

Pupil premium (and Recovery Premium) strategy

Pilgrims' Way School

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2022 academic year) funding 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 school.

School Overview

Detail	Data
School Name	Pilgrims' Way Primary School
Number of Pupils in school	223
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium plan covers	Years R to 6
Date this statement published	21.09.22
Date on which it will be reviewed	June 2023
Statement authorised by	Julie Ireland Headteacher
Pupil Premium lead	Alex Turnbull

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£119,705
recovery premium funding this academic year	£12,905
Pupil Premium funding carried forward from previous year	-
Total budget for this academic year	£132, 610

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Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those children who are in emergency housing. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils need the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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Challenges

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

Challenge Number	Details of challenge
1	Assessment, observations, and discussions with pupils indicate a need for further developing vocabulary in our children. Especially vocabulary that we would expect children to have according to their age.
2	There a number of families with no recourse to public funds. These families are often in temporary accommodation and have very little in terms of books, toys and other equipment.
3	National studies, and indeed our observations and discussion with families, indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. These problems manifest in anxiety, anger and challenging behaviour.
4	Due to partial school closures and restrictions on school trips and visits, they were unable to access the wider environment outside of school and home. This is the cultural capital that these children afford, but often their families can not.
5	Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.

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Intended Outcomes

Intended Outcome	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children to have access to timely and effective speech and language groups.
Improved attainment among those children and families with no recourse to public funds	Reading, writing, maths outcomes for NRPF children (with no cognitive impairment) to be in line with those children who are not eligible for the pupil premium grant.
Children 's behaviour to improve across the whole school	<ul style="list-style-type: none"> • Children to have strategies to help to calm down. • Children to feel happy, safe and confident in school, • Children to have access to weekly counselling sessions where necessary.
Children to have access to cultural capital such as trips, visits, workshops.	<p>Children will experience :</p> <ul style="list-style-type: none"> • Plenty of opportunities to explore new activities, through lunchtime and after-school clubs • A wide variety of arts including literature and music • School trips, visits and workshops • Opportunities for questioning, curiosity and creativity.
Attainment in writing to increase in the year 2022 2023 compared with 2021 2022.	<p>Children will write everyday.</p> <p>Children to complete sustained pieces of writing.</p> <p>Children to apply the grammar that is appropriate for their chronological year group and beyond.</p> <p>Children to use appropriate vocabulary in their writing.</p> <p>Children's handwriting to be legible and consistent.</p> <p>Children to write a selection of different forms writing.</p>

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Activity this year

Teaching £19,957.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase of revision materials</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Evidence:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress</p>	1,5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Evidence</p> <p>Oral language interventions</p> <p>Speech and Language Assessments</p> <p>Written pieces</p>	1,5
<p>Purchase of a DfE validated Systematic Synthetic – Little</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	1,5,3

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Wandle to secure stronger phonics teaching for all pupils.	word reading (though not necessarily comprehension), particularly for disadvantaged pupil	
	Phonics Toolkit Strand Education Endowment Foundation EEF	

Targeted Interventions £78,805.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions:</p> <p>SLT interventions in maths reading and writing.</p> <p>Teaching assistant 1:1 reading interventions</p> <p>An additional teacher is employed to work closely with some PP children</p> <p>Year 6 booster groups take the form of after school, differentiated, 21 week tuition programme</p> <p>Speech and language therapists train TAs to deliver group work to PP children.</p> <p>A qualified teacher is employed to work alongside the year 2 teacher for three days per week, taking intervention groups, most of which are children eligible for the PP grant.</p>	<p>Evidence shows that this intervention shows a moderate to good impact for a moderate cost.</p> <p>Evidence from previous in-year data shows that targeted intervention based on children's' misconception can be very effective as long as misconceptions are caught early using same day interventions.</p>	<p>1,3,5</p>

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<p>1:1 interventions with specific children.</p> <p>All TAs are trained as HLTAs and are released each afternoon to work with individuals and very small groups of children who need extra help</p>		
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Budgeted cost: £ 19, 726.46

Activity	Evidence that Supports this approach	Challenges addressed
Senior leadership team lunchtime interventions	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>These are lunchtime interventions on a 1:1 basis. High impact, low cost.</p>	3,4
Play therapist sessions for 50 minutes per week for those children suffering from anxiety, anger problems, bereavement, DV	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
An after school club is available from 3.30pm to 6.30pm. During this time, children have an adult to read with, support them with homework, have an evening meal and to play in safe environment.	<p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	2,3

