

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 our school.

## School overview

Detail	Data
School name	Pilgrim Academy
Number of pupils in school	279 (including nursery)
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Clark Executive Principal
Pupil premium lead	Andrew Clark Executive Principal
Governor / Trustee lead	Melanie Portlock Staff Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,495
Recovery premium funding	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,545

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention 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 work collectively as a team to identify potential barriers to learning for our disadvantaged pupils and how we can address learning needs, as individual teachers and support staff, as well as collectively as a school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have any other identified needs. 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 in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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're 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

Our curriculum is organised to provide all pupils with the skills and knowledge to achieve success in life. Our aims are to:

- Inspire and challenge all learners to aspire to high achievement;
- Provide a broad and balanced education for all students;
- Ensure students' knowledge is fully developed to support their social, moral, spiritual and cultural awareness to promote diversity and key values;
- Develop students who are tolerant, respectful and understanding;
- Provide equal opportunities for all students, with high expectations for every

learner ensuring appropriate levels of challenge and support;

- Develop key skills such as teamwork; independence, resilience; responsibility; and communication;
- Ensure students have a wide knowledge of career opportunities in a local and wider national context;
- Provide students with leadership opportunities to develop strength of character and self-confidence;
- Ensure pupils' have wider opportunities to develop an interest and fascination in subjects and topics that interest them or that might interest them;
- Consider barriers to learning, linked to the local context and the circumstances faced by individual students;
- Promote an awareness of key issues such as healthy living; democracy and national and international events.

## Challenges

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

Challenge number	Detail of challenge
1	A large number of pupils start school with reading, comprehension, oral language and communication skills that are below and well below average.
2	Outcomes for disadvantaged pupils have traditionally been lower than their peers in reading, writing and mathematics; outcomes were not as strong in 2022 for disadvantaged pupils, compared to their peers – however, in certain areas, the gap did narrow, in comparison with the previous year, which is pleasing and encouraging.
3	Readiness to learn, motivation, resilience and confidence barriers for disadvantaged children could have a detrimental effect on their academic progress; many pupils have significant SEMH needs.
4	A number of the disadvantaged pupils have special educational needs and a number of the disadvantaged pupils are vulnerable, and receive support from external agencies for a variety of reasons.
5	Parental support and low aspiration, outlined by the local context of the academy. In September 2019, North East Lincolnshire was ranked 16/324 areas (1 being the worst), when ranked across unhealthiness; crime; economic poor health and unqualified population. The academy is in the highest deprivation quintile band.

6	Attendance for disadvantaged pupils is lower than their peers; this is an on-going challenge, both for disadvantaged children and their peers.
7	The impact of Covid-19 is still real and having a negative impact on pupils who may have had to isolate for short or extended periods of time. This has had a significant impact on learning. This could be enhanced for some, due to a lack of technology which could have made home learning more challenging.

## 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
All pupils will have access to high quality teaching, including targeted interventions, and a well sequenced and broad curriculum will be offered across all key stages.	<p>Outcomes for pupils are strong across all key stages for all pupils;</p> <p>All pupils make, at least, good progress from their start of year baseline points;</p> <p>Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work;</p> <p>A full plan of interventions has ensured additional support has been put in place and has had an impact.</p> <p>Additional support, through catch-up funding, has supported identified individuals and has had an impact.</p> <p>A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching.</p>
Disadvantaged pupils gain cultural capital, through the curriculum, helping them to expand their knowledge and skills, enhance their talents, create wider and new interests; preparing them for next educational phase and life after school.	<p>The curriculum is broad and exciting and gives opportunities for all pupils to experience a full range of subjects on a weekly basis;</p> <p>A full programme of after school clubs is in place, which are well attended by pupils, including disadvantaged pupils;</p> <p>A wider enrichment programme is available for all pupils, including educational visits; external visitors and leadership opportunities;</p> <p>Pupils are exposed to potential employment opportunities, both locally and nationally to broaden their horizons; enthuse and engage and give them a goal to strive towards.</p>
Improved oral language skills and vocabulary among disadvantaged pupils, especially for younger pupils when they enter the school in Early Years and through KS1.	<p>Assessments and observations indicate significantly improved oral language among all pupils, including disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that attainment and progress for disadvantaged pupils is 'at least' as high as their peers.
Improved maths attainment and progress or disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that attainment and progress for disadvantaged pupils is 'at least' as high as their peers.
To achieve and sustain improved wellbeing for all pupils in our school, ensuring all SEMH needs are identified and addressed, particularly for our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in the number of children requiring additional support, both internally and externally</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 13%, based on historical figures, with the gap narrowed between disadvantaged pupils and their peers.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£78,822**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use resources for a DfE validated Systematic, Synthetic Phonics programme to secure stronger phonics teaching for all pupils – ensure training is in place for all staff, including liaising with the company to monitor any updates.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 7
Purchase of standardised diagnostic assessments, including investment in Testbase - training for staff to ensure assessments are interpreted and administered correctly.	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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 7
Invest in high quality CPD, including the National College and the NPQ programme to support teachers and curriculum leaders across all aspects of the curriculum to improve outcomes for disadvantaged pupils and their peers.	Generally, to provide staff with the tools to enhance best practice across a wide spectrum of areas to improve outcomes for all pupils.	1, 2, 7
Regularly re-visit provision and investment for reading, including on-line programmes and physical books, and resources for updating the new library with engaging and wide-ranging mate-	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words,	1, 2, 5, 7

