

Pupil premium strategy statement

PILGRIM PRIMARY ACADEMY

September 2021- December 2024

3 year plan - last revised September 2023-24



This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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 Primary Academy
Number of pupils in school	383 (Sept 2023) 397 (at review Dec 2023)
Proportion (%) of pupil premium eligible pupils	46% (Sept 2023) 49% (at review Dec 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Lisa Meek
Pupil premium lead	Lisa Meek
Governor / Trustee lead	Dr Andrew Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,426

Recovery premium funding allocation this academic year	£26,245
Pupil premium funding carried forward from previous years	£0
Catch Up premium funding carried forward from previous years	£0
Total budget for this academic year	£ 296,671
Total cost of this plan	£296,671
Contribution towards this plan from school budget	£0

Part A: Pupil premium strategy plan - Statement of intent

Our intention at Pilgrim is that all pupils, irrespective of their background, disadvantage or the challenges they may face, make good progress and achieve well across all curriculum subjects. The focus of our pupil premium strategy is to ensure specifically that identified barriers to disadvantaged pupils achieving are addressed so they thrive academically, socially and emotionally.

Background evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. These are pupils from the following nationally identified groups:

- Children in receipt of free school meals
- Looked-after and previously looked-after children
- Children who have a parent(s) serving in HM Forces

We also intend to use our pupil premium funding for pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer
- require additional provision for social, emotional and mental health needs

We have some intended key principles when meeting the needs of disadvantaged pupils at Pilgrim Primary Academy. Many of these approaches are at little or no cost to the Pupil Premium Grant but build a whole school culture and collective determination that all children can and will succeed.

Building excellent teaching practice and learning attitudes in each classroom:

- ensuring that every class has an outstanding teacher and a well-designed curriculum
- embedding 'learning to learn' conversations to ensure learning is tangible, specific and measurable so that all learners can recognise their learning progress whatever their starting points, aspire to attain their next steps and build motivation
- ensure disadvantaged pupils are appropriately challenged and supported in their learning
- build a community of learning amongst teaching staff through highly impactful CPD and peer coaching models so that staff are continually challenged to improve practice

Promote equitable outcomes through our targeted approaches - understand that pupils who are disadvantaged often need more and they need the best to enable identified gaps in achievement to narrow

- embed a culture of collective efficacy amongst all teaching staff ensuring that our most disadvantaged learners are championed daily; ensure they are known, understood and specifically supported to meet raised expectations in universal and targeted teaching provisions
- Increase capacity for specialist staffing and learning programmes to target areas of identified need such as early reading, oracy and speech and language for our most vulnerable learners
- monitor and track disadvantaged pupils and groups robustly, review this diagnostically and act upon resulting data to accelerate rate of progress
- employ evidenced-based improvement approaches
- Evidence consistently demonstrates the positive impact that timely, targeted academic support can have. Offer targeted academic interventions to narrow attainment gaps and increase rates of progress for disadvantaged pupils from all attainment groups, including accelerating rates of progress for are most able pupils. Use of National Tutoring

Programmes and interventions beyond the school day for our pupils most vulnerable to delayed progress

Seek to know our disadvantaged pupils individually and deeply to understand the wider context for each child with the intent to address all developmental barriers (not just the academic)

- Specifically identify and track the wider individual needs of pupils (including social, emotional, behavioural, attendance, historic and current trauma, etc.)
- Implement wider strategies that target non-academic barriers to success, such as improved attendance, behaviour and social and emotional support, including providing positive experiences that build personal development.
- Value the intention that our pupils develop their physical and mental health and well-being as a key contributing factor to achieving their future aspirations.