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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
An extra teacher in reception class who can support those children who have been most affected by partial closures of schools in terms of stability, routine and structure.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Attendance	A member of SLT has been assigned to monitoring attendance rigorously, half an afternoon per week.	1,3,5

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2022/23

Funding Details for the year 2022/23

Detail	Data
Pupil Premium funding allocation this academic year	130,190
recovery premium funding this academic year	£13,630
Pupil Premium funding carried forward from previous year	-
Total budget for this academic year	£143, 820

Revised Challenges for the year ahead 2022/23

Challenge Number	Details of challenge
1	Assessment, observations, and discussions with pupils indicate a need for further developing vocabulary in our children. Especially vocabulary that we would expect children to have according to their age.
2	Assessment, observations, and discussions with pupils indicate a need for further developing arithmetic skills.
3	Assessment, observations, and discussions with pupils indicate a need for further developing reading and phonics skills.
4	Restricted access to cultural capital due to socioeconomic restrictions.
5	Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.

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Intentions for the spending of PP grant for 2022 2023

£130,190 + £

13,630 = £143,820

Teaching £36,758.84			
Title	Activity	Research	Challenge number addressed
Tracking and assessment	The assessment co-ordinator spends one afternoon a week tracking and analysing children's attainment, either through looking at books, pupil conferencing or looking at data. This enables us to notice which children need early intervention.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Revision and assessment resources	It has been proved that regular assessment of children's attainment and progress can provide teachers with opportunities to address misconceptions. We buy updated revision and assessment resources each term	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Developing the teaching of little Wandle phonics	The assistant headteacher spends one day per week working directly with practitioners to develop the teaching of phonics across the school.	Phonics EEF (educationendowmentfoundation.org.uk)	3,5

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Spanish EAL teacher	We have a Spanish speaking teacher for one day a week to work with the children from our Spanish community. These families are eligible for the PP grant,	Oral language interventions EEF (education endowment foundation.org.uk)	1,4
Subscriptions	Subscriptions to these: Purple Mash Classroom secrets White Rose Twinkl	Collaborative learning approaches EEF (education endowment foundation.org.uk)	1,2,3,5
Targeted Support £88,6184.28			
Recovery Funding	The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19). We have used a graduate to work with small groups to close the gap over the summer term 2022	Small group tuition EEF (education endowment foundation.org.uk)	1,2,3,5
Recovery funding	Extra adult in Nursery	Small group tuition EEF (education endowment foundation.org.uk)	1,2,3,4,5
Recovery Funding	Senior leadership interventions in reading, writing and maths	Small group tuition EEF (education endowment foundation.org.uk)	1,2,3,5
Extra adult in year 1	Year one has two full time TAs - 54% of the children in that class are eligible for the PP grant	Essentially, this means the class size is reduced for this year group. Reducing class size EEF (education endowment foundation.org.uk)	1,2,3,4,5

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After school tuition	An after-school tuition programme targeting year 6 pupils to enable revision and differentiated support in preparation for SATs.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Afternoon interventions	All HLTAs are released from class to carry out targeted interventions based on misconceptions during the day's learning. The interventions can take the form of post-teaching, pre-teaching, addressing misconceptions and consolidation. Those children who are on track and eligible for the PP grant will receive interventions to push them to achieve their full potential. At present this involves 6 TAs	Feedback EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Senior Leadership interventions.	Children receive small group teaching to close the gap in reading, writing and maths. DHT – 1 day per week HT – 0.5day per week	Individualised instruction EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Speech and Language	Speech and Language therapist's work directly with children who have language organisation difficulties, limited vocabulary and sentence building difficulties. These children receive support from a trained TA and may not necessarily be on the SEN register.	Individualised instruction EEF (educationendowmentfoundation.org.uk)	1,3,5,
Budgeted cost: £ 17,726.46			
ASC Breakfast club	Children who are eligible for the pupil premium grant will receive free breakfast and after school. An after school club is available from 3.30pm to 6.30pm. During this time, children have an adult to read with, support them with homework, have an	Extending school time EEF (educationendowmentfoundation.org.uk) Breakfast clubs found to boost	1,2,3,5

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	<p>evening meal and to play in safe environment.</p> <p>Breakfast club begins at 7.40 and all children receive a choice of breakfast.</p>	primary pupils' reading writing... EEF (education endowmentfoundation.org.uk)	
Subsidies for trips and visits	All children who are entitled to the PPG will be entitled to heavy subsidies for trips and visits.	Life skills and enrichment EEF (education endowmentfoundation.org.uk)	4
Mental Health and well being	We employ a play therapist for those children who have emotional needs, are bereaved, or have experienced trauma. Our therapist is currently working with several children who are eligible for the PP grant.	Social and emotional learning EEF (education endowmentfoundation.org.uk)	1,2,3,4,5
TOTAL SPEND	£144,820.00		

