

Pupil premium strategy statement – Pilgrims’ Cross Primary School 2024-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 2024/25 (Year 2 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jim Cascarini
Pupil premium lead	Jim Cascarini
Governor / Trustee lead	Abigale Churchill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,413
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£128,413

Part A: Pupil premium strategy plan

Statement of intent

At Pilgrims' Cross we believe that our vision and values encompass success and a sense of achievement for **all** pupils regardless of their background or the challenges they may encounter. Therefore, we believe that Pilgrims' Cross children are entitled to, and deserve, a broad and balanced curriculum that inspires and provides enrichment to their educational experience.

Through the consistent delivery and celebration of our core values and developing curriculum, we want **all** our children to acquire the necessary skills and knowledge that will enable them to prosper in the present and flourish in the future. We want **all** our children and staff to have high aspirations, knowing there is no limit to what is possible and what can be achieved.

The focus of our pupil premium strategy is to support disadvantaged children to achieve success, enabling progress that will narrow the disadvantage attainment gap, including those who are high achievers.

The activities and actions we outline in this statement are intended to support the needs of **all** pupils, regardless of whether they are disadvantaged or not, developing the quality and consistency of high-quality inclusive teaching and learning to enable pupils to make encouraging progress over the course of an academic year.

In providing high-quality inclusive teaching and learning consistently across the school, we believe that this will enable **all** children to be ready for the next stage of their education. We know the areas of need within our community and our curriculum is designed and attuned to those needs. It is our intention that the intended outcomes below will enable the attainment gap between disadvantaged and non-disadvantaged pupils to be reduced.

Our approach will be responsive to challenges and individual pupil needs, rooted in robust diagnostic assessment both in class, through AFL and quality feedback, and in the diagnostic use of standardised testing and intervention. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Provide high quality CPD for teaching staff to support and build their understanding of how to adapt learning to suit pupils' needs.
- Ensure the balance between challenge and support within teaching and learning is right so disadvantaged pupils gain a true sense of achievement and understanding.
- Act early to intervene when the point of need is identified through skilled class support and extra interventions and provisions, as required.
- Ensure disadvantaged pupils' attendance is in line with that of their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	The need to develop the effectiveness and consistency of high-quality inclusive teaching and learning for disadvantaged children throughout the school – the need to develop and strengthen the quality and consistency of high-quality inclusive teaching. School leaders need to guide, support and effectively monitor the implementation of the full curriculum, so that disadvantaged pupils' progress and outcomes narrows the gap between their peers in all subjects.
2	The school's Phonic Screening Check in 2024/25 (79.3%) was in line with National (80%) this demonstrates the impact of the work carried out on phonics. To sustain this work, Early Reading/Phonics is again a priority for this academic year to ensure the consistent and effective implementation of the <i>Little Wandle</i> Programme to a high standard across the school in order to raise Year 1 outcomes to National expectation, including disadvantaged pupils and enable any disadvantaged children to keep-up and catch-up.
3	Internal end of year assessments indicate that maths attainment among disadvantaged children is significantly below that of non-disadvantaged pupils in lower KS2.
4	Internal end of year assessments indicate that disadvantaged children are not attaining well enough, therefore there needs to be increased opportunities for pupils to write at length in order to build writing stamina.
5	End of KS2 SATs outcomes were below National: <u>Reading</u> 2024/25; School 71%, National 75%; <u>Writing</u> 2024/25; School 57%, National 72% <u>Maths</u> 2024/25 School 61%, National 74% <u>Grammar, Punctuation and Spelling</u> ; School 65%, National 73%, <u>Combined</u> – Reading, Writing and Maths 2024/25; School 45%, National 62%
6	Discussions with children and families and other external professionals indicate continued social and emotional issues and well-being support for many of our disadvantaged pupils requires through ELSA provision and strategies. This is also impacting on the attendance of disadvantaged pupils within school.