We will monitor the impact of our plan through:

- Identifying key criteria for success, such as tracking progress and attainment data or tracking behaviours and attitudes
- Talking with our children and families
- Reporting to Governors and Trustees

In summary, our intent is to use our Premium funding responsibly and to ensure best impact so that **all** pupils, regardless of disadvantages, can thrive **academically, mentally, emotionally and socially** in order to achieve success in learning and wider life.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of language comprehension and reading skills:</p> <p>Assessments, observations and discussions with pupils indicate a language and vocabulary gap among many disadvantaged pupils. This negatively impacts their acquisition and word comprehension and their understanding of reading. Additionally, oral language and communication skills are especially poor on entry to EYFS provision and limit the pupils' ability to communicate and understand spoken instructions. The delay in acquisition of age appropriate language skills and vocabulary comprehension impacts negatively on all curriculum areas but most notably early reading in EYFS/KS1. Poor language comprehension (often also due to an identified SEN) continues to be a barrier to general comprehension in reading within KS2. Assessment, observations and discussions with pupils indicate a poor reading attitude and limited exposure to high quality reading experiences beyond the immediate school environment. This is evident from Reception through KS1 and KS2 and, in general, is more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Lower levels of overall attainment on entry:</p> <p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils in most cohorts is below that of non-disadvantaged pupils, and significantly below in the Early Years and Key Stage 1.</p> <p>However, typically by the end of KS2, the progress of Dis pupils accelerates over time and the gap between Dis v Non dispopulations has narrowed to significantly less than the National Dis v non Dis attainment gap (in all subjects and for EXS+ and GDS). The challenge is maintaining the level of intervention for DIS pupils to enable this.</p>
3	<p>Higher proportion of SEN pupils in the Disadvantaged population:</p> <p>The SEN and Disadvantaged groups overlap disproportionately compared to other groups in school; 63% of our SEN pupils are disadvantaged and this trend has risen over the last 3 years (61% in 2021/22). Child Protection needs are also significantly higher in this group.</p> <p>In 2022/23, 33% of the PP children are SEN compared with 21% of the non PP children being SEN (this figure was 35% of the PP children are SEN compared to only 17% of the non PP children being SEN in 2021/22). The nature of need in the SEN/Pupil Premium population in school is principally and increasingly identified as either poor literacy and communication skills and /or poor SEMH (predominantly due to environmental factors disruption to early emotional and social development caused by historic trauma and adverse experiences). High numbers of disadvantaged pupils require social, emotional and mental health support in order to enable them to remain focused on academic learning This can lead to unregulated emotions and challenging behaviours.</p>

4	Overall attendance of disadvantaged groups is slightly below that of other children: Our attendance data indicates that attendance among disadvantaged pupils continues to be lower than for non-disadvantaged pupils. Historically, this is caused by a higher level of persistent absenteeism in the disadvantaged group. Analysis shows that the disadvantaged pupils who are persistently absent are typically pupils in families with a wide range of additional pastoral and welfare needs (with a large proportion being those receiving support such as Early Help, Team Around Me or having social care involvement at CIN or higher).
5	The additional needs of the wider family: A higher proportion of disadvantaged pupils come from families who have additional needs. Challenges for parents and carers beyond those caused by financial disadvantage such as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to home support and interrupt positive engagement with school.
6	Observations and discussions with pupils and families have identified social and emotional issues for many of pupils, including the most disadvantaged, notably resulting in poor self-regulation and emotional resilience strategies, and the subsequent impact this has on behaviour and general readiness to learn.

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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.

Overall - Intended outcome	Success criteria
Attainment in Reading, Writing and Maths	Attainment for Disadvantaged pupils is in line with or greater than National average The gap between the attainment of Dis v Non Dis pupils is equal or less than National average
Progress in Reading, Writing, Maths and GAPS	Achieve in line with or above national average attainment by the end of KS2 and achieve average or better progress scores in KS2 (0+)
Attendance	Ensure attendance of disadvantaged pupils is in line with National Average Ensure PA of Disadvantaged pupils is in line with or better than National Average
Phonics	Achieve above national average expected standard in PSC (90%+ in Y1)

Intended outcome	Success criteria
Continue to accelerate the progress of disadvantaged pupils in all subjects to further reduce any in-school gaps in attainment. Reviewed during pupil progress meetings and analysed/monitored via in school tracking/gaps analysis reports with particular focus on cohorts with	Attainment gap between disadvantaged and non disadvantaged pupils is reduced (whole school and individual cohorts) due to the accelerated progress of this group in all subjects. Data demonstrates that disadvantaged pupil attainment and progress is in line with or above National comparisons in FS/KS1/KS2 and that this is sustained over time

