprehension skills and fluent reading 3. Lead/source training for staff in reading and phonics planning and delivery 4. Provide quality intervention for pupils at risk of making expected progress (focus on DAP) in phonics and reading 	<p>Sutton Trust/EEF: effective teaching of phonics +5 months. Grouping of pupils provides targeted support phonics/ literacy activities at required level</p> <p>Sutton Trust/EEF: Developing reading comprehension strategies + 6 months</p> <p>Engagement with RWI CPD & consultants and Ilsham Hub)</p> <p>2 x HLTA cover weekly to release RWInc reading managers and Reading Leader/ KS1 Phase HLTA</p> <p>RWInc online training</p>	1,2,3,4
<p>Ensure that all pupils have access to a cohesive and progressive curriculum for</p>	<p>The JIGSAW and REST materials provide a full and comprehensive</p>	3,6

<p>PSHE to support their personal development and their ability to positive affect their well being:</p>	<p>curriculum to support the effective development of personal, social, emotional and health and mental well being of children. The REST curriculum materials support pupil development of emotional and social resilience.</p> <p>Building on our established Visible Learning pedagogical approach, JIGSAW lessons will enable a whole school language to embed to enable pupils to effectively discuss, express and understand all aspects of PSHE curriculum.</p> <p>3 year subscription.</p>	
<p>EYFS Curriculum Consultation: T&L curriculum and indoor/outdoor environment provision support for PP & SEND learners. Increased adult support in EYFS to ensure the development of positive characteristics of learning and low on entry CLL in readiness for EYFS and Y1 curriculum</p>	<p>SEND specialist TA within the EYFS unit to support ‘a good start’ positive integration to school life for pupils with low on entry attainment and/or low on entry social skills.</p>	1,2,3,4,6
<p>Widen the use of resources that pupils access at both home and at school to strengthen the impact of home learning and additional practise activities; for pupils to readily revisit learning gaps and to practise new skills taught in school:</p>	<p>Sutton Trust/EEF: Impact of Homework +5 month Overall <i>Relatively high impact for low cost Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</i></p> <p><i>Studies involving digital technology typically have greater impact (+ 6 months).</i></p> <p>Online platforms to access via Google Classroom or via Chromebooks in school and ported to home (Y4-6)</p> <ul style="list-style-type: none"> ● Reading Planet ● Flash Academy ● Mathletics ● Homework Booklets ● Dyslexia Gold (now called Literacy Gold) 	1,2,3,4,6
<p>The retention of a non-class based SENDCo to maintain the good progress of SEND pupils through a well coordinated SEND offer, including the coordination of in-</p>	<p>This is essential to ensure that all pupils are supported to access outside agencies and parents are fully engaged with IEPs/EHCPs.</p>	1,2,3,4,5,6

<p>school adapted provisions for pupils with more complex SEMH and Communication, Language, Literacy needs.</p> <p>An assistant SENDCO (0.5) to support KS2 teachers and staff to implement best practice and SEND QFT through enhanced monitoring, training and coaching with focus on improving SEN provision for Reading, Writing, Speaking and Listening Interventions & Staff CPD across KS2</p>	<p>Enhanced SENDCo and specialist teacher services will enable the needs of the high proportion of PP SEN pupils to have needs met and therefore make progress at least in line with non PP SEN peers.</p> <p>Focussed group activities and very specific SEND intervention/provisions will be effectively monitored and supported by SENCo</p> <p>KS2 support remains consistent. STAFF CPD supported termly.</p>	
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Targeted academic support

Intended budgeted cost: £ 76,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification and intervention for pupils with speech and language issues</p> <p>1 x Speech and language Therapist (1 day per week)</p> <p>2 x Speech and Language specialist Teaching Assistants (non- class based, 1 x Full Time/ 1 x 0.6 TAs) to support daily and weekly one to one and small group Sp + L programmes</p>	<p>The Communication Trust - Talking About a Generation Report (March 2017): <i>Up to 50% of children starting school in the most disadvantaged areas will have speech, language and communication needs (SLCN). In school-aged children the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of disadvantage.</i></p> <p>Sutton Trust/EEF: Communication and Language Approaches +6 months</p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’</i></p>	<p>1,2</p>

	<i>additional progress over the course of a year.</i>	
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Wider Support Strategies

(Related to Attendance, Behaviour/ SEMH & Wellbeing & Mental Health Support)

