

Review of expenditure				
Previous Academic Year		2019 – 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>In specific reference to 4A and 4B:</i></p> <p><i>The proportion of key stage 2 pupils reaching the expected standard in Reading, Writing, Mathematics and Grammar & Punctuation will be closer to the national figure and the gap will be narrowed in relation to the attainment of their peers. The proportion of pupils achieving the expected standard across reading, writing and mathematics will be a significant improvement and far closer to the national figure.</i></p> <p><i>Progress rates of pupils at the end of KS2, will be significantly improved, particularly in reading and mathematics and will be far closer to the national expectations.</i></p>	<p>Termly pupil progress meetings will target provision for disadvantaged pupils and assess impact.</p> <p>Provision maps will be developed and regularly monitored, to ensure all barriers to learning have been identified, addressed and impact assessed.</p> <p>Curriculum leaders to monitor provision for disadvantaged pupils through the monitoring of lessons; scrutiny of books and the analysis of data.</p> <p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <ul style="list-style-type: none"> i. Improve outcomes at Key Stage 2, including for disadvantaged pupils, to ensure all students are ready for the next stage of education; in addition, improve the proportion of students achieving greater depth at the end of KS1 & KS2. (Business Plan A1) i. Further develop strategies to support disadvantaged and lower ability pupils, ensuring they have the knowledge and cultural capital to succeed in life, narrowing attainment and progress gaps. (Business Plan A3) <p>There will be an improvement in the provision and the monitoring of provision for disadvantaged</p>	<p>Due to Covid-19, pupils did not sit the SATs papers and/or were not assessed nationally for KS1 and KS2 SATs; Year 1 Phonics or FS2 levels of development. However, teachers made judgements based on factors such as actual SATs papers taken in test conditions; general work and regular assessment throughout the year. Estimated scores are in-line with previous information shared with governors and directors before the decision was taken by the government to abandon national tests.</p> <p>There were more disadvantaged pupils in this KS2 cohort than in the previous year – 33% in 2019 compared to 54% in 2020.</p> <p>Outcomes were greatly improved for disadvantaged pupils at the end of KS2.</p> <p>The proportion of disadvantaged pupils reaching the expected standard in reading, writing and mathematics combined improved significantly from 33% in 2019 to 60% in 2020.</p> <p>The attainment gap between those achieving the expected standard in reading, writing and mathematics, narrowed significantly between 2019 and 2020, disadvantaged pupils moving closer in-line to their peers.</p>	<p>Pre-lockdown, all strategies were implemented, helping to ensure support and provision in place for disadvantaged pupils was a high priority.</p> <p>The essence of these strategies will remain in place, though there may be slight variations due to the Covid-19 situation.</p> <p>These strategies will continue to ensure that provision for disadvantaged pupils remains a fundamental feature of everything we do.</p> <p>For examples, interventions may not be able to take place in the same format and perhaps, not on as regular basis.</p> <p>The impact of lockdown may well also have an overly negative impact on disadvantaged pupils, though strategies will be put in place in an attempt to combat this.</p>	£68,492

	<p>pupils, through whole academy provision mapping, ensuring the impact of strategies is regularly assessed and that strategies in place, identify specific barriers to learning for individuals.</p> <p>The quality of feedback given to pupils will be a key focus for all teachers and curriculum leaders.</p> <p>The involvement of pupils in planning and contributing to the curriculum will be an area of focus for this year.</p> <p>The attainment and progress of pupil premium children will continue to be tracked on a half-termly basis and analysed against the progress of other groups.</p> <p>Termly Pupil Progress challenge meetings will be held to analyse and discuss the progress of disadvantaged children and to provide suitable intervention where required.</p> <p>Maintain additional teachers in order to reduce class sizes and improve opportunities and outcomes., through additional classes.</p> <p>Purchase resources to develop knowledge and skills across the curriculum.</p> <p>Provide additional classes to target pupils with extra needs.</p> <p>Ensure staff with management and leadership responsibilities all strive to improve progress and outcomes for pupils.</p> <p>Ensure the academy Business Plan drives improvement in key areas, for example, improving outcomes in reading.</p> <p>Ensure performance management targets are purposeful and rigorous in continuing to improve</p>	<p>The proportion of disadvantaged pupils attaining the expected standard in reading, writing and mathematics improved in all subjects individually, most significantly in mathematics.</p> <p>The attainment gap widened slightly in reading but narrowed in writing and narrowed significantly in mathematics.</p> <p>Progress for disadvantaged pupils was greatly improved.</p> <p>Disadvantaged pupils made better progress than their peers in reading, writing and mathematics. Progress was significantly better in reading and mathematics.</p> <p>In comparison to last year, disadvantaged pupils made slightly less progress in reading but significantly better progress in reading and mathematics.</p>		