<p>Improved Oral and Communication skills in all year groups but rapid improvement in EYFS and KS1 pupils so that early Speech and Language intervention impacts positively on all outcomes across the curriculum and supports good progress and attainment in Literacy and Numeracy.</p> <p>Pupils eligible for PP in Foundation Stage make rapid progress in phonics from their low starting points so that in Y1 they can exit the phonics programme and progress more rapidly onto independent reading for comprehension.</p> <p>Improved understanding and use of 2nd/3rd layer vocabulary throughout school to support general improvements in oracy and thinking/comprehension ability.</p>	<p>End of EYFS:</p> <ul style="list-style-type: none"> - % gap between disadvantaged and non disadvantaged pupils attaining GLD continues to narrow - Reduce gap in phonics attainment at exit EYFS between disadvantaged pupils and non disadvantaged peers - Maintain the above average progress of EYFS PP pupils from 2022/23 - GLD average of +4.2 points progress where expected progress = +3 points. <p>Phonic Screening Y1:</p> <ul style="list-style-type: none"> - Maintain the positive trend of PP pupils attaining as well or better than their National disadvantaged peers <p>KS1 and 2:</p> <p>Improved oracy and vocabulary comprehension will support better outcomes in reading comprehension and maths reasoning ability</p>
<p>Maintain the good progress of SEND pupils, supported by focused individual & small group learning and additional provisions</p>	<p>SEND pupils making good progress from their lower starting points. Disadvantaged SEND pupils make at least the same progress as their non- Dis SEND peers.</p>

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<p>Improved personal development, behaviour and well being for the disadvantaged pupils. For children to come to school ready to engage in learning and be supported to deal with external influences. Pupils have access to a range of additional welfare services to support them with this need.</p> <p>Parents are supported to address specific family barriers that may impact on their ability to support their children</p>	<p>Learning mentors and Counsellor, PSA and ELSA teaching assistants, HLTA Pastoral Lead, MAST/CAMHS and Educational Psychology teams are available for pupils and families.</p> <p>Tracking of participation and outcomes from use of these services can demonstrate improved outcomes for pupils and families</p> <p>Parents and family support by PSA shows impact through rates of engagement, attendance and outcomes for specific and targeted groups (family learning sessions, etc.)</p> <p>Behaviour tracking (with a focus on disadvantaged pupils) shows improved behaviours over time and a reduction of higher -level sanctions for identified pupils.</p>
<p>Improved attendance for all pupils but most improved in the disadvantaged pupil group, measured in weekly attendance figures and termly EWO attendance meetings/individual pupil attendance tracking</p>	<p>Overall Attendance at or close to the current national average Also:</p> <ul style="list-style-type: none"> - Gap to narrow between disadvantage pupils attendance and non-disadvantaged pupil attendance - Further reduction in % pupils persistently absent (10 or more sessions) and reduce the gap between the % of DAP who are PA and non DAP 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)

Intended budgeted costing : £102690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all pupils have access to a cohesive and progressive curriculum for PSHE to support their personal development and their ability to positively affect their well-being:</p>	<p>The JIGSAW and REST materials provide a full and comprehensive curriculum to support the effective development of personal, social, emotional and health and mental well-being of children. The REST curriculum materials support pupil development of emotional and social resilience.</p> <p>Building on our established Visible Learning pedagogical approach, JIGSAW lessons will enable a whole school language to embed to enable pupils to effectively discuss, express and understand all aspects of PSHE curriculum.</p>	6
<p>Ensure that all pupils have access to a high quality Reading curriculum.</p> <p>1.Ensure quality first teaching and tracking of phonics and early reading:</p> <ul style="list-style-type: none"> ● Provide enhanced training for the teaching of Phonics and Early reading (RWInc) 	<p>Sutton Trust/EEF: effective teaching of phonics +5 months. Grouping of pupils provides targeted support phonics/ literacy activities at required level</p> <p>Sutton Trust/EEF: Developing reading comprehension strategies + 6 months</p>	1, 2, 3

