

Pupil Premium Strategy Statement 2025-26



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 | 362 (Dec 25) |
| Proportion (%) of pupil premium eligible pupils | 44% (161 chn) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended) | 2026-2028 |
| Date this statement was published | 30.09.25 |
| Date on which it will be reviewed | 30.09.26 |
| Statement authorised by | Mrs R Saim |
| Pupil Premium Inclusion Lead | Mrs S Stannard |
| Governor / Trustee lead | Dr A Miller |

Funding overview

| Detail | Amount |
|--|--------------------|
| Pupil premium funding allocation this academic year | £282,340 |
| Pupil premium funding carried forward from previous year | £6869.00 |
| Total budget for this academic year | £289,209.00 |
| <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> | |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Pilgrim Primary Academy our Pupil Premium (PP) Strategy aims to support both the academic and the pastoral development of all of our PP grant eligible pupils. Staff will ensure PP pupils have an equity and equality of opportunity maximising their potential to achieve outcomes in line with their peers annually. Staff at Pilgrim identify and recognise the barriers that our PP children face, not just academically but also socially, emotionally and across wider external factors such as maintaining consistently good attendance or being able to access wider family support. Thus, our holistic approach offers a Trauma Informed (TIS) trained approach, including Nurture, Wellbeing and Pastoral Support. We strive to provide Maslow's hierarchy of needs for our PP cohort to enable all of them to Bloom.

Academically, our approach will combine high quality classroom teaching and learning opportunities supplemented by targeted interventions where necessary, attendance monitoring and tracking, free breakfast club where needed to enable a punctual start each day and be ready for learning as well as behaviour support for those who may need it and wellbeing support for all.

Our ultimate aim is to close our attainment gaps for PP children against their non PP peers and against the national expectations. We want children to leave Pilgrim well equipped for the next stage of their schools careers with the knowledge, skills and confidence to succeed.

Challenges

Our PP pupils face several key barriers to success. These include:

1. **Gaps in learning:** PP pupils often require additional support to plug learning gaps enabling them to achieve in year expected progress and ultimately pass the end of Key Stage 2 SATS tests at nationally expected levels or beyond.
2. **Attendance & Punctuality:** PP pupils often have lower attendance rates of poor punctuality, which negatively impacts on rates of learning progress and outcomes.
3. **Social and emotional / behavioural needs:** Emotional and behavioural challenges may affect learning and social interaction.
4. **Limited access to enrichment opportunities:** PP pupils may have fewer out of school opportunities to participate in cultural, sporting or extra curricular activities.
5. **Parental Engagement:** Some of our PP children may find it challenging to receive learning support at home due to external circumstances.

Intended Outcomes

By the end of this academic year, we aim to achieve the following:

1. **Improved outcomes for EYFS PP children:** EYFS PP children will attain a Good Level of Development (GLD) by the end of the EYFS stage, so that they are well prepared for their transition into Key Stage One able to fully access the Year 1 National Curriculum content.
2. **Improved outcomes in core subjects (Reading, Writing and Maths) :** PP pupils will make expected or better progress in reading, writing and maths, closing the attainment gap with their peers.
3. **Increased Punctuality and Attendance:** Closely monitor and track attendance and punctuality or persistent absence of all PP eligible pupils and remove barriers to ensure they are learning ready.
4. **High Quality Teaching:** All pupils, including PP children, will benefit from excellent provision /adapted teaching evidenced in improved outcomes during observed lessons and assessments.
5. **Enhanced wellbeing, mental health, pastoral and behaviour support**