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	<p>progress and outcomes for disadvantaged pupils.</p> <p>Regular training in place to ensure teachers are able to teach across all curriculum subjects.</p>			
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>In specific reference to 4A and 4B:</i></p> <p><i>The proportion of key stage 2 pupils reaching the expected standard in Reading, Writing, Mathematics and Grammar & Punctuation will be closer to the national figure and the gap will be narrowed in relation to the attainment of their peers. The proportion of pupils achieving the expected standard across reading, writing and mathematics will be a significant improvement and far closer to the national figure.</i></p> <p><i>Progress rates of pupils at the end of KS2, will be significantly improved, particularly in reading</i></p>	<p>Termly pupil progress meetings will target provision for disadvantaged pupils and assess impact.</p> <p>Provision maps will be developed and regularly monitored, to ensure all barriers to learning have been identified, addressed and impact assessed.</p> <p>Curriculum leaders to monitor provision for disadvantaged pupils through the monitoring of lessons; scrutiny of books and the analysis of data.</p> <p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <ul style="list-style-type: none"> i. Improve outcomes at Key Stage 2, including for disadvantaged pupils, to ensure all students are ready for the next stage of education; in addition, improve the proportion of students achieving greater depth at the end of KS1 & KS2. (Business Plan A1) i. Further develop strategies to support disadvantaged and lower ability pupils, ensuring they have the knowledge and cultural capital to succeed in life, narrowing 	<p>Due to Covid-19, pupils did not sit the SATs papers and/or were not assessed nationally for KS1 and KS2 SATs; Year 1 Phonics or FS2 levels of development. However, teachers made judgements based on factors such as actual SATs papers taken in test conditions; general work and regular assessment throughout the year. Estimated scores are in-line with previous information shared with governors and directors before the decision was taken by the government to abandon national tests.</p> <p>There were more disadvantaged pupils in this KS2 cohort than in the previous year – 33% in 2019 compared to 54% in 2020.</p> <p>Outcomes were greatly improved for disadvantaged pupils at the end of KS2.</p> <p>The proportion of disadvantaged pupils reaching the expected standard in reading, writing and mathematics combined improved significantly from 33% in 2019 to 60% in 2020.</p>	<p>Pre-lockdown, all strategies were implemented, helping to ensure support and provision in place for disadvantaged pupils was a high priority.</p> <p>The essence of these strategies will remain in place, though there may be slight variations due to the Covid-19 situation.</p> <p>These strategies will continue to ensure that provision for disadvantaged pupils remains a fundamental feature of everything we do.</p> <p>For examples, interventions may not be able to take place in the same format and perhaps, not on as regular basis. This will be a key focus area for identifying how we can ensure individual needs are catered for.</p> <p>The impact of lockdown may well also have an overly negative</p>	£25,552

<p><i>and mathematics and will be far closer to the national expectations.</i></p>	<p>attainment and progress gaps. (Business Plan A3)</p> <p>There will be an improvement in the provision and the monitoring of provision for disadvantaged pupils, through whole academy provision mapping, ensuring the impact of strategies is regularly assessed and that strategies in place, identify specific barriers to learning for individuals.</p> <p>A greater emphasis will be placed on providing support, training and resources for staff providing interventions, particularly in regard to support pupils with SEMH needs.</p> <p>A dedicated time per week will be timetabled for training across a wide range of areas to support teaching assistants and teachers with intervention strategies. This will include an introduction to new resources and strategies.</p> <p>Training will be provided through external means and also from experienced leaders across the MAT.</p> <p>Reading will be a key priority across the whole academy during this year.</p> <p>There will be an improvement in the provision and the monitoring of provision for disadvantaged pupils, through whole academy provision mapping, ensuring the impact of strategies is regularly assessed and that strategies in place, identify specific barriers to learning for individuals.