<p>online training portal and training video subscription)</p> <p>2 .Provide quality intervention for pupils at risk of making expected progress (focus on DAP) in phonics and reading through school:</p> <p>0.5 additional SEN specialist Teacher to provide additional coordination of reading recovery interventions in KS2 for pupils in the lowest 20% and who need to rapidly catch up (including pupils who have English as a second language and who are new to the English reading curriculum)</p> <p>3. Ensure effective and impactful leadership of the provision for Reading throughout school through the regular release of the Phonics Manager and English Leader (0.4 HLTA cover release):</p> <ul style="list-style-type: none"> • weekly monitoring of Early Phonics • engagement with wider consultants and professionals (RWINc consultancy and Ilsham Hub) • Embed and monitor the quality of the discrete teaching of reading in all year groups in order to accelerate progress in comprehension skills and fluent reading 		
<p>Increased adult support in EYFS to ensure the development of positive characteristics of learning and low on entry CLL in readiness for EYFS and Y1 curriculum</p> <p>1 x additional TA within the EYFS unit to support positive integration to school life for pupils with low on entry attainment and/or low on entry social skills.</p>	<p>Sutton Trust/EEF: Early Years Intervention +6 month Overall <i>the evidence suggests that early years and pre - school intervention is beneficial with above average levels of impact (a typical impact of six additional months' progress)</i></p>	<p>1, 3 & 6</p>
<p>Widen the use of resources that pupils access at both home and at school to strengthen the impact of home learning and additional practise activities; for pupils to readily revisit learning gaps and to practise new skills taught in school:</p> <p>1. Online platforms to access via Google Classroom or via Chromebooks in school and ported to home (Y4-6)</p>	<p>Sutton Trust/EEF: Impact of Homework +5 month Overall <i>Relatively high impact for low cost Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</i></p> <p><i>Studies involving digital technology typically have greater impact (+ 6 months).</i></p>	<p>2</p>

<p>The retention of a non-class based SENCo to maintain the good progress of SEND pupils through a well-coordinated SEN offer, including the coordination of in-school adapted provisions for pupils with more complex SEMH and Communication, Language, Literacy needs.</p>	<p>This is essential to ensure that pupils are supported to access outside agencies and parents are fully engaged with IEPs/EHCPs.</p> <p>Enhanced SENCo and specialist teacher services will enable the needs of the high proportion of PP SEN pupils to have needs met and therefore make progress at least in line with non PP SEN peers.</p> <p>Focussed group activities and very specific SEND intervention/provisions will be effectively monitored and supported by SENCo</p>	2 & 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Intended budgeted cost: £ 69810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification and intervention for pupils with speech and language issues</p> <ul style="list-style-type: none"> 1 x Speech and language Therapist (1 day per week) 2 x Speech and Language specialist Teaching Assistants (non- class based, 1 x Full Time/ 1 x 0.6 TAs) to support daily and weekly one to one and small group Sp + L programmes 	<p>The Communication Trust - Talking About a Generation Report (March 2017): <i>Up to 50% of children starting school in the most disadvantaged areas will have speech, language and communication needs (SLCN). In school-aged children the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of disadvantage.</i></p> <p>Sutton Trust/EEF: Communication and Language Approaches +6 months <i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</i></p>	1, 2 & 3

<p>Provide school based academic mentoring and t one to one or small group tuition for disadvantaged pupils at risk of not making expected progress overall or to provide additional instruction in specific areas of learning:</p> <p>Provision for 1 full time Academic Mentor KS2</p>	<p>Sutton Trust/EEF One to One Tuition + 5 months on average: <i>...but studies undertaken in primary schools tend to show greater impact (+6 months)</i></p> <p>Small group tuition + 4 months progress: <i>...small group tuition is effective and the smaller the group the better...Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p>	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £124171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barriers to learning and engagement can be removed for pupils requiring support with social, emotional, mental health issues (and emotional dysregulation)</p> <p>Provide a comprehensive and easily accessible range of inclusion services and therapeutic disciplines:</p> <ul style="list-style-type: none"> ● Plymouth Excellence Cluster MAST (Multi Agency Support Team): services ● 1 x pupil Counsellor (0.2) ● Educational Psychology - enhanced services purchase (19 days additional to LA EP offer to enable EP support to be regularly scheduled in to support pupils and families) ● Access to additional MAST family services, school based pastoral team, enhanced training packages for family support – through PEC/PLP membership <p>Provide additional school-based pastoral services for families:</p> <ul style="list-style-type: none"> ● 1 HLTA Pastoral and Welfare Lead to coordinate family services and provide additional safeguarding capacity to support Early Help for families <p>Provide staff supervision for pastoral teams</p>	<p>Children who are not socially and emotionally regulated cannot learn. The impact of multiple historic and current trauma on mental health and concentration is well evidenced. Pupils who are emotionally well regulated will engage in learning and make progress.</p> <p>Sutton Trust/EEF: Social and emotional Learning + 4 Months. <i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning</i></p>	3, 5 & 6