rials.	<p>understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
Review the current staffing structure and timetable to explore the best use of human resources for delivery of the curriculum and to enhance CPD opportunities, including reviewing how senior leaders are deployed.	To allow senior leaders time to further develop key areas such as curriculum and to provide support for subject leaders to carry out their roles effectively to ensure high quality provision for the children.	
Continue to invest in materials and training to support the teaching of mathematics, including testing materials and resources to support bar modelling, through the White Rose programme and Third Space learning.	<p>Enable pupils to develop a rich network of mathematical knowledge</p> <p>Emphasise the many connections between mathematical facts, procedures, and concepts.</p> <p>Ensure that pupils develop fluent recall of facts.</p> <p>Teach pupils to understand procedures.</p> <p>Teach pupils to consciously choose between mathematical strategies.</p> <p>Build on pupils' informal understanding of sharing and proportionality to introduce procedures.</p> <p>Teach pupils that fractions and decimals extend the number system beyond whole numbers.</p> <p>Teach pupils to recognise and use mathematical structure.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	1, 2, 5, 7
Continue to monitor and review the new feedback and marking policy to ensure all pupils receive high quality feedback in order for them to make rapid progress in their learning, with an	<p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking.</p> <p>Studies of verbal feedback show slightly higher impacts</p>	1, 2, 3, 4, 7

emphasis on quality verbal feedback.	overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Purchase materials and resources across curriculum subjects to support the delivery of the wider curriculum to help motivate and engage pupils, with particular focus on certain areas such as Design & Technology, Music and RE to support delivery of the curriculum.	Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.	1, 2, 3, 4, 7
Linked to the above, provide quality CPD, both internally and externally to support staff with the delivery of the curriculum, particularly, in relation to sequencing and embedding secure knowledge across subject areas.	Support children with cultural capital, ensuring they have deep knowledge in different areas and are able to retrieve knowledge for various purposes.	1, 2, 3, 4, 7
Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 2, 3, 4, 7
Invest in time for middle leaders with particular responsibilities for key areas such as English, Mathematics and Teaching and Learning to research and support staff with relevant strategies. In addition, invest in time for wider subject leaders to monitor their subjects – this will include working with senior leaders and CPD to help them assess learning and progression across their subject	Generally, to support monitoring of teaching, marking and feedback and to support teachers with training to raise outcomes in reading, writing and mathematics and across the wider curriculum subjects.	1, 2, 7



areas.		
Review and monitor the current assessment systems, FFT assessment system, including add-ons, to help identify gaps in learning, especially for disadvantaged pupils. Explore other assessment systems, and where necessary, invest other systems, especially in relation to early Years and the wider curriculum subject areas.	<p>Use assessment to build on pupils' existing knowledge and understanding</p> <p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	1, 2, 4, 6, 7

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42,673.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in programmes such as the Nuffield Early Learning Intervention, to improve listening, narrative and vocabulary skills for disadvantaged pupils and their peers, who have relatively low spoken language skills.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 4, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Regular monitoring and screening to track progress and provide additional support, where necessary.	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p>	1, 2, 6, 7

	<a href="#">toolkit/phonics</a>	
Explore further options for using the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Provision so far, has varied in its quality and impact so any use will be carefully selected.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 6, 7
Investment in an additional teaching assistant, particularly to support identified pupils, including disadvantaged pupils, with SEMH barriers to learning. In addition, investment in widening the safeguarding and pastoral team to support identified children.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3, 4, 6, 7
A full programme of interventions to support disadvantaged pupils and their peers to enhance the teaching in the classroom, with a focus on academic catch-up, as well as addressing any other additional needs.	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3, 4, 6, 7