</p> <p>GL assessments will be purchased again and the data used in conjunction with the internal tracking system to assess, analyse and target pupils for interventions.</p> <p>A mentoring system was implemented last year. However, this will be improved this year. For</p>	<p>The attainment gap between those achieving the expected standard in reading, writing and mathematics, narrowed significantly between 2019 and 2020, disadvantaged pupils moving closer in-line to their peers.</p> <p>The proportion of disadvantaged pupils attaining the expected standard in reading, writing and mathematics improved in all subjects individually, most significantly in mathematics.</p> <p>The attainment gap widened slightly in reading but narrowed in writing and narrowed significantly in mathematics.</p> <p>Progress for disadvantaged pupils was greatly improved.</p> <p>Disadvantaged pupils made better progress than their peers in reading, writing and mathematics. Progress was significantly better in reading and mathematics.</p> <p>In comparison to last year, disadvantaged pupils made slightly less progress in reading but significantly better progress in reading and mathematics.</p>	<p>impact on disadvantaged pupils, though strategies will be put in place in an attempt to combat this.</p>	
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	<p>example, a whole academy reading buddy system will be established. In addition, there will be a key focus on leadership across the academy. There will also be a significant focus on improving enrichment and extra-curricular provision, where disadvantaged pupils will be targeted.</p> <p>Offer 1:1 targeted support to Y6 disadvantaged pupils through the mentoring programme</p> <p>Provide catch up support for those disadvantaged pupils falling behind</p> <p>Provide a full range of intervention programmes to support pupils with their learning.</p> <p>Establish links with secondary academies within the MAT e.g. Tollbar Academy, to develop strategies and events to inspire pupils, including disadvantaged HAE pupils.</p>			
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>In specific reference to 4C and 4D:</p> <p><i>Resilience in learning, motivation and confidence of disadvantaged pupils will improve. Pupils' aspirations will be a key focus, in relation to wider skills and knowledge.</i></p>	<p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <ul style="list-style-type: none"> i. Improve teachers' understanding of intent in order to improve pupils' knowledge and skills across the curriculum and develop methods to assess impact at all levels. (Business Plan A4) ii. Further develop strategies to improve the resilience of students to overcome 	<p>The curriculum intent for the academy has been firmly established and embedded throughout all aspects of the curriculum.</p> <p>The assessment and tracking of knowledge and skills has improved significantly in the wider curriculum subjects.</p> <p>All curriculum subjects have clear sequencing and progression from Early Years through to Year 6, though this is an area for continued development.</p>	<p>Each of these areas will continue to be key priorities this year as we have seen significant development which has helped support the disadvantaged pupils in many ways.</p> <p>However, we are aware that this could be challenge due to the Covid-19 crisis. It could mean:</p>	<p>£17,196</p>

<p><i>Curriculum intent will target all pupils to improve their cultural capital to prepare them for the next stage in their education and life in the wider world.</i></p> <p><i>Personal development of disadvantaged pupils will support learning and improve outcomes.</i></p>	<p>setbacks and barriers to learning. (Business Plan B2)</p> <p>iii. Raise aspirations further to ensure students have a sense of pride, thereby developing the value of education. (Business Plan B3)</p> <p>iv. Expand the range of enrichment and extra-curricular provision, including sport, to offer pupils the opportunity to further develop strength of character and open up wider interests. (Business Plan C1)</p> <p>v. Further develop strategies to prepare pupils for life in modern Britain, developing them as respectful and responsible citizens, who contribute positively to society. (Business Plan C2)</p> <p>vi. Develop the curriculum to promote broader development, including SMSC, whilst further promoting equality of opportunity and diversity. (Business Plan C3)</p> <p>vii. Ensure strategies are in place, through pastoral support and the curriculum, to help pupils to keep physically fit and mentally healthy. (Business Plan C4)</p> <p>Subsidise all educational visits to ensure disadvantaged pupils have been offered the same opportunities as the other children.</p> <p>Enrichment and extra-curricular clubs will be a key focus and form the basis for a number of the new priorities.</p> <p>Leadership schemes will be a key focus, as will the raising of aspirations for all pupils.</p> <p>All staff will be involved in developing the curriculum intent for the whole academy, considering issues facing our pupils, in part, linked to the local context of Pilgrim Academy.