# Pupil premium strategy statement – Pilgrim School

## School overview

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| Detail | Data |
| Number of pupils in school | Up to 150 |
| Proportion (%) of pupil premium eligible pupils | Variable due to transient nature of the school roll. |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 22 -23; 23-24; 24-25. |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Head teacher |
| Pupil premium lead | Head teacher |
| Governor / Trustee lead | Curriculum Governor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £10505 |
| Recovery premium funding allocation this academic year | £3000 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £1559 |
| **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* | £15064 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   All pupils at the Pilgrim school are disadvantaged in some way. The recovery premium recognises the impact of COVID 19 upon AP pupils. The pupil premium recognises increased vulnerability as there may be a weakening of protective factors.  The aim of the Pupil Premium Strategy plan is to increase the attainment of vulnerable pupils across the curriculum so that they are able to achieve well and secure a positive post 16 destination or return to their mainstream school. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Develop phonetic fluency for pupils who are not yet phonetically fluent. |
| 2 | Ensure that pupils in the home receive reading support and tuition from fully trained staff. |
| 3 | Pupils reading age lower than their chronological age |
| 4 | Pupils not accessing engaging and rich texts. |
| 5 | Pupils not always able to access an age related curricular vocabulary. |

## 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.

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| Intended outcome | Success criteria |
| Pupils across the school, in home and in base, to be phonetically fluent. | 95% of pupils in the school to be phonetically fluent or on a structured program to enable this to be so. |
| Pupils to develop reading ages | 95% of pupils reading age to be consistent with their chronological age. |
| Pupils to engage with a rich variety of texts. | Pupil voice states that they have a wide range of texts that they can engage with e.g. .LGBTQ and non-fiction texts |

## 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: £ *7944*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Increase capacity of staff working in the home by 0.33FTE learning mentor support to concentrate on reading.* | Direct instruction of reading strategies | 2 |

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

Budgeted cost: £ *7120.59*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching of phonics, Using *That Reading Thing*, to pupils not yet phonetically fluent.  Cost of *That Reading Thing £1216.00* | Simple View of Reading – pupils need to be phonetically fluent to become fluent readers. | 1, 3 |
| Teaching of Reading Comprehension using *Accelerated Reader.* Accelerated Reader costs are £4756.55 | The Simple View of Reading says that pupils need to have comprehension of what they are reading as well as phonetic fluency. This program helps pupils develop reading comprehension. | 3 |
| Teaching of specific vocabulary using BEDROCK | Alex Quigley popularised the view that reading can be split into different tiers. Tier 1 common language, Tier 2 academic language and tier 3 is subject specific language. Bedrock is an AI tool that helps pupils learn tier 2 and tier 3 language at their own pace. | 5 |

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

Budgeted cost: £*500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Visiting Waterstones in Lincoln and Boston with pupils to allow them to select a range of engaging texts - £500 | Working in specialist setting – books to include aspects of mental health, LGBTQ and non-fiction texts. | 4 |

**Total budgeted cost: £** 15064