

Pupil premium strategy statement (primary)

1. Summary information					
School	Pilgrim Academy				
Academic Year	2016/2017	Total PP budget	£92 640	Date of most recent PP Review	NA
Total number of pupils	271	Number of pupils eligible for PP	91	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least expected standard in reading, writing and maths	29%	60%
Progress measure in reading	-3.32	0.3
Progress measure in writing	-6.59	0.1
Progress measure in mathematics	-4.65	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
	Learning – attainment and progress in reading, Writing and Mathematics
	Readiness to learn, motivation and confidence barriers for PP children are having a detrimental effect on their academic progress
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support for learning and aspiration
	Attendance

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
	The attainment and progress of disadvantaged pupils has improved and the gap has narrowed
	Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils

		The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths is closer in line to non-disadvantaged
	The self-awareness and confidence of disadvantaged pupils has improved	Confidence and aspirations of all PP children are raised
	Attendance is closer to national	All PP attendance rates are raised

5. Planned expenditure

Academic year

2016/2017

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>Maintain additional teachers in order to reduce class sizes and improve opportunities and outcomes</p> <p>New teachers to attend 'Closing the Gap' course</p> <p>Purchase resources to develop English and Mathematical skills - Numicon maths; Catch Up Literacy; Bug Club readers; Third Space Learning; Catch Up Literacy resources</p>	<p>In both FS2 and KS1 the proportion of children achieving the expected standard is lower than non-disadvantaged children. This is particularly evident in FS2. By the end of KS2, disadvantaged children make slower progress than non-disadvantaged children in reading, writing and mathematics.</p> <p>Reducing class sizes and giving additional support is a tried and tested way of addressing any shortfall in Mathematics and English skills.</p> <p>Analysis of data from previous years has shown that disadvantaged children are less likely to read at home. Providing all children with access to electronic books is a way of encouraging children to read more and to share their enjoyment of books they have read.</p>	<p>Half termly triangulation of lesson observation, book scrutiny and assessment data</p> <p>Pupil progress meeting, where the teacher is held to account for the outcomes of disadvantaged pupil in their class</p> <p>Co-ordinators to monitor to ensure resources are being used effectively</p> <p>Ensure additional staff are being used effectively and efficiently</p> <p>Disadvantaged Champion to ensure disadvantaged children are at the forefront of learning in the Academy</p>	<p>Principal Maths Lead English Lead</p>	<p>Termly with final review being in July 2017</p>
Total budgeted cost					£45 721
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>Maintain additional support staff to provide support to disadvantaged pupils</p> <p>Train staff and purchase resources to provide intensive support package - Talk Boost - to ensure disadvantaged pupils are able to communicate effectively</p> <p>Offer 1:1 targeted support to Y6 disadvantaged pupils using Third Space Learning</p> <p>Provide catch up support for those disadvantaged pupils falling behind</p>	<p>In both FS2 and KS1 the proportion of children achieving the expected standard is lower than non-disadvantaged children. This is particularly evident in FS2. By the end of KS2, disadvantaged children make slower progress than non-disadvantaged children in reading, writing and mathematics.</p> <p>Reducing class sizes and giving additional support is a tried and tested way of addressing any shortfall in Mathematics and English skills.</p> <p>Analysis of data from previous years has shown that disadvantaged children are less likely to read at home. Providing all children with access to electronic books is a way of encouraging children to read more and to share their enjoyment of books they have read.</p>	<p>Half termly triangulation of lesson observation, book scrutiny and assessment data</p> <p>Pupil progress meeting, where the teacher is held to account for the outcomes of disadvantaged pupil in their class</p> <p>Drop in on 1:1 or small group sessions to make sure children are responding to additional support</p>	<p>Principal</p> <p>Maths Lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2017</p>
Total budgeted cost					£24 245
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>The self-awareness and confidence of disadvantaged pupils has improved</p>	<p>Continue to employ the learning mentor support emotional and educational needs</p> <p>Subsidise Year 6 residential visit to ensure they have been offered the same opportunities as the other children</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, in order to motivate children to learn</p> <p>Provide lunchtime and after school clubs free of charge in order to give disadvantaged children the opportunity to try different sports.</p>	<p>Much under achievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them. Exposing children to as many experiences as they can possibly have, not only spurs them on to learn more, but also gives them the context in which they are able to record that knowledge.</p> <p>Evidence shows that in some cases there is a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p>	<p>Evaluation of visits or visitors, with a focus on the impact their visit has had on children's motivation and confidence.</p> <p>Analysis of numbers of disadvantaged children attending clubs and the impact they are having on children's motivation and confidence</p>	<p>Principal Maths lead English Lead</p>	<p>Termly with final review being in July 2017</p>
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Attendance is closer to national	<p>Track attendance of disadvantaged children daily</p> <p>Absences of disadvantaged children are challenged where appropriate, including the use of EWO</p> <p>Incentives are introduced for good attendance</p> <p>Termly rewards for 100% attendance</p>	Attainment of children with low attendance cannot be improved if they are not attending school	<p>Tracking attendance through SIMS. Regular meetings with EWO.</p> <p>EWO to visit family as soon as disadvantaged children are absent from the Academy</p>	Principal Admin	Termly with final review being in July 2017
Total budgeted cost					£27 674