

## 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	213 (including nursery)
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Janine King, Principal
Pupil premium lead	Janine King, Principal
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,514
<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	£110,514

# 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 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Outcomes for disadvantaged pupils have traditionally been lower than their peers in reading, writing and mathematics; although this gap narrows, it remains significant at the end of KS2.
3	Readiness to learn, motivation, resilience and confidence barriers for disadvantaged children have a detrimental effect on their academic progress; the impact of Covid-19 has had a significant long-term impact on learning. This is an on-going issue as we constantly work hard to close the gaps.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, who receive support from external agencies for a variety of reasons. The number of pupils with SEMH has increased significantly over the last few years.
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 non-disadvantaged peers.

## 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>Targeted interventions ensure additional support has been put in place and has had an impact.</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>After school clubs are 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 2025/26 show that attainment for disadvantaged pupils continues to improve and the gap continues to narrow.

<p>Improved maths attainment and progress or disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2025/26 show that attainment for disadvantaged pupils continues to improve and the gap narrows.</p>
<p>Achieve and sustain improved wellbeing for all pupils in our school, ensuring all SEMH needs are identified and addressed using Trauma-Informed approaches, particularly all pupils, including disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing 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>
<p>Ensure improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below national, 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: **£20,314.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use resources from a DfE validated Systematic, Synthetic Phonics programme (Bug Club) 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.  <a href="#">Phonics   EEF</a>	1, 2
Continue to use standardized diagnostic assessments, including 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 4 to support improvements in MTC.	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:  <a href="#">Education Endowment Foundation   EEF</a>	1, 2, 3
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.  Also continue to access support from the Learn SEND hub to support individuals and whole groups in areas such as adaptive teaching.	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, 3
Regularly re-visit provision and investment for reading, including on-line programmes and physical books, and	Effective diagnosis of reading difficulties is important in identifying possible solutions,	1, 2, 3, 5

<p>resources for updating the new library with engaging and wide-ranging materials.</p>	<p>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.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	
<p>Invest in whole school CPD Trauma-Informed Schools UK to ensure a consistent, trauma-informed approaches to support pupils with positive behaviour.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>3, 4, 5, 6</p>
<p>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 Number Sense.</p>	<p>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 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.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>1, 2, 3, 5</p>

<p>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.</p>	<p>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. <a href="#">Feedback   EEF</a></p>	<p>1, 2, 3, 4, 5</p>
<p>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 &amp; Technology, Music and RE to support delivery of the curriculum.</p>	<p>Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.</p>	<p>1, 2, 3, 4, 6</p>
<p>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.</p>	<p>Support children with cultural capital, ensuring they have deep knowledge in different areas and are able to retrieve knowledge for various purposes.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning.</p>	<p>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.</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>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.</p>	<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</p>	<p>1, 2, 3</p>

Use the new MIS system, Bromcom to implement new assessment system.	not know. This should inform the planning of future lessons and the focus of targeted support.  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£69,983.30**

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.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  <a href="#">Oral language interventions   EEF</a>	1, 2, 3
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.  <a href="#">Phonics   EEF</a>	1, 2, 3
Investment in additional staffing, 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.	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.	1, 2, 3, 4, 5, 6

	<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="#">Social and emotional learning   EEF</a></p>	
<p>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.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>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.</p>	<p>Generally, we find that pupils who have support from such services are better prepared for learning.</p>	<p>1, 2, 3, 4</p>
<p>Invest in CPD for support staff, both internally and externally, to ensure quality provision is in place for the delivery of small group interventions.</p>	<p>Generally, to ensure the delivery of quality intervention programmes for pupils to improve outcomes.</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£20,216.50**

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.	2, 5, 6
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.	2, 5, 6
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.	2, 5, 6
Investment in The Story Project and its resources 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.  <a href="#">Social and emotional learning   EEF</a>	1, 3, 4, 6