<p>Provide screening and bespoke interventions for pupils who have social and/or emotional delay due to individual needs and/or have experienced adverse experiences</p> <p>1 x Trauma Informed Schools trained HLTA to lead Inclusion and Engagement Team</p>	<p>Sutton Trust/EEF: Social and emotional Learning + 4 Months. <i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning</i></p> <p>School has lower than national % of FTE and 0 permanent exclusions over several years</p> <p>Individual pupil internal progress tracking (SEMH and core subjects)</p>	5 & 6
<p>Support for families in challenging circumstances which impact negatively on pupil's ability to learn</p> <p>-employment of Parent Support Adviser (CP trained to Level 3) (0.8) - Enhanced welfare support and involvement with hard to reach parents and highly vulnerable families including those being supported by school and social care to safeguard their children</p>	<p>Sutton Trust/EEF: Parental Involvement + 3 months</p> <p>External factors linked to disadvantaged circumstances clearly impact negatively on pupils' ability to concentrate and often are the underlying cause of negative behaviours. The success of other strategies outlined in this plan will be greater and be more sustainable in the longer term if underlying family challenges can be improved.</p>	5 & 6
<p>Raise attainment through improved attendance and reduced frequency of lateness and persistence absenteeism.</p>	<p>Good attendance is pivotal to good progress and high attainment: NFER briefing for school leaders (2015) identifies addressing attendance as a key step.</p>	4

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<p>Enhanced EWO services to enable increase to fortnightly monitoring of attendance</p>	<p>To ensure good attendance, especially of vulnerable pupils. Previously poor attending pupils have improved attendance and punctuality. Overall attendance target for the school is to be at least in line with national attendance rates for similar schools</p>	
<p>All pupils have access to experiences which enrich and embed the school curriculum resulting in increased engagement and learner confidence/esteem.</p> <p>Subsidised cost of parental contributions so that the additional cost of wider experiences does not prohibit disadvantaged pupil inclusion for:</p> <ul style="list-style-type: none"> • after school activity clubs • Y6 and Y4 residential experiences • Curriculum trips and enrichment experiences 	<p>No pupil should be excluded from academic and experiential activities due to financial barriers.</p> <p>Nuffield Foundation research (2016) found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources</p>	5 & 6

<p>Implement a whole school strategically planned approach to pupil and family mental health and well-being: Engagement if the Well Together Programme; a 3 year strategy to provide, training, teaching materials, leadership coaching and effective benchmarking and tracking of impact for embedding positive mental health understanding in the school community (Carnegie Institute for Mental Health/Leeds Beckett Uni/Adrian Bethune)</p>	<p>DfE:The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes (2012) Key Findings: -Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. - Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. -Children with better attention skills experience greater progress across the four key stages of schooling in England.</p>	<p>2, 5 & 6</p>
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Total budgeted cost: £296,671

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

Pupil premium strategy outcomes 2022-23

1. Achievement Profile 2022-23			
	<i>PP in school (Nat PP figures 2022)</i>	<i>Not PP in school (Nat PP figures 2022)</i>	<i>All pupils in school (national figures 2023)</i>
Year 1 - Phonics Screening Check:	47% 73% excluding SEN (67% - 2022)	72% 83% excluding SEN (83% -2022)	63% 78% excluding SEN (79% - 2023)

School v National gap comparisons would suggest a large gap, e.g. school PP v Nat PP attainment is a 20% gap whilst school not PP v Nat not PP is a lesser gap of 11%.