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
To achieve and demonstrate effective and consistent high-quality inclusive teaching and learning for disadvantaged children throughout the school.	Teachers' skills in assessment for learning are consistently robust and effective in all classes. Teachers are confident and adept in assessing disadvantaged pupils' understanding at the point of learning and can identify the appropriate next steps for all pupils. As a result, all pupils are achieving best possible outcomes, including disadvantaged pupils.
<u>Early Reading/Phonics</u> - To achieve in line with national average in Phonic Screening Check	Phonics Screening Check outcomes in 2025/26 are in line with national-disadvantaged pupils perform in line or above disadvantaged pupils nationally. <ul style="list-style-type: none"> • Daily teaching and fidelity to Little Wandle phonics programme in EYFS/KS1. • 1:1/small group Phonics support for those children who are off-track or who are falling behind • Weekly phonics meeting with Early Reading/Phonics Lead for Year 1 and DHT/HT. All staff in school to be fully trained in Little Wandle programme.
<u>Progress in Maths, especially in lower KS2</u> To achieve in line with national average at both KS1 and KS2	Gap between disadvantaged and non-disadvantaged will narrow from 2024/25 results Disadvantaged children will attain in line with National
<u>Progress in Writing</u> To achieve in line with national average at both KS1 and KS2	Gap between disadvantaged and non-disadvantaged will narrow from 2024/25 results Disadvantaged children will attain in line with National
To achieve improved end of KS2 SATs outcomes broadly in line with National.	Reverse planning in place in build-up to SATs will enable clarity of schedule of support for all pupils. Accurate internal assessments on half termly basis with initial combined focus will lead to identification of gaps in learning and acceleration of progress for disadvantaged pupils. Effective use of Pupil Progress meetings to establish next steps for children Accurate adaptation of learning and additional intervention will lead to improvement in overall outcomes for all pupils.

<p>To achieve and sustain improved wellbeing for all pupils and parents in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil's voice, student and parent surveys, ELSA outcomes/data and teacher observations. • A significant reduction in physical interventions. • A reduction of incidents of unsafe or unacceptable behaviour at break/lunchtime times. • A significant increase in participation in enrichment activities and clubs, particularly among disadvantaged pupils. • Strong levels of attendance and a reduction in Persistent Absence for disadvantaged children <p>All staff hold and role model high expectations of learning behaviour</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional leadership time to support all teachers, including ECT's, to develop the effectiveness and consistency of high-quality inclusive teaching and learning for disadvantaged children throughout the school.</p>	<p>The EEF talks about the importance of supporting staff and monitoring progress through the use of highly skilled coaches/leaders when implementing change and building leadership capacity.</p> <p>The Great Teaching Toolkit also supports the need for high quality teaching and learning to benefit disadvantaged pupils.</p>	<p>1/2/3/4/5/6</p>
<p>Additional training for all staff to ensure that the</p>	<p>Through the English Hubs Programme, seven key features have been identified</p>	<p>½</p>

<p>teaching of Early Reading/Phonics reflects best practice and is taught consistently across the school. This will be a mix of in-house training and observing good practice from other schools, as well as parent workshops.</p>	<p>as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:</p> <ul style="list-style-type: none"> • Direct teaching in frequent, short bursts • Consistency of approach • Secure, systematic progression in phonics learning • Maintaining pace of learning • Providing repeated practice • Application of phonics using matched decodable books • Early identification of disadvantaged pupils at risk of falling behind, linked to the provision of effective keep-up support. <p>The importance of these principles is that the school's implementation delivers on all these key features of effective practice.</p>	
<p>Additional leadership time to embed and ensure the implementation and fidelity of the LW phonics programme</p>	<p>According to the EEF the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	<p>½</p>
<p>Additional leadership time to improve the teaching of reasoning and problem solving (whilst retaining fidelity to the White Rose scheme):</p> <p><i>Developing teacher working knowledge to support teaching of maths reasoning and problem solving.</i></p> <p><i>Coaching staff in developing pupil's maths vocabulary</i></p> <p><i>Delivering in-house training with support from LA.</i></p> <p><i>Running parent workshops</i></p>	<p>The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. This approach aligns with the Learning Objectives of a range of school years, providing a coherent and connected curriculum.</p> <p>According to a study by UCL Institute of Education, this approach has been found to significantly improve students' understanding of mathematics, with 76% of students showing improvement in problem-solving skills.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and 2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in KS2 and 3</p>	<p>1/3/5</p>

Additional training to improve the use of assessment for learning and oral feedback within the classroom.	SENDCo undertaking project concerning dialogic talk and the importance of questioning and oral feedback from teachers in lessons. Expertise shared with teachers to inform and strengthen practice.	1/3/4/5
Additional leadership time to ensure that modelling-metacognition is part of everyday classroom practice.	The EEF talk about the importance of modelling your own thinking to help pupils develop their own metacognitive and cognitive skills. Therefore leaders will provide additional support to teachers in this approach as detailed in the schools 'Teaching and Learning' policy.	1/3/4/5

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

Budgeted cost: £28,025.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of phonically decodable books to improve phonics, vocabulary and comprehension skills.	<p>Little Wandle uses fully decodable reading books for children to practise and apply phonic knowledge. It is an expectation of the Department for Education and Ofsted, and a requirement of the National Curriculum. More importantly though, it gives children the vital opportunity to practise the phonic skills they are learning without the distraction of words they have not yet learned to decode. To be effective, it is essential that decodable books:</p> <p><i>Are exactly matched to the phonics progression of the programme used.</i> <i>Present only words made up of GPCs learned to that point.</i> <i>Include tricky words only as they are introduced in the programme</i> <i>Are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.</i></p>	2
1:1 LW phonics intervention – Keep Up and Catch-Up to support disadvantaged pupils who are falling behind, This is supported by the	On average, 1:1 tuition is very effective at improving pupil outcomes (5 months progress). 1:1 tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in	2

