

Pupil premium strategy statement (primary)

1. Summary information					
School	Pilgrim Academy				
Academic Year	2017-18	Total PP budget	£124,680	Date of most recent PP Review	NA
Total number of pupils	285	Number of pupils eligible for PP	64	Date for next internal review of this strategy	July 2018

2. Current attainment (2017 KS2 out turn)		
	<i>Pupils eligible for PP (your school 2017)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving at least expected standard in reading, writing and maths	30%	67%
Progress measure in Reading	-3.5	0.3
Progress measure in Writing	-3.33	0.2
Progress measure in Mathematics	-2.11	0.3

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>)	
A.	Prior attainment – evidence of significant developmental deficits on starting school
B.	Readiness to learn, motivation and confidence barriers for PP children are having a detrimental effect on their academic progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support and aspiration
	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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
B.	The self-awareness and confidence of disadvantaged pupils has improved	Confidence and aspirations of all PP children are raised
C.	Attendance is closer to national	All PP attendance rates are raised

5. Planned expenditure

Academic year

2017 - 2018

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?
<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 disadvantaged pupils achieving the expected standard in reading, writing and maths is closer to non-disadvantaged</p>	<p>Focus on improving outcomes for disadvantaged pupils continues to be a priority in the Academy business plan</p> <p>Purchase resources to develop English and Mathematical skills especially in year 2 and 6 eg. Talk4Writing and revision materials</p> <p>Ensure performance management targets for all staff are rigorous and focused on improving outcomes for disadvantaged pupils</p> <p>Ensure teachers motivate and engage all pupils but in particular disadvantaged children</p>	<p>In all three key stages, the proportion of pupils achieving the expected standard is lower than non-disadvantaged pupils, although the gap has narrowed in FS2 and KS2. By the end of KS2, disadvantaged pupils make slower progress than non-disadvantaged pupils 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 pupils are less likely to read at home. Ensuring that disadvantaged are identified as priority readers and are heard daily ensures that they have the same opportunities as others.</p> <p>Over the year, the difference in progress rates between disadvantaged</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>Records of priority readers being heard daily</p> <p>Ensure any additional staff are being used effectively and efficiently</p> <p>All staff to champion the disadvantaged pupils to ensure they are at the forefront of learning in the Academy</p> <p>Regular checks to ensure resources purchased and</p>	<p>Principal</p> <p>Maths Lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2018</p>

	<p>Ensure pupils have a say in planning what is to be learnt</p> <p>Provide leaders and managers with the management tools to improve outcomes for pupils</p>	<p>and others widened the most in writing in FS2 and in KS2</p>	<p>strategies discussed during staff meetings are being implemented effectively</p>		
Total budgeted cost					£75 581

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 to non-disadvantaged pupils</p> <p>The proportion of disadvantaged 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 support for disadvantaged pupils who have emotional and behavioural needs</p> <p>Offer 1:1 targeted support to Y6 disadvantaged pupils through a mentoring programme</p> <p>Provide catch up support for those disadvantaged pupils falling behind</p> <p>Use GL assessments to test and identify gaps in knowledge and understanding, in conjunction with the Academy's internal assessment and tracking system</p>	<p>In all three key stages, the proportion of pupils achieving the expected standard is lower than non-disadvantaged pupils, although the gap has narrowed in FS2 and KS2. By the end of KS2, disadvantaged pupils make slower progress than non-disadvantaged pupils 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 pupils are less likely to read at home. Ensuring that disadvantaged are identified as priority readers and are heard daily ensures that they have the same opportunities as others.</p> <p>Over the year, the difference in progress rates between disadvantaged and others widened the most in writing in FS2 and in KS2</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>Regular checks to ensure resources purchased and strategies discussed during staff meetings are being implemented effectively</p>	<p>Principal</p> <p>Maths Lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2018</p>

	Organise 1:1 sessions and small group teaching for some pupils to support their progress in English and Mathematics				
Total budgeted cost					£22 409

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>Self-esteem has improved</p> <p>In turn, outcomes improve for all pupils</p>	<p>Continue to employ the learning mentor support emotional and educational needs</p> <p>Subsidise all educational visits 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 enrichment activities to promote aspiration and motivate learning by broadening horizons</p> <p>Specialist teachers in French, PE and music are used to promote positive attitudes</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</p> <p>Maths lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2018</p>

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>Link improved attendance to Teaching Assistants' performance management</p> <p>Termly rewards for 100% attendance</p>	Attendance of pupils is incredibly poor. With 94.26% attendance at the end of the previous year, attendance is well below national. If pupils are not attending the Academy, they have less chance of achieving in line with their peers.	<p>Teaching Assistant monitor and encourage good attendance through strategies linked to their performance management.</p> <p>Attendance of pupil premium children are tracked on a daily basis and suitable strategies implemented when necessary</p> <p>Tracking attendance through SIMS. Regular meetings with EWO. Discuss disadvantaged pupils</p> <p>EWO to visit family as soon as disadvantaged children are absent from the Academy</p>	<p>Vice Principal</p> <p>Admin – pupil office</p>	Termly with final review being in July 2017
Total budgeted cost					£41 511