| Challenge number | Detail of challenge | | | | | | |
|-------------------------------|--|------|------|-----------------|---------------|-------------------------------|--------------------|
| 1 | <p>Low Attainment on Entry</p> <p>This often applies to EYFS, new EAL arrivals or pupils new to the UK.</p> <ul style="list-style-type: none"> • Staff see very low (significantly below national) start points on entry in EYFS, particularly with communication baseline assessments and PSED attainment in Reception classes when pupils start with us in September each year. • Lower levels of language comprehension and poor reading skills are observed and addressed in September (using RWI phonics) • General speaking and listening discussions are observed by staff which flag language and EAL vocabulary gaps or misunderstanding • This negatively impacts on language acquisition and word comprehension and reading understanding until gaps have been closed. • Additionally, oral language and communication skills and vocabulary are particularly low on entry to Reception, limiting pupils being able to communicate clearly and understand spoken instructions. This is also recorded as a low RBA assessment starts for many children. <p>Delays at EYFS have to be addressed so that pupils transition to Key Stage 1 with fluent reading ability wherever possible.</p> | | | | | | |
| 2 | <p>Gaps in Learning</p> <p>Pilgrim has a high proportion of SEND / EHCP pupils with PP status:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">2025</th> <th style="text-align: left; padding: 5px;">2024</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">SEND + PP = 50%</td> <td style="padding: 5px;">SEND + PP 55%</td> </tr> <tr> <td style="padding: 5px;">SEND EHCP + PP = 82% (19 chn)</td> <td style="padding: 5px;">SEND EHCP + PP 44%</td> </tr> </tbody> </table> | 2025 | 2024 | SEND + PP = 50% | SEND + PP 55% | SEND EHCP + PP = 82% (19 chn) | SEND EHCP + PP 44% |
| 2025 | 2024 | | | | | | |
| SEND + PP = 50% | SEND + PP 55% | | | | | | |
| SEND EHCP + PP = 82% (19 chn) | SEND EHCP + PP 44% | | | | | | |
| 3 | <p>Attendance & Punctuality of all PPG eligible pupils.</p> <p>Persistent Absence (PA)</p> | | | | | | |

| | | |
|--------|---------------------------|--------------------------------------|
| Dec 25 | PPG PA: 22% 31 chn | PPG Severely PA: 4.3% 6 chn |
| Dec 25 | SEND + PPG: 31% 14 chn | SEND + PPG Severely PA: 2% (1 child) |

The attendance team closely track and monitor Attendance of all pupils and those late, persistently absent or severely persistently absent.

Our Education Welfare Officer (EWI) supports the Attendance team and Attendance Officer in managing all letters and meetings with parents and with issuing attendance fines as necessary.

The Attendance Team + EWO monitor:

1. Term time leave: in term/ international families leaving early or arriving later than term start or end points/ cheaper holidays
2. Our attendance data indicates that attendance among disadvantaged pupils and families eligible for the Free School meals continues to be lower than for non-disadvantaged pupils.

| | |
|---|---|
| 4 | <p>Social & Emotional Behaviour needs</p> <p>SEMH/ Pastoral need</p> <p>Observations and discussions with teachers, 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.</p> <p>We have a team of 3 bespoke Trauma Informed Specialist TAs who are dedicated to supporting and regulating the SEMH/PP children whom need this on a daily basis in order to access their lessons and learning.</p> |
| 5 | <p>Limited access to enrichment opportunities:</p> <p>To ensure that all children have equality and equity of access to all school opportunities and the full curriculum offer, we part fund or supplement PP enrichment trips, cultural opportunities, visitors in to school, events and experiences or residential as necessary. This offer applies to all PPG eligible pupils in every year group across our school inclusively.</p> |
| 6 | <p>Enhanced wellbeing, mental health, pastoral and behaviour support for the wider family to support each child:</p> <p>A proportion of our PPG eligible pupils come from families who also have additional needs. Challenges for parents and carers beyond those caused by financial need or disadvantage are identified and supported at school. For example, we offer Safeguarding advice and support emotional and mental health advice and guidance, wellbeing and food banks, uniform banks and signposting to Local Authority wider services. We aim to remove all barriers to accessing school.</p> |