<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. Corefulness programme used in EYFS and KS1 to promote fine and gross motor development.</p>	<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="#">Physical activity   EEF</a></p>	<p>3, 4, 5, 6</p>
<p>Invest in a very full enrichment programme, including after school clubs (Junior Jam) 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>	<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="#">Physical activity   EEF</a></p>	<p>3, 4, 5, 6</p>
<p>Provide opportunities for pupils to experience knowledge of potential career outlets, locally, regionally and nationally through liaising with businesses and companies.</p> <p>Invest in new leader with specific responsibility for Personal Development.</p>	<p>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.</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="#">Aspiration interventions   EEF</a></p>	<p>3, 4, 5, 6</p>
<p>In conjunction with TISUK 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</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour</p>	<p>3, 4, 6, 7</p>

<p>identified pupils, including support from the new pastoral team.</p>	<p>approaches to reduce overall disruption and provide tailored support where required.</p> <p><a href="#">Behaviour interventions   EEF</a></p>	
<p>Investment in OPAL (Outdoor Play and Learning) to improve outdoor playtimes leading to greater engagement, improved behaviour and better outcomes for all pupils</p>	<p>There is evidence indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	<p>3, 4, 5, 6</p>

**Total budgeted cost: £110,514**

## 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 (43)	Pupil Premium pupils (19)	Non-Pupil Premium pupils (24)
% of pupils achieving the expected standard in reading, writing and mathematics	65%	61%	68%
% of pupils achieving the expected standard in reading	72%	72%	72%
% of pupils achieving the expected standard in writing	79%	72%	84%
% of pupils achieving the expected standard in mathematics	77%	72%	80%
% of pupils achieving the expected standard in GPS	77%	72%	80%
% of pupils achieving the higher standard in reading	30%	22%	36%
% of pupils achieving the higher standard in writing	7%	6%	8%
% of pupils achieving the higher standard in maths	19%	17%	20%
% of pupils achieving the higher standard in GPS	30%	33%	28%

#### **All pupils:**

- For all pupils, those achieving the expected standard in reading, writing and maths was 65%, 3% higher than the national figure.
- For all pupils, those achieving the expected standard in reading improved was 72%, 3% below the national figure.
- For all pupils, those achieving the expected standard in writing improved by 2% from 2024, and was 79%, 7% higher than the national figure.

- For all pupils, those achieving the expected standard in mathematics was 77%, 3% higher than the national figure.
- For all pupils, those achieving the expected standard in GPS was 77%, 4% higher than the national figure.
- For all pupils, those achieving the higher standard was below national in all subjects.

***Pupil Premium Pupils:***

***Overview:***

- For those achieving the expected standard, attainment improved from 2024 for PP pupils in all subjects: reading, writing and maths (combined); reading, writing, mathematics, but fell slightly in GPS.
- For those achieving the higher standard, attainment improved from 2024 for PP pupils in reading and GPS but dipped slightly in writing and maths.
- The attainment gap for PP pupils at the expected standard narrowed in reading, writing and maths combined, and in maths. There is no gap in reading but the gap widened slightly for writing and GPS mathematics.
- The attainment gap for PP pupils at the higher standard narrowed in reading, writing and maths combined, and in reading, writing and maths individually. PP pupils outperformed non-PP pupils in GPS at the higher standard.

***In addition:***

- 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;
- The sensory room was used for specific interventions and aimed at children who need support for SEMH issues;
- Attendance Rates for disadvantaged pupils for 2024/25 was 88.8% which was a decline on 2023/24 (89.2%).

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Play Therapy	Fortis
SEMH support	Compass Go, ELSA, TISUK
Educational Psychologist	Applied Psychologies

Music tuition	MAPAS, Rocksteady
Music resources	Kapow
Languages support resources	Language Angels
Reading resources	Reading Solutions (Reading Plus) Spelling Shed, Bug Club, Learning by Questions
Phonics resources	Bug Club
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Ed Shed
Maths resources	White Rose, Testbase, Learning by Questions, Number Sense
Sports fixtures and programme	NE Lincs Sports Partnership
Outdoor Learning	OPAL