HOWEVER - this cohort has a significant number of complex SEN pupils: 14 chn = SEN; 3 chn EHCP, 7 pupils in adapted provisions out of cohort learning. Figure in blue with SEN pupils removed is included to demonstrate the impact of the SEN population on overall Y1 outcomes.

When data is viewed with all SEN pupils removed:

- attainment increases for PP pupils (73%) to above the Nat (67% - 2022)
- the gap in school between school PP and school not PP reduces significantly from -25% to -10% **AND** this is a lesser gap than the national gap between PP and non PP pupils (-16% 2022)

When attainment outcomes and gap analysis is viewed without the significant and complex SEN profile, the PP group attains well - better than National. Additionally the gap between school PP and school Not PP is less than the national gap

Key Stage 1: Attainment

(see further tables below for impact of high SEN in Disadvantaged group in this cohort)

	<i>PP in school (Nat PP figures 2022)</i>	<i>Not PP in school (Nat PP figures 2022)</i>	<i>All pupils in school (national figures 2023)</i>
% achieving 'expected+' in reading	64% (51%)	84% (72%)	72% (68%)
% achieving 'expected+' in writing	58% (41%)	76% (63%)	66% (60%)
% achieving 'expected+' in maths	67% (52%)	84% (73%)	74% (70%)
% achieving 'expected' in reading, writing and maths	58%	65%	64%

At KS1 DAPs attain in line with or higher than national peers in all subjects. However, the school gap between DAP and Non-DAP attainment is in line with or greater than national gaps. This could be attributed to the Non DAP pupil group consistently attaining higher than their Non-DAP national peers.

Key Stage 2: Attainment

(see further tables below for impact of high SEN in Disadvantaged group in this cohort)

	<i>PP in school (Nat PP figures 2022)</i>	<i>Not PP in school (Nat PP figures 2022)</i>	<i>All pupils in school (national figures 2023)</i>
% achieving 'expected' in reading	54% (62%)	56% (80%)	54% (73%)
% achieving 'expected' in writing	65% (55%)	84% (75%)	73% (71%)

% achieving 'expected' in maths	68% (56%)	76% (78%)	71% (73%)
% achieving in reading, writing and maths	47% (43%)	56% (65%)	54% (59%)
<p><i>Except in Reading, DAP attain higher than their national peers.</i></p> <p><i>The attainment gap between DAP and non-DAP in writing (19%) is significant but is proportional to the national gap (20%) However, all analysis is skewed by the significantly higher proportion of SEN pupils in the DAP group than in the non-DAP group. See tables following that further illustrate this.</i></p>			
Key Stage 2: Progress			
progress in reading	Not yet available	Not yet available	0.9
progress in writing	Not yet available	Not yet available	2.9
progress in maths	Not yet available	Not yet available	01.2

2022-23 KS1 Pupil Premium Data V National PP Data:

- 53% of the cohort were PP
- 25% of the cohort had SEN
- **33% of the PP group also had SEN** (compared with only 14% of the Non PP group also having SEN)

*Data has been included with the SEN pupil outcomes excluded to demonstrate the impact of the SEN pupil attainment outcomes on the PP group outcomes overall.

KS1	PILGRIM PP EXS+ (GDS)	PILGRIM PP EXS+ (GDS) *SEN data excluded	National PP EXS+ (GDS)
READING % Achieving ARE+	63% (25%)	91% (37%)	54% (19%)
WRITING % Achieving ARE+	59% (6%)	86% (9%)	44% (9%)
MATHS % Achieving ARE+	69% (9%)	95% (14%)	56% (7%)
RWM COMBINED % Achieving ARE+	59% (6%)	86% (9%)	No Nat data available

Pilgrim PP pupils outperform National PP pupils <u>in all subjects and standards</u> except for Writing GDS	<ul style="list-style-type: none"> With SEN PP pupil outcomes excluded the excellent attainment of PP pupils is more evident The attainment range for the non SEN PP group is 86-95% EXS+ RWM combined is 86% for the non SEN PP group which is exceptional
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2022-23 Statutory KS2 PP Data V National PP Data:

- A significantly high proportion of the cohort were PP: 58% of the Y6 cohort were PP
- There was an exceptional number of SEN pupils in this cohort: **32% of the Y6 cohort had SEN**
- There was a considerable disproportionate amount of SEN pupils in the PP population: **34% of the PP cohort had SEN** whilst only 20% of the Non PP cohort had SEN

*Data has been included with the SEN pupil outcomes excluded to demonstrate the impact of the SEN pupil attainment outcomes on the PP group outcomes overall.