Budgeted cost: £207,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barriers to learning and engagement can be removed for pupils requiring support with social, emotional, mental health issues (and emotional dysregulation)</p> <p>Provide a comprehensive and easily accessible range of inclusion services and therapeutic disciplines:</p> <p>Plymouth Excellence Cluster MAST (Multi Agency Support Team): services 1 x pupil Counsellor (0.2)</p> <p>Educational Psychology - enhanced services purchase (19 days additional to LA EP offer to enable EP support to be regularly scheduled in to support identified PP pupils and families)</p> <p>Access to additional MAST family services, school based pastoral team, enhanced training packages for family support – through PEC/PLP membership</p> <p>Provide MAST supervision for staff in pastoral and safeguarding teams</p> <p>Purchase of Bounce Together Wellbeing survey and pupil voice package to enable leaders access to regular and detailed information about pupil mental, social and emotional health.</p>	<p>Children who are not socially and emotionally regulated cannot learn.</p> <p>The impact of multiple historic and current trauma on mental health and concentration is well evidenced. Pupils who are emotionally well regulated will engage in learning and make progress.</p> <p>Sutton Trust/EEF: Social and emotional Learning + 4 Months. <i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning</i></p> <ul style="list-style-type: none"> ● Bounce Together Survey ● Staff supervision ● BT counsellor ● PLP membership ● EP service - family support ● High level MAST tariff 	4,5,6
<p>Provide screening and bespoke interventions for pupils who have experienced trauma and to improve emotional development</p>	<p>Sutton Trust/EEF: Social and emotional Learning + 4 Months. <i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning</i></p>	4,5,6

	<p>School has lower than national % of FTE and 0 permanent exclusions over several years</p> <p>Individual pupil internal progress tracking (SEMH and core subjects).</p>	
<p>Support for families in challenging circumstances which impact negatively on pupil's ability to learn</p> <p>-Employment of Parent Support Adviser (CP trained to Level 3) (0.8) - Enhanced welfare support and involvement with hard to reach parents and highly vulnerable families including those being supported by school and social care to safeguard their children</p> <p>- Additional Safeguarding services in school to enable access for high % of vulnerable families: employment of a 2nd Operational Designated Safeguarding Lead</p>	<p>Sutton Trust/EEF: Parental Involvement + 3 months</p> <p>External factors linked to disadvantaged circumstances clearly impact negatively on pupils' ability to concentrate and often are the underlying cause of negative behaviours. The success of other strategies outlined in this plan will be greater and be more sustainable in the longer term if underlying family issues can be improved.</p>	3,4,5,6
<p>Raise attainment through improved attendance and reduced frequency of lateness and persistence absenteeism.</p> <p>Purchase of EWO services to enable increase to fortnightly monitoring of attendance</p>	<p>Good attendance is pivotal to good progress and high attainment: NFER briefing for school leaders (2015) identifies addressing attendance as a key step.</p> <p>To ensure good attendance, especially of vulnerable pupils. Previously poor attending pupils have improved attendance and punctuality. Overall attendance target for the school is 96%.</p>	3,6
<p>Cultural Capital Enrichment Activities</p> <p>All pupils have access to experiences which enrich and embed the school curriculum resulting in increased engagement and learner confidence/esteem.</p> <p>Subsidised cost of parental contributions so that the additional cost of wider experiences does not prohibit disadvantaged pupil inclusion</p> <p>for:</p>	<p>No pupil should be excluded from academic and experiential activities due to financial barriers.</p> <p>Nuffield Foundation research (2016) found taking part in activities after the formal school day could play a role in closing the attainment gap between children</p>	5

	<p>from economically disadvantaged backgrounds and those with more family resources</p> <ul style="list-style-type: none"> ● After school activity clubs ● Y6 and Y4 residential experiences ● Curriculum trips and enrichment experiences ● Music enrichment programme 	
<p>Implement a whole school strategically planned approach to pupil and family mental health and well-being: Engagement if the Well Together Programme; a 3 year strategy to provide, training, teaching materials, leadership coaching and effective benchmarking and tracking of impact for embedding positive mental health understanding in the school community (Carnegie Institute for Mental Health/Leeds Beckett Uni/Adrian Bethune)</p> <p>Well Together/Bounce programme</p>	<p>DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes (2012) Key Findings:</p> <ul style="list-style-type: none"> -Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. -Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. -Children with better attention skills experience greater progress across the four key stages of schooling in England. 	6