Investment in external agencies such as Fortis to provide play therapy for disadvantaged pupils to address individual needs to support their well-being and consequently enhance their learning.	Generally, we find that pupils who have support from such services are better prepared for learning.	1, 2, 3, 4, 6, 7
Invest in CPD for support staff, both internally and externally, to ensure quality provision is in place for the delivery of small group interventions.	Generally, to ensure the delivery of quality intervention programmes for pupils to improve outcomes.	1, 2, 7

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

Budgeted cost: **£12,049.50**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Investment in an EWO to support improved attendance for disadvantaged pupils, including targeted strategies to support individual families.	Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.	5, 6, 7
Linked to the above, investment in a new role of pastoral Support Assistant to support children/families with attendance concerns. In addition, change in responsibility for attendance amongst the senior leadership team to afford more time to the role.  Alongside this, invest time from admin support to assist and make attendance a higher priority.	Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.	5, 6, 7
Linked to both of the above, review and update the policies and procedures for improving attendance and punctuality and invest in weekly meetings with the wider team to make this area an even higher priority.	Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.	5, 6, 7
Investment in a wide range of support packages for staff to deliver enriching	Although SEL interventions are almost always perceived to	3, 6, 7

PSHE sessions to support well-being and other aspects of health.	<p>improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
In conjunction with the Sports Premium funding, ensure there is a vast array of opportunities for disadvantaged pupils to improve their health and fitness and be involved in a very wide range of sporting opportunities.	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4, 5,
Invest in a very full enrichment programme, including after school clubs and external visitors to widen interests; motivate and discover and encourage new talents. Linked to this is investment in a specialist secondary PE teacher to co-ordinate and monitor the provision for sports.	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Generally, we feel that any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4,
Provide opportunities for pupils to	The existing wider evidence	3, 4, 5,

<p>experience knowledge of potential career outlets, locally, regionally and nationally through liaising with businesses and companies.</p>	<p>suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective.</p> <p>However, we feel this is an area to focus on as part of our programme as there is not as tradition of higher education in our community.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	
<p>In conjunction with wider CPD and the new behaviour policy and procedures, continue to monitor incidents of low level disruption and address through whole school initiatives and individual support, where relevant for identified pupils, including support from the new pastoral team.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>3, 4, 6, 7</p>

**Total budgeted cost: £120,495**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The following summarises the attainment outcomes for Year 6 pupils, based on their SATs outcomes.

Key Stage 2 Outcomes (based on teacher assessment)	All pupils	Disadvantaged pupils	Non-disadvantaged pupils
% of pupils achieving the expected standard in reading, writing and mathematics	56.1%	38.9%	69.6%
% of pupils achieving the expected standard in reading	59.0%	44.4%	69.6%
% of pupils achieving the expected standard in writing	70.7%	61.1%	78.3%
% of pupils achieving the expected standard in mathematics	78%	72.2%	82.6%
% of pupils achieving the expected standard in GPS	80.5%	77.8%	82.6%
% of pupils achieving the higher standard in reading	19.5%	5.6%	30.4%
% of pupils achieving the higher standard in writing	12.2%	5.6%	17.4%
% of pupils achieving the higher standard in maths	26.8%	11.1%	39.1%
% of pupils achieving the higher standard in GPS	26.8%	5.6%	43.5%

- Outcomes were generally, very pleasing for the 2021-22 KS2 cohort, especially, in comparison with 2019, the last official data point.
- In comparison to 2019 outcomes, the last official data, outcomes were generally higher and vastly improved, in terms of progress measures.
- Of the 41 pupils, 24% were SEND and 44% were pupil premium.
- In terms of attainment, we achieved significantly above the national average for Mathematics and Grammar, Punctuation and Spelling and above the national average for writing.
- Though attainment in Reading was lower, progress in Reading was positive,

which was great, albeit, close to the national norm.