KS2	PILGRIM PP EXS+ (GDS)	PILGRIM PP EXS+ (GDS) *SEN data excluded	National PP EXS+ (GDS)
READING % Achieving ARE+	53% (29%)	68% (36%)	60% (17%)
WRITING % Achieving ARE+	65% (15%)	86% (18%)	58% (6%)
MATHS % Achieving ARE+	68% (21%)	86% (32%)	59% (12%)
RWM COMBINED % Achieving ARE+	47% (9%)	64% (14%)	44% (3%)
Pilgrim PP pupils outperform National PP pupils <u>in all subjects and standards</u> except for Reading EXS+		<p>With SEN PP pupil outcomes excluded the very good attainment of PP pupils is more evident</p> <p>RWM combined is +20% compared to National and all GDS attainment is significantly higher than National</p>	

2022 -23 PP v Non PP Gap Analysis (including with SEN

removed) KS2 PP v Non PP gap:

34% PP are also SEN 20% Non PP are also SEN	KS2 (Y6) 2023			
	Read EXS +	Write EXS +	Maths EXS +	RWM Com +
PP v non-PP gap	-3%	-19%	-8%	-9%

PP v non-PP gap (SEN removed from both groups)	-2%	-14%	+1%	-6%
National PP v non-PPs gap (KS2 data 2022)	-18%	-20%	-22%	-22%

Whole School PP v Non PP gap:

33% PP are also SEN 21% Non PP are also SEN	Whole School 2023			
	Read EXS +	Write EXS +	Maths EXS +	RWM Com +
PP v non-PP gap	-17%	-18%	-15%	-20%
PP v non-PP gap (SEN removed from both groups)	-7%	-5%	-8%	-11%
National PP v non-PP gap (KS2 data 2022)	-18%	-20%	-22%	-22%

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The impact of the disproportionate number of SEN pupils in the PP group can be seen by the removal of the SEN pupils outcomes from both PP and Non PP data (for fair comparison)

In both KS2 and whole school comparisons, school is performing better than national: • The PP v Non PP gap is in line with (just under or well below) the national gap BEFORE SEN PUPIL DATA IS EXCLUDED

- Once SEN data is excluded the PP v Non PP gap is **SIGNIFICANTLY LESS** than the national gap for comparison

Both the attainment and the gap analysis demonstrates the very positive impact of Pilgrim PPG strategies on the attainment of PP pupils across school.

Attendance Outcomes 2022-23

Year Group	% Attendance Nat = 94.0%			% Persistent Absence Nat = 17.2%		
	All pupils	Non - PP	PP	All pupils	Non - PP	PP
Whole School	92.4	93.4	91.8	19.6	18.7	22.8
Rec	86.3	88.4	83.6	36.0	35.0	37.0

1	91.8	91.7	91.9	24.6	21.0	29.6
2	93.5	94.8	92.9	20.9	13.7	27.2
3	93.2	94.9	92.1	18.33	13.7	22.5
4	92.9	95.0	91.2	19.7	17.2	21.8
5	94.3	95.5	93.1	17.2	10.7	23.3
6	94.6	94.8	94.8	14.7	14.8	14.7

- Generally, attendance improves year on year for PP children indicating that parents/pupils build better attendance habits over time in response to school strategies.
- Attendance of PP pupils is lower than that of Non PP pupils in every cohort except Y6 and significantly so in Year 4 and Reception.
- Persistent Absenteeism of PP pupils is higher than that of Non PP pupils in every cohort except Y6 and significantly so in Y2, 3 and 5.
- There is a clear gap in attendance between DAP and non-DAP groups throughout school. **This will continue to be targeted in this 3 year PPG Strategy.**