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 |
|--|---|
| <p>Positive Attendance & Punctuality strategy aims to improve the Attendance for Persistent Absent and Severely Persistently Absent PP children</p> | <ul style="list-style-type: none"> • Breakfast club supplemented / funded for identified PPG PA children as needed so children can be “learning ready” • Attendance aim is 100% (96% plus is expectation, below 96% is tracked, monitored and supported) • Headteacher * Attendance Team monitor and track any PP attendance issues fortnightly. EWO & Att team make home visits and issue necessary letters/ fines. • Late children are tracked and emailed. • Operational DSL leads on all EWO home visits |
| <p>Improved identification, provision, assessment and support for all children identified as needing Speech & Language intervention & support from EYFS to Year 6</p> | <p>The MAST (PLP SLA) + Speech & Language Therapist will support staff to:</p> <ol style="list-style-type: none"> 1. Accurately identify EYFS pupils with Low S&L attainment on entry 2. Identified children who will benefit from SALT support from across the school will benefit from SALT sessions <p>Pilgrim Staff receive CPD for SALT</p> |
| <p>Intentional and targeted EYFS (Reception) support programmes, tracking, monitoring & assessments increase GLD</p> | <ul style="list-style-type: none"> • RBA & assessment identifies pupil gaps • Focus on Pupil Executive Functions • Accelerated progress plugging of gaps • Rapid improvement in EYFS S&L & PSED, Reading, Emergent Writing and early Maths <p>Sharp focus on EYFS transitions at start point and in to Y1 bridging to KS1 NC</p> |
| <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> | <ul style="list-style-type: none"> • EYFS early Phonics baseline assessments conducted and strategies/groupings implemented • Implementation of colourful semantics 1:1 intervention • Early identification of SALT in EYFS and intervention programmes for targeted children |

| | |
|--|---|
| <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> | <ul style="list-style-type: none"> • Quality provision for EYFS / Y1 chn with low start points, introducing Executive functioning skills at start of EYFS and tracking/monitoring closely • Ensure phonics transition / bridge to Y1 is efficient and seamless • Phonics lead to ensure we meet National Averages in Y1 PSC |
| <p>Behaviour support for SEMH/ PP children well supported to access lessons and learning throughout the school day in all year groups</p> | <p>TIS trained Pilgrim staff (3 x HLTAs/TA) will support pupils as needed to support dysregulated pupils, build safe relationships at school, communicate effectively and regulate.</p> <p>Wider 1:1 TAs across the school will be allocated to SEMH/PP children with high needs as required to enable them to access their learning safely/successfully.</p> |
| <p>Improved Attainment in Reading, Writing and Maths</p> | <ul style="list-style-type: none"> • Teachers know their classes and multi vulnerable groups (SEND,PP,EAL etc) • SLT support monitor and track PP progress in PPMs/ moderation & PPA, INSET • Attainment for PP pupils is in line with or greater than National average • Phonics lead closely monitors and tracks whole school progress and supports staff in all year groups where PP chn need additional phonics support • Y1 PP chn phonics outcomes are in line with national • Y2 PP chn phonics retakes % reduces |
| <p>Improved Progress in Reading, Writing, Maths and GAPS</p> | <p>SLT & SENDCO support staff with assessment and tracking PP progress in year and over time to ensure PP chn achieve in line with non PP peers and attain national outcomes</p> |
| <p>Parental & Wider Family Support</p> | <ul style="list-style-type: none"> • PSA links to attendance team, operational DSL & EWO linking home & school and supports PPG eligible families • EWO/PSA home visits/ school meetings as necessary • Parents offered Phonics/Reading workshops, maths and Homework support • Parents are supported by school or sign-posted to external agencies to address specific family barriers that may impact on their ability to support their children • Improved personal development, behaviour support and/or well-being for the PP pupils. |

Activity in this academic year 2025-26

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

Teaching & Learning

Intended budgeted costings;