Early/Reading/Phonics Lead.	particular areas identified on the heat map.	
Boosters delivered by DHT/HT in maths – those that need to close the gap and also high attainers.	The average impact of small group tuition is 4 months additional progress over the course of an academic year.	3/5
Bottom 20% of readers will be read to daily across the school.	The average impact of small group tuition is 4 months additional progress over the course of an academic year. The national curriculum says: <i>It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</i>	1/2/3/4/5/6

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

Budgeted cost: £8,387.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club for disadvantaged pupils.	Government research into breakfast clubs has shown they can have an impact on concentration levels, behaviour and social skills.	6
50% reduced cost to school trips and residential week.	There is a wealth of research to suggest the values of education trips and outdoor learning.	1/2/3/4/5/6
Services clubs delivered every other week.	There is also extensive evidence from the EEF 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).	1/6
Thrive/ELSA behaviour support programme; Behaviour training for <i>ECT's and RQTs from HT who has experience working with children with behavioural challenges. To coach others to embed excellent practice with managing behaviour in the classroom.</i>	EEF guidance indicates that a key area for improving behaviour across the school is consistent classroom managements and individual strategies for high need children.	6

<p><i>SENDCo to support CT's with behaviour management.</i></p>		
<p>Greater focus on active lifestyle by: Encouraging attendance at extracurricular sport through additional 'pop-up' clubs. Promoting an active lifestyle through weekend 'Big Dig' and 'Woodland Welly Walk' Involvement and participation in inter-school tournaments and sporting events.</p>	<p>There is extensive evidence that an active lifestyle leads to increased mental health and wellbeing.</p> <p>This also encourages participation from our wider community encouraging parental involvement attend in the wider aspects of their child's education and the school's work.</p>	<p>6</p>
<p>The introduction and training of Opal Play Initiative from MDSA's and Play Leaders to improve opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity, imagination and enjoyment through improved play.</p> <p>Leading to a reduction of incidents on the playground at both break and lunchtime.</p>	<p>Research recommends the importance of play-based imaginative learning as well as physical activity has on ones wellbeing and the positive effects it can have with building relationships with peers.</p>	<p>1/6</p>

Total budgeted cost: £128,413

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024/25, 50% of disadvantaged pupils reached a Good Level of Development, this is in line with Hampshire disadvantaged (50%) and 1.5% below national disadvantaged. In goals of Communication and Language and Physical Development disadvantaged pupils achieved better than Hampshire and National.

In 2024/25, 63% of disadvantaged pupils passed the Phonics Screening Check, this is broadly in line with Hampshire disadvantaged (64%) and slightly below national disadvantaged at 67%.

In 2024/25, the average score in the Year 4 Multiplication Tables Check was 14.6, this is below the Hampshire disadvantaged (18.1) and below national disadvantaged at 19.5.

In 2024/25, at Key Stage 2 in reading 67% of disadvantaged pupils reached the expected standard compared to 60% in Hampshire and 63% nationally; in writing 47% of children reached the expected standard compared to 54% in Hampshire and 60% nationally; in maths 60% reached the expected standard compared to 57% in Hampshire and 61% nationally. Disadvantaged children achieved broadly in line with their Pilgrims Cross peers in maths, 60% compared to 62% non-disadvantaged.

Attendance 2024/25:

All students:

Student Group	Present R/C	Auth. Absent R/C	Unauth. Absent R/C
	Marks (%) ↑	Marks (%)	Marks (%)
All Students	95.86%	3.32%	0.82%

Pupil Premium:

Student Group	Present R/C	Auth. Absent R/C	Unauth. Absent R/C
	Marks (%) ↑	Marks (%)	Marks (%)
All Students	94.49%	4.22%	1.29%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Multi-Sports and Football Clubs	Stow Sports

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Children of Service families receive pastoral and SEMH support through a weekly Forces group, *Little Troopers*, run by an HLTA in school. Last year, the school also spent £154.60 on a wellbeing course for pupils in this group.

The impact of that spending on service pupil premium eligible pupils

Almost all pupils in this group state that they feel part of Pilgrims' Cross Primary School and feel supported and listened to by adults and peers alike. There is a high level of family participation in school-run Forces-related outcome activities, such as tea parties, educational visits and outcome celebrations.