Pupil premium strategy statement

This statement details our school's use of pupil premium 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	248 (including nursery)
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Clarke, Principal
Pupil premium lead	Rachel Clarke, Principal
Governor / Trustee lead	Melanie Portlock Staff Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,494
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,494

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	Traditionally, a large number of pupils start school with reading, comprehension, oral language and communicaton 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; however, in 2024: attainment improved from 2023 for PP pupils in all subjects: reading, writing and maths (combined); and reading, writing, mathematics and GPS.
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. The number of pupils with SEMH has increased significantly over the last 2 years.
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.
7	The impact of Covid-19 is still real and having a negative impact on pupils. This has had a significant long-term impact on learning. This is an on-going issue as we constantly work hard to close the gaps.

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.	Outcomes for pupils are strong across all key stages for all pupils; All pupils make, at least, good progress from their start of year baseline points; Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work; A full plan of interventions has ensured additional support has been put in place and has had an impact. Additional support, through catch-up funding, has supported identified individuals and has had an impact. A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching.
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.	The curriculum is broad and exciting and gives opportunities for all pupils to experience a full range of subjects on a weekly basis; A full programme of after school clubs is in place, which are well attended by pupils, including disadvantaged pupils; A wider enrichment programme is available for all pupils, including educational visits; external visitors and leadership opportunities; 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. There is a full Personal Development Programme in place.
Improved oral language skills and vocabulary among disadvantaged pupils, especially for younger pupils when they enter the school in Early	Assessments and observations indicate significantly improved oral language among all pupils, including disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Years and through KS1.	
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes in 2025 show that attainment for disadvantaged pupils continues to improve and the gap continues to narrow.
Improved maths attainment and progress or disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show that attainment for disadvantaged pupils continues to improve and the gap narrows.
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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in the number of children requiring additional support, both internally and externally • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • 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.

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: **£68,696.40**

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 new 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 7
Purchase of standardized diagnostic assessments, including investment in Testbase - training for staff to ensure assessments are interpreted and administered correctly. Continue to use Learning by Questions programme. Invest in new iPads for Year 6 to support the impact of these programmes.	Standardised tests and the programmes highlighted 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 and help support next steps: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	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

Also continue to access support from the Learn SEND hub to support individuals and whole groups in areas such as adaptive teaching.		
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 materials.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 5, 7
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. Invest in additional staffing to support periods of absences e.g. maternity cover. Invest in additional leadership to support the delivery of high quality teaching.	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.	Enable pupils to develop a rich network of mathematical knowledge Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts. Teach pupils to understand procedures. Teach pupils to consciously choose between mathematical strategies. Build on pupils' informal understanding of sharing and	1, 2, 5, 7

	proportionality to introduce procedures. Teach pupils that fractions and decimals extend the number system beyond whole numbers. Teach pupils to recognise and use mathematical structure. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Continue to monitor and review the 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 emphasis on quality verbal feedback.	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4, 7
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	1, 2, 3, 4, 7

	responsibility for their learning and develop their understanding of what is required to succeed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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 areas. Invest in additional teaching cover to support subject leaders and middle leaders to monitor subjects and identify areas of support.	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
Review and monitor the current assessment systems, 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. Use the new MIS system, Bromcom to implement new assessment system, moving away from current system DOL.	Use assessment to build on pupils' existing knowledge and understanding 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2, 4, 6, 7

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

Budgeted cost: **£34,348.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in programmes such to improve listening, narrative and vocabulary skills for disadvantaged pupils and their peers, who have relatively low spoken language skills. Nuffield Early Learning Intervention used, as an example.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 6, 7
Explore further options for using targeted tutoring either through external or internal support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3, 4, 6, 7
Investment in additional staffing, particularly to support identified pupils, including disadvantaged pupils, with SEMH barriers to learning. In addition, investment in widening the	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent	1, 2, 3, 4, 6, 7

safeguarding and pastoral team to support identified children.	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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. Review provision mapping system using new Bromcom system.	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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: **£11,449.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued 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, continued investment in pastoral Support Assistant to support children/families with concerns. In addition, maintain responsibility for attendance amongst the senior leadership team and ensure adequate time for the role. Alongside this, invest time from admin support to assist to continue to make attendance a high 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 PSHE sessions to support well-being and other aspects of health.	Although SEL interventions are almost always perceived to 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.	3, 6, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4, 5,
Invest in a very full enrichment programme, including after school clubs and external visitors to widen interests; motive 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.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Generally, we feel that any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4,
Provide opportunities for pupils to experience knowledge of potential career outlets, locally, regionally and nationally through liaising with businesses and companies. Invest in new leader with specific responsibility for Personal Development.	The existing wider evidence 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. However, we feel this is an area to focus on as part of our	3, 4, 5,

	programme as there is not as tradition of higher education in our community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
In conjunction with wider CPD and the 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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4, 6, 7

Total budgeted cost: £114,494

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 2023 to 2024 academic year (green indicates an improvement on outcomes for the previous cohort.