</p>	<p>There has been a noticeable improvement in children's resilience; they understand the concept and its importance as a result of discreet teaching. Children are now more willing to challenge themselves and have a desire to be resilient when faced with adversity. Resilient acts are regularly celebrated throughout the school.</p> <p>Each class teacher identified a list of children that lack resilience in their class. A strong correlation between children lacking resilience and pupil premium children was been identified. The children identified were chosen to take part in an escape room challenge. This challenge gave the children an opportunity to display and develop their resilience in an engaging environment. Notes were made on each child's resilience in the activity. A number of resources were collated and made available on the school drives for staff to use to discretely teach resilience. Many classrooms have growth mindset displays; however, all classrooms have wider skills displays which link directly to resilience i.e. 'Never Give Up'.</p> <p>Personal Development has been a key focus for the academy over the last 12 months. There has been significant progress to support our children's personal development. The emphasis on the development of the wider curriculum offers pupils regular exposure to a variety of cultures, supporting the promotion of diversity.</p> <p>After school clubs offered new experiences and opportunities to develop interests. For example, from September, children had attended clubs such as the gardening club, computer club, chess club, multi-sports and sports leadership. Staff have worked together to consider barriers to learning for individuals and barriers raised by the local context of the academy.</p>	<ul style="list-style-type: none"> • Lack of opportunities for external visits and visitors due to Covid-19. • Difficulties in forming links with the community and local businesses due to social distancing. • The nature of bubbles preventing wider opportunities for some enrichment activities, including sport. 	
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	<p>Individual curriculum leaders will be assigned specific priorities to target areas of personal development.</p> <p>There will be a greater focus on making links with local industries and businesses to raise aspirations and support pupils with future career development.</p> <p>The development of the curriculum will involve all staff, with a view to providing pupils with the cultural capital to be successful at Pilgrim Academy; secondary school and in future life.</p> <p>External services, including the employment of an Educational Psychologist will continue. In addition, further provision will be sought in some areas such as counselling through the Play Therapist.</p> <p>There be a key focus on mental health with a clear and focused programme of support for pupils, parents and staff.</p> <p>Investigate providing free music tuition to engage and motivate disadvantaged pupils.</p> <p>Specific staff to be allocated to individual priorities to develop strategies. Develop a clear programme of support and events, targeting mental health. Develop leadership opportunities for pupils. Engage with businesses and</p> <p>Timetable staff to support their work in this area.</p>	<p>Whole class provision mapping allows staff to consider and address barriers to learning through many avenues.</p> <p>British values are promoted through the academy's ethos, curriculum and charity initiatives; through day to day practise and through the emphasis on knowledge and skills in lessons. PSHE and RE help support such areas, but our values of democracy and celebrating diversity are promoted through all curriculum subject areas and themes. Individual events have been organised to support British Values and raise continued awareness of local, national and international events.</p> <p>There has been a determined effort to make links with the local community, particularly since September 2019 to enhance our children's understanding of local businesses and industries, with a view to supporting future career development and raising aspirations.</p> <p>Leadership opportunities include the school council; sports leadership programme; house captain elections and playground leaders. Our major challenge this year, will be considering ways to continue and enhance the above with the restrictions of Covid-19.</p>		
<p>In specific reference to 4E:</p> <p><i>Parents of disadvantaged pupils will engage positively with the academy to support their child's learning.</i></p>	<p>Key priorities in the Business Plan are dedicated to this area. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <ul style="list-style-type: none"> i. Develop relationships and engage effectively with pupils and others in the community, including, where relevant, parents, employers and local services to 	<p>There has been a determined effort to make links with the local community, particularly since September 2019 to enhance our children's understanding of local businesses and industries, with a view to supporting future career development and raising aspirations.</p>	<p>As above, this will continue to be a key focus for us but will need to take a different guise due to the restrictions of Covid-19.</p>	