- In addition, progress was significantly positive in Writing and in Mathematics, progress was outstanding.
- This is the first time progress has been positive in all three subjects for a number of years: Reading (+0.1); Writing (+2.0) and Mathematics (+3.8).
- In each subject, progress was above the local authority national average, which is pleasing, as the local authority average was also good.
- Outcomes for disadvantaged pupils were lower than their peers, though in some areas, attainment was high, for example, in Maths and GPS.
- In comparison with last year's outcomes, the gap had narrowed in writing, maths and in reading, writing and maths combined, which is pleasing.
- In terms of internal progress across the academic year, progress of disadvantaged pupils was generally in-line with their peers, though it varied across year groups. For example, in Years 3 and 5, the progress gap was minimal and, in some subjects, progress was at a higher rate for disadvantaged pupils. There was a similar pattern in KS1, where the progress gap in Year 1 was minimal but wider in Year 2.

#### School-led tutoring:

- A tutor worked with 27 (21 PP) children in total, from Years 1 to year 6.
- Sessions lasted for 30 minutes for Years 1-4 and 45 minutes for Years 5-6.
- The vast majority of pupils had at least 15 hours tutoring – a small minority had 10-11 hours, who were additional pupils, following the original cohort.
- Some pupils, who were seen as a priority, received 25 hours of tutoring.
- worked closely with the teachers, delivering sessions, in conjunction with their needs and wishes from the teacher.
- The tutor fed back regularly to the teachers, updating them on progress.
- In total, the tutor delivered 468 hours of additional individual tutoring and we found this method of tutoring to have the greatest impact.

#### National Tutoring programme – FFT Lightning Squad reading tuition:

- This was an external reading programme, designed by FFT, one of our assessment partners.
- This was delivered by an external tutor who delivered daily 30-minute sessions in small groups of 3.
- In total, he saw 30 (22 PP) pupils who all received 15 hours of additional tutoring.
- In total, the tutor delivered 450 individual hours of tutoring.
- The children were engaged in the sessions and it did provide an opportunity for them to do an additional 30 minutes reading every day for 6 weeks. Impact was mixed.

#### In addition:

- Interventions have been regularly reviewed by teachers and adapted. Provision maps have not been used as extensively as in previous years and are being reviewed;
- Pupil progress meetings had a clear focus on disadvantaged children. Teachers

are asked to analyse data and identify any pupils who are not attaining or progressing in-line with their abilities. Teachers identify how they are addressing any concerns which is discussed with senior leaders.

- This was also a focus for all teachers' performance management targets.
- Strategies for improving outcomes formed one of our key priorities on our Development Plan, impact being reviewed and reported to governors termly;
- Targeted support was in place and significant investment was made in resources and additional support to support catch-up; this included the National Tutoring programme, as outlined;
- The above included supporting pupils with SEMH needs, both internally and externally;
- Heavy investment in certain projects took place to raise outcomes and engagement e.g. development of our wildlife areas and outdoor learning areas;
- The sensory room was used for specific interventions and aimed at children who need support for SEMH issues;
- There was a significant development in our means for communicating with parents, most notably through Microsoft teams and use of social media outlets, helping to raise the profile of achievement and engagement parents in learning;
- New initiatives took place in relation to behaviour; values; ethos, linked to training, which started to have an impact and will be continue to have an impact this year.
- Similarly, significant changes were made to the delivery of the wider curriculum which will start to have an impact this year.
- Although overall attendance in 2020/21 was higher than the preceding year, it was still below national expectations. Absence amongst disadvantaged pupils was significantly higher than their peers.

## Externally provided programmes

Programme	Provider
Play Therapy	Fortis
SEMH support	Compass Go
Educational Psychologist	Applied Psychologies
Music tuition	MAPAS
Music resources	Charanga
Languages support resources	Language Angels
Reading resources	Reading Solutions (Reading Plus) Spelling Shed, Big Club
Phonics resources	Bug Club
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Ed Shed
Maths resources	Third Space Learning, White Rose, Manga High, Testbase
Maths tutoring	National Tutoring Programme



Reading tutoring	FFT Lightning Squad
Sports fixtures and programme	NE Lincs Sports Partnership

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

In conjunction with other funding, general strategies to also enhance provision for all pupils, including disadvantaged pupils:

- Invest in time for curriculum leaders to improve provision and monitoring of their subject areas to further improve outcomes across the curriculum.
- Facilitate time for teachers to consider and identify individual barriers to learning and consequent learning needs for pupils to ensure strategies are put in place for individuals.
- Work collaboratively across the Trust to generate and share ideas and implement joint strategies to enhance learning.
- Ensure there are multiple opportunities to share and celebrate achievement with pupils and the wider Pilgrim Academy family through assemblies, social media and in person presentations.