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	Pupil Premium pupils	Non-Pupil Premium pupils
% of pupils achieving the expected standard in reading, writing and mathematics	70%	57.1%	81.3%
% of pupils achieving the expected standard in reading	77%	71.4%	81.3%
% of pupils achieving the expected standard in writing	77%	71.4%	81.3%
% of pupils achieving the expected standard in mathematics	83%	71.4%	93.8%
% of pupils achieving the expected standard in GPS	80%	78.6%	81.3%
% of pupils achieving the higher standard in reading	30%	21.4%	37.5%
% of pupils achieving the higher standard in writing	20%	7.1%	31.3%
% of pupils achieving the higher standard in maths	30%	21.4%	37.5%
% of pupils achieving the higher standard in GPS	43%	28.6%	56.3%

- There were 30 pupils in the cohort – 14 (47%) were Pupil Premium. This is a slight increase on last year.
- Outcomes were extremely pleasing for the 2023-44 KS2 cohort, and there were many improvements, relating to outcomes for all, for PP pupils and for non-PP pupils.

All pupils:

- For all pupils, those achieving the expected standard in reading, writing and maths improved by 7% (63% to 70%) and was 9% higher than the national figure (70% compared to 61%).
- For all pupils, those achieving the expected standard in reading improved by 5% (72% to 77%) and was 3% higher than the national figure (77% to 74%).
- For all pupils, those achieving the expected standard in writing improved by 1% (76% to 77%) and was 5% higher than the national figure (77% to 72%).
- For all pupils, those achieving the expected standard in mathematics improved by 7% (76% to 83%) and was 10% higher than the national figure (83% to 73%)
- For all pupils, those achieving the expected standard in GPS decreased by 5% (85% to 80%) but was 8% higher than the national figure (80% to 72%)
- For all pupils, those achieving the higher standard in reading improved by 8.3% (21.7% to 30%) and was 2% higher than the national figure (30% to 28%).
- For all pupils, those achieving the higher standard in writing improved by 2.6% (17.4% to 20%) and was 8% higher than the national figure (20% to 12%).
- For all pupils, those achieving the higher standard in mathematics improved by 14.8% (15.2% to 30%) and was 7% higher than the national figure (30% to 23%)
- For all pupils, those achieving the higher standard in GPS increased by 15% (28% to 43%) but was 12% higher than the national figure (43% to 31%)

Pupil Premium Pupils:

Overview:

- For those achieving the expected standard, attainment improved from 2023 for PP pupils in all subjects: reading, writing and maths (combined); reading, writing, mathematics and GPS.
- For those achieving the higher standard, attainment improved from 2023 for PP pupils in reading, maths and GPS but dipped slightly in writing.
- The attainment gap for PP pupils narrowed in reading, writing and GPS but widened slightly for the combined figure and for mathematics.

Reading, Writing and Mathematics (combined):

- 57.1% of PP pupils achieved the expected standard in reading, writing and mathematics. This was an improvement of 7.1% from 50% in 2023.
- The gap widened slightly by 1.1% from -23.1% in 2023 to -24.2% in 2023.

Reading:

- 71.4% of PP pupils achieved the expected standard in reading. This was an improvement from 65% in 2023.
- 21.4% of PP pupils achieved the higher standard in reading. This was an improvement from 10% in 2023.
- The attainment gap for PP pupils achieving the expected standard, narrowed from -11.9% in 2023 to -9.9% in 2024.
- The attainment gap for PP pupils achieving the higher standard, narrowed from -20.8% in 2023 to -16.1% in 2024.

Writing:

- 71.4% of PP pupils achieved the expected standard in writing. This was an improvement from 70% in 2023.
- 7.1% of PP pupils achieved the higher standard in writing. This was a decrease from 10% in 2023.
- The attainment gap for PP pupils achieving the expected standard narrowed from -10.8% in 2023 to -9.9% in 2024.
- The attainment gap for PP pupils achieving the higher standard widened from -13.1% in 2023 to -24.2% in 2024.

Mathematics:

- 71.4% of PP pupils achieved the expected standard in mathematics. This was an improvement from 65% in 2023.
- 21.4% of PP pupils achieved the higher standard in mathematics. This was an improvement from 10% in 2023.
- The attainment gap for PP pupils achieving the expected standard widened from -19.6% in 2023 to -22.4% in 2024.
- The attainment gap for PP pupils achieving the higher standard widened from -9.2% in 2023 to -16.1% in 2024.

Grammar, Punctuation and Spelling:

- 78.6% of PP pupils achieved the expected standard in GPS. This was an increase from 75% in 2023.
- 28.6% of PP pupils achieved the higher standard in GPS. This was an increase from 20% in 2023.
- The attainment gap for PP pupils achieving the expected standard narrowed from -17.3% in 2023 to -2.7% in 2023.
- The attainment gap for PP pupils achieving the higher standard widened from -14.6% in 2023 to -27.7% in 2023.

<u>*In addition:*</u>

- Interventions have been regularly reviewed by teachers and adapted.
- Pupil progress meetings had a clear focus on PP 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 for identified children.
- The above included supporting pupils with SEMH needs, both internally and externally;
- Investment in certain projects took place to raise outcomes and engagement e.g. development of our sensory room.
- The sensory room was used for specific interventions and aimed at children who need support for SEMH issues;

- Attendance Rates for disadvantaged pupils over 2023/24 was 90.2% compared with 2022/23 which was 91.53%, and 2021/22 which was 90.51%.

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, Learning by Questions
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, Learning by Questions
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.