Total budgeted cost: £207,501

Part B: Review of Outcomes in the Previous Academic Year:

Pupil premium strategy outcomes 2023-24

EYFS	% COHORT
GLD	58% (N:67%)
Reading	
Writing	
Number	
Speaking	

****Validated DfE data may supersede this unvalidated data**

KS1	% ARE	% GD
Phonics	84%	
Reading		
Writing		
Maths		
RWM Combined		

****Validated DFE data may supersede this unvalidated data**

End Year 6 KS2 SATS outcomes July 24	% ARE	% GD
Reading	61	27
SPAG	61	22
Writing	80	12
Maths	71	16
RWM Combined	57	4

****Validated DFE data may supersede this unvalidated data**

*KS2 data does not take in to account children who are EAL beginners/ mobility or in year new arrivals.

PPG / NON PPG Breakdown 2023-2024

Not taking into account children who are EAL beginners/ mobility or in year new arrivals.

****Validated DFE data may supersede this unvalidated data**

2023 – 2024		
KS1	PPG	NON-ELIGIBLE - PPG
Reading ARE+ %		
Writing ARE+ %		
Maths ARE+ %		
Combined ARE+ %		
KS2	PPG	NON-ELIGIBLE - PPG
Reading ARE+ %		
Writing ARE+ %		
Maths ARE+ %		
Combined ARE+ %		

Pilgrim Academy is committed to ensuring that Pupil Premium Grant (PPG) eligible children receive the support they need to achieve their full potential, particularly in the core subject areas like maths and English. We have rigorous assessment systems and structures to accurately identify gaps in learning and staff monitor and track individual pupil progress. This enables us to match timely interventions tailored to each child’s needs.

PPG children benefit from targeted support such as small group work and intervention programmes designed to close attainment gaps swiftly. PIX resources are strategically deployed and teaching assistants work closely alongside the class teacher to ensure interventions are timely, effective and regularly reviewed. Support strategies are frequently adjusted as necessary.

Identified pupil Pastoral, Emotional Wellbeing and Mental Health are prioritised and supported offering increased self-motivation, confidence which is essential for academic success. We foster strong relationships with families, removing barriers to attendance, punctuality or learning wherever possible. Term time daily Breakfast club is offered to all PP children identified as benefitting from being in school earlier, eating breakfast and being learning ready punctually at the start of the school day.

Through this focused and tailored approach, our PPG Strategy aims to ensure that all P pupils make good progress in core subjects and beyond with the ultimate goal of achieving outcomes in line with their non PP peers and at or exceeding national expectations wherever possible.

We are pleased to report that in the 2023 – 2024 outcomes PPG children performed well against the national expectations (broadly in line) and against their non-PPG peers.

This academic year (2024-25), we are embedding PIXL resources which should further support and consolidate learning progress and outcomes.

We remain committed to achieving the long term goals outlined in this plan to ensure PPG children succeed academically, socially and emotionally.

Next steps for 2024-2025:

1. **Ongoing Monitoring and Assessment:** We will continue to rigorously track and monitor the progress of PPG children using formative and summative strategies and the effectiveness of all interventions.
2. **Interventions:** We will regularly review and adapt interventions and resources to maximise impact and remain personalised wherever possible.
3. **Staff CPD:** Further support and professional development will be offered to all teacher and teaching assistants, focusing on effective resources and strategies to deploy and support PP pupils emotionally as well as academically.
4. **Parent engagement:** Strengthening parent relationships remains a priority, especially in terms of PP pupil attendance and punctuality expectations. Parents will be supported, advised and guided as appropriate.
5. **Focus on Emotional Wellbeing & Mental Health:** We will maintain excellent pastoral support for all PP children to ensure their needs are met as far as possible in order to create optimum conditions for learning and support for learning at home where needed.
6. **Review & refine the PPG Strategy annually:** We will annuay review this PPG Strategy as an SLT team to ensure the effectiveness of the approaches we outline and take on board feedback and future interventions and resources.

Externally Provided Programmes

Non DFE programmes used to support Pupil Premium Pupils.

PIXL assessment, therapies & resources
Well Together Programme
IT Programmes: Bedrock - vocabulary Bedrock Grammar Mathletics Times Table Rockstars Flash Academy (EAL) Dyslexia Gold Clicker Teach Active (reading, writing and maths) Primary Quiz