Pupil Premium Spending Impact for the financial year beginning April 2022 to April 2023

Challenge Number	Details of challenge	Whole School Data
1	<p>Assessment, observations, and discussions with pupils indicate a need for further developing vocabulary in our children. Especially vocabulary that we would expect children to have according to their age.</p>	<p>We would expect impact from vocabulary development to be obvious in terms of both reading and writing. The data below shows the progress made in two terms for each class over the financial year April 2022 to April 2023</p> <p>We have:</p> <ul style="list-style-type: none"> • introduced glossaries into children's topic books • started Little Wandle Phonics which has a strong emphasis on specific vocabulary • 1:1 reading and discussion of text with the lowest 20% of each class • Comprehension interventions in KS2 • Use of word banks to support the writing process • We have 'front loaded' the year 1 class with an additional adult • Spelling interventions the Spanish children who are new to English work in small groups with our Spanish EAL teacher on a weekly basis to improve English vocabulary and grammar. <p style="text-align: center;">IMPACT DATA Year 1</p>

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There are 12 pupils in year 1 who are eligible for the PP grant. Out of those 12, 42% have special education needs and 8.3% are new to English this year. 13 children in this class are not eligible for the PP grant.

Reading

progress	PP (%)	NPP (%)
Rapid progress	30	46
Expected Progress	60	54
Steady progress	10	0
Total progress	90	100

Writing

progress	PP (%)	NPP (%)
Rapid progress	30	30
Expected Progress	70	46
Steady progress	0	15
Total progress	100	85

It can be seen that in some cases children entitled to PP grant have out performed those who are not entitled, these are coloured blue. In the cases where both the PP group and the non-PP group are in line (within 10 percentage points) , they are coloured green.

progress	PP (%)	NPP (%)
Rapid progress	13	0
Expected Progress	73	60
Steady progress	13	40
Total progress	87	60

Year 2

There are 16 pupils in year 2 (12.5%) who are eligible for the PP grant. Out of these, 2 children either have a special educational need or are new to English. 6 children in this class are not eligible for the PP grant.

Reading

Writing

progress	PP (%)	NPP (%)
Rapid progress	27	0
Expected Progress	53	40
Steady progress	20	60
Total progress	80	40

Year 3

In year 3 there are 14 children who are eligible for the PP grant, of these, 5 have special educational needs (36%)

Reading

Writing

progress	PP (%)	NPP (%)
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Rapid progress	14	46
Expected Progress	71	46
Steady progress	14	8
Total progress	86	92

progress	PP (%)	NPP (%)
Rapid progress	0	8
Expected Progress	64	62
Steady progress	36	31
Total progress	64	69

Year 4

In year 4 there are 13 children who are eligible for the PP grant, of these, 4 have special educational needs or are new to English this year. (31%)

Reading

progress	PP (%)	NPP (%)
Rapid progress	31	12
Expected Progress	31	53
Steady progress	38	35
Total progress	62	65

Writing

progress	PP (%)	NPP (%)
Rapid progress	31	18
Expected Progress	62	71
Steady progress	8	12
Total progress	93	88

Year 5

In year 5 there are 19 children who are eligible for the PP grant, of these, 8 have special educational needs or are new to English this year. (43%)

Reading

progress	PP (%)	NPP (%)
Rapid progress	47	43
Expected Progress	47	43
Steady progress	6	14
Total progress	94	86

Writing

progress	PP (%)	NPP (%)
Rapid progress	59	43
Expected Progress	41	57
Steady progress	0	0
Total progress	100	100

Year 6

In year 6 there are 16 children who are eligible for the PP grant, of these, 3 have special educational needs or are new to English this year. (19%)