	<p>widen opportunities and enhance support for pupils. (Business Plan D3)</p> <p>Establish a programme of events for parents to attend, where they can share in the learning of the pupils.</p> <p>Provide a programme of workshops for parents, designed to support their understanding of the curriculum.</p> <p>Provide parents with more information, regarding the knowledge and skills taught through all curriculum areas, particularly relating to theme work.</p> <p>Establish a programme of pupil/parents workshops to support all with preparation for SATs.</p> <p>Increase range and scope of publicity to engage parents and inject more positivity in the wider community.</p> <p>Invite parents to share their thoughts on the curriculum intent.</p> <p>Invite parents to share in the development of creating wider links with local businesses and industries.</p>	<p>Great strides were made in developing relationships with parents with a wider range of activities organised to engage parents.</p> <p>This included more opportunities for shared learning experiences in the Academy.</p> <p>There was also a lot more liaison with the local community. For example, we participated in a number of events and projects such as plans for the Mayflower 400 project; the opening of the new exhibition at the town hall; charity initiatives with Women's Aid etc.</p> <p>There were some links with local businesses e.g. Year 6 all visited Phillips 66 and other events were scheduled but did not happen due to Covid-19.</p> <p>Generally, great strides were made but there is scope for a lot more.</p>		
<p>In specific reference to 4F: <i>Disadvantaged pupils' attendance will improve.</i></p>	<p>Key priorities in the Business Plan are dedicated to this area. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p>ii. Devise new strategies to further improve attendance rates towards the national average, particularly for those who have particular needs. (Business Plan B1)</p>	<p>There were no official attendance figures for the year due to Covid-19.</p> <p>Despite the implementation of a wealth of strategies, attendance remains below national expectations. There are a number of families with consistently poor attendance. Overall attendance for the year was below the national expectations. Persistent Absence for the Academy is higher than the national average. Attendance of disadvantaged pupils is below that of their peers</p>	<p>This will continue to be a key priority, especially in light of the Covid-19 crisis.</p> <p>However, the impact of Covid-19 is likely to have a negative impact on attendance rates, in relation to those who are affected directly and those who may have to self-isolate indirectly.</p>	

	<p>Attendance of pupil premium children will be tracked on a daily basis and suitable strategies implemented when necessary</p> <p>Tracking attendance through SIMS. Regular, weekly meetings with EWO. Discuss disadvantaged pupils.</p> <p>EWO to prioritise visits to disadvantaged children when absent from the Academy.</p> <p>Continue to use the penalty notice system try and disincentivise parents from taking children out of the academy during term time. Make all parents aware, through regular newsletters, that term time holidays will not be authorised and parents will be fined.</p> <p>AO to produce regular analysis of attendance for all groups.</p> <p>Strategies will continue and be further developed and will also include:</p> <p>Introduction of a new EWO letter to inform parents when a child is referred. This is intended to target parents more quickly and deliver a more hard-hitting message.</p> <p>Continue to send attendance 1 letters to children whose attendance has dropped below 90% but haven't yet been referred.</p> <p>Introduction of a punctuality letters at 5 and 10 lates.</p> <p>Welfare visits for FS2 children with poor attendance but who are of non-compulsory age.</p> <p>Teaching assistants to check reasons for absence on return to school and report any anomalies to the AO.</p>	<p>Disadvantaged pupils are tracked as a group.</p> <p>All identified strategies were put in place throughout the year.</p>	<p>Parental concerns may have an impact on parents sending pupils back to school at the start of the year or at fluctuating periods throughout the year.</p>	
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	<p>Class competition- a prize for the best attendance in the Autumn term.</p> <p>Weekly class certificates to be issued in Monday's assembly and displayed outside classroom doors.</p> <p>Parents targeted, detailing the importance of attending regularly and punctually and the impact of not doing so. Include a breakdown of minutes lost over the year. This breakdown can be displayed at all entrances too.</p> <p>Celebration of good attendance within newsletter. Termly attendance certificates for individual pupils.</p> <p>Celebration of attendance through displays in one of the halls.</p> <p>Identify disadvantaged pupils with poor attendance and assess current provision, through the provision map system.</p>			
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