Reading

progress	PP (%)	NPP (%)
Rapid progress	25	46
Expected Progress	69	46

Writing

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2	<p>Assessment, observations, and discussions with pupils indicate a need for further developing arithmetic skills.</p>	<p>Throughout the year we have put into place:</p> <ul style="list-style-type: none"> • Two dedicated arithmetic lessons per week • Times tables rock stars • Mathletics • Numbots • Most classes have maths interventions 4 afternoons per week. <p>Maths Impact Data below shows the difference between the progress of pupils eligible for the pupil premium grant vs those children who are not eligible.</p> <p>Year 1 – 16 pupils are eligible to the pupil premium grant, of these children 50% either have special educational needs or are new to English this year.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 33%;">progress</td> <td style="width: 33%;">PP (%)</td> <td style="width: 33%;">NPP (%)</td> </tr> <tr> <td>Rapid progress</td> <td>7</td> <td>0</td> </tr> <tr> <td>Expected Progress</td> <td>60</td> <td>40</td> </tr> <tr> <td>Steady progress</td> <td>33</td> <td>60</td> </tr> <tr> <td>Total progress</td> <td>67</td> <td>40</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 33%;">progress</td> <td style="width: 33%;">PP (%)</td> <td style="width: 33%;">NPP (%)</td> </tr> <tr> <td>Rapid progress</td> <td>30</td> <td>23</td> </tr> <tr> <td>Expected Progress</td> <td>70</td> <td>62</td> </tr> <tr> <td>Steady progress</td> <td>0</td> <td>15</td> </tr> <tr> <td>Total progress</td> <td>100</td> <td>85</td> </tr> </table> <p>Year 2 There are 16 pupils in year 2 (12.5%) who are eligible for the PP grant. Out of these, 2 children either have a special educational need or are new to English. 6 children in this class are not eligible for the PP grant.</p> <p>Year 3 In year 3 there are 14 children who are eligible for the PP grant, of these, 5 have special educational needs (36%)</p>			progress	PP (%)	NPP (%)	Rapid progress	7	0	Expected Progress	60	40	Steady progress	33	60	Total progress	67	40	progress	PP (%)	NPP (%)	Rapid progress	30	23	Expected Progress	70	62	Steady progress	0	15	Total progress	100	85
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progress	PP (%)	NPP (%)
Rapid progress	13	15
Expected Progress	75	62
Steady progress	13	23
Total progress	88	77

Year 4

In year 4 there are 13 children who are eligible for the PP grant, of these, 4 have special educational needs or are new to English this year. (31%)

progress	PP (%)	NPP (%)
Rapid progress	21	15
Expected Progress	50	85
Steady progress	29	0
Total progress	71	100

Year 5

In year 5 there are 19 children who are eligible for the PP grant, of these, 8 have special educational needs or are new to English this year. (43%)

progress	PP (%)	NPP (%)
Rapid progress	38	35
Expected Progress	46	47
Steady progress	15	18
Total progress	85	82

Year 6

In year 6 there are 16 children who are eligible for the PP grant, of these, 3 have special educational needs or are new to English this year. (19%)

progress	PP (%)	NPP (%)
Rapid progress	24	43
Expected Progress	57	59
Steady progress	18	0
Total progress	82	100

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3	Assessment, observations, and discussions with pupils indicate a need for further developing reading and phonics skills.	<p>All children receive daily phonics tuition. Those children who find phonics difficult receive that class teaching and catch up/ keep up lessons. All children are assessed in phonics every 6 weeks.</p> <p>See reading data as in point number 1</p>
4	Restricted access to cultural capital due to socioeconomic restrictions.	<p>Develops the children's cultural capital and access to the visits and workshop in the London area. Deepens knowledge in the non-core subjects on the curriculum. All children attend one trip outside school per half term.</p>
5	Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.	<p>Commercial spelling scheme Support in class from teaching assistants Headteacher wrote a bespoke writing scheme which is quality assured and evaluated each year.</p> <p>See impact data above for writing</p>

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Detail	Data
School Name	Pilgrims' Way Primary School
Number of Pupils in school	183
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium plan covers	Years R to 6
Date this statement published	18.05.23
Date on which it will be reviewed	June 2024
Statement authorised by	Julie Ireland Headteacher
Pupil Premium lead	Alex Turnbull

Priority Spending Projection for Next Year April 2023 to April 2024

Total Money Available

£136.770

Teaching projection 2023 2024 £12 683.00				
Title	Activity	Research	Challenge number addressed	Projected Spend for 2023 2024
Targeted training for Teaching and Support Staff	Ongoing training for delivering interventions and keeping abreast of new initiatives in school and raising attainment.	Assessment and feedback JEEF (educationendowment foundation.org.uk)	1,2,3,5	£3000

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Revision resources	Testing materials for KS1 & KS2 assessment including publications that PP children can take home.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£2000
Spanish speaking TA to work those children receiving the PP grant and who also have English as a second language.	A teaching assistant comes in to school one day per week to assist children whose first language is Spanish, in speaking English fluently and accurately.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,4	£5646
Subscriptions for digital software packages.	These educational software packages are designed to provide activities and games to close the attainment gap.	Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£2037
Targeted Support Projection £110,204				
Additional TA in Year 1	We have chosen to have 2 teaching assistants in year 1 as there a large proportion of children eligible for the PP grant in this year group.	Essentially, this means the class size is reduced for this year group. Reducing class size EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5	£10,952
HT interventions one afternoon per week.	The headteacher takes reading and phonics groups for the equivalent of one hour per week to improve phonics and reading	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£3543
Afternoon interventions for pupil premium children – 5 x TA support	To close the gap between children eligible for the pupil premium grant, we have produced a pupil premium intervention map. This shows the interventions that each child eligible for the PP grant is on. Interventions include 'catch up and keep up phonics', one to one reading, group reading, maths 'addressing misconceptions' arithmetic, writing, comprehension, handwriting and times tables.	Feedback EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£57,056
Close support for PP children	Some children affected by the pandemic have delayed learning behaviour. This TA works closely with them developing listening skills, sitting, listening	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£14,248

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	and concentration and transition support.			
Targeted TA support in Early Years	TA support for individuals needing extra support – Reception class and who are pupil premium. He class TA runs phonics interventions throughout the day.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£24,048
SENCO intervention for self esteem and behaviour	To provide support and monitoring of children who find regulating their emotions a challenge.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£357
Budgeted cost: £ 37,194.92 Projection				
After School Club	Free allocated after school club places for families experiencing financial hardship. The after school provides an evening meal, homework support and play activities until 6.00pm.	Extending school time EEF (educationendowmentfoundation.org.uk) Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	1,2,3,5	£3043
Breakfast Club	Providing free breakfast club for disadvantaged children – 7.30am to 8.50am		1,2,3,5	£4990
Subsidies for school trips including school journey.	Provide resources for children and families not able to fund trips and visits.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4	£5850
Play therapist.	There are several children who are eligible for the PP grant, but who are also in need of 1 hour's play therapy with a qualified counsellor once per week. These sessions take place in school are designed to improve the confidence and well-being of the pupil.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5	£23 311.92
TOTAL PP SPEND	£136,770.00			

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INTERVENTION	DESCRIPTION	COST
Targeted training for Teaching and Support Staff	Ongoing training for delivering interventions and keeping abreast of new initiatives in school and raising attainment.	£3000
HT intervention	The headteacher takes reading and phonics groups for the equivalent of one hour per week to improve phonics and reading	£3543
Subsidies for school trips including school journey.	Provide resources for children and families not able to fund trips and visits.	£5850
Targeted TA support in Early Years	TA support for individuals needing extra support – Reception class and who are pupil premium. He class TA runs phonics interventions throughout the day.	£24,048
Close support for PP children	Some children affected by the pandemic have delayed learning behaviour. This TA works closely with them developing listening skills, sitting, listening and concentration and transition support.	£14,248.00
After School Club	Free allocated after school club places for families experiencing financial hardship. The after school provides an evening meal, homework support and play activities until 6.00pm.	£3043.00
Revision resources	Testing materials for KS1 & KS2 assessment including publications that PP children can take home.	£2,000.00
Additional TA in Year 1	We have chosen to have 2 teaching assistants in year 1 as there a large proportion of children eligible for the PP grant in this year group.	£10,952
Afternoon interventions for pupil premium children – 5 x TA support	To close the gap between children eligible for the pupil premium grant, we have produced a pupil premium intervention map. This shows the interventions that each child eligible for the PP grant is on. Interventions include 'catch up and keep up phonics', one to one reading, group reading, maths 'addressing misconceptions' arithmetic, writing, comprehension, handwriting and times tables.	£57,056

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Breakfast Club	Providing free breakfast club for disadvantaged children – 7.30am to 8.50am	£4990
Subscriptions for digital software packages.	These educational software packages are designed to provide activities and games to close the attainment gap.	£2037
SENCO intervention for self esteem and behaviour	To provide support and monitoring of children who find regulating their emotions a challenge.	£357
Spanish speaking TA to work those children receiving the PP grant and who also have English as a second language.	A teaching assistant comes in to school one day per week to assist children whose first language is Spanish, in speaking English fluently and accurately.	£5646
Play therapist.	There are several children who are eligible for the PP grant, but who are also in need of 1 hour's play therapy with a qualified counsellor once per week. These sessions take place in school are designed to improve the confidence and well-being of the pupil.	£23 311.92
	Total	£136,770.00

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