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure that all pupils have access to a high quality RWI Synthetic Phonics and Reading curriculum.</p> <p>Ensure effective and impactful leadership of the provision for Reading throughout school:</p> <p>Provide enhanced training for the teaching of Phonics and Early reading (RWInc online training portal and training video subscription)</p> <ol style="list-style-type: none"> 1. Quality First teaching and tracking of phonics and early reading 2. 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 3. Lead/source training for staff in reading and phonics planning and delivery 4. Provide quality intervention for pupils at risk of making expected progress (focus on DAP) in phonics and reading | <p>Sutton Trust/EEF: effective teaching of phonics +5 months.</p> <p>Grouping of pupils provides targeted support phonics/ literacy activities at required level</p> <p>Sutton Trust/EEF: Developing reading comprehension strategies + 6 months</p> <p>Engagement with RWI CPD & consultants and Ilsham Hub)</p> <p>2 x HLTA cover weekly to release RWInc reading managers and Reading Leader/ KS1 Phase HLTA</p> <p>RWInc online training</p> | <p>£25,565</p> |
| <p>Ensure that all pupils have access to a cohesive and progressive curriculum for PSHE to support their personal development and their ability to positive 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</p> | <p>£3000</p> |

| | | |
|--|--|---|
| | <p>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> <p>3 year subscription.</p> | |
| <p>EYFS Curriculum Consultation: T&L curriculum and outdoor environment provision support for PP & SEND learners. 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>SEND specialist TA within the EYFS unit to support 'a good start' positive integration to school life for pupils with low on entry attainment and/or low on entry social skills.</p> | <p>£5000</p> |
| <p>The retention of a non-class based SENDCo to maintain the good progress of SEND + PP pupils through a well coordinated SEND Inclusion offer, including the coordination of in-school adapted provisions for pupils with more complex PP + SEMH and Communication, Language, Literacy needs.</p> <p>CPD for s second SENDCO to train as succession planning / release time/ CPD & monitoring/ shadow SENDCO and Trust wide Network meetings</p> <p>Speaking and Listening Interventions & Staff CPD across KS2</p> | <p>This is essential to ensure that all pupils are supported to access outside agencies and parents are fully engaged with IEPs/EHCPs.</p> <p>Enhanced SENDCo 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> <p>KS2 support remains consistent.</p> <p>STAFF CPD supported termly.</p> | <p>Total costs for staff & CPD</p> <p>£62, 135.91</p> |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Early identification and intervention for pupils with speech and language issues</p> <p>1 x Speech and language Therapist (1 day per week)</p> <p>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> | <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</p> <p><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> | <p>£45806</p> |

Wider Support Strategies

(Related to Attendance, Behaviour/ SEMH & Wellbeing & Mental Health Support)

| 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> <p>Plymouth Excellence Cluster MAST (Multi Agency Support Team): services</p> <p>1 x pupil Counsellor (0.2)</p> <p>Educational Psychology - enhanced services purchase (19 days additional to LA EP offer to enable EP support to be regularly scheduled in to support identified PP pupils and families)</p> <p>Access to additional MAST family services, school based pastoral team, enhanced training packages for family support – through PEC/PLP membership</p> | <p>Children who are not socially and emotionally regulated cannot learn.</p> <p>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.</p> <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning</i></p> <ul style="list-style-type: none"> • EP service - family support • High level MAST tariff | <p>£36,055.00</p> |
| <p>Trauma Informed Services (TIS)</p> <p>Provide screening and bespoke interventions for pupils who have experienced trauma and to improve emotional development</p> | <p>Combined costs for TIS & I&E staff deployment to PP chn:</p> <p>Sutton Trust/EEF: Social and emotional Learning + 4 Months.</p> | <p>£42,000</p> |

| | | |
|---|--|--|
| | <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning / impact on outcomes</i></p> <p>Individual pupil internal progress tracking (SEMH and core subjects)</p> | |
| <p>ATTENDANCE & FAMILY SUPPORT</p> <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>- Additional Safeguarding services in school to enable access for high % of vulnerable families: employment of a 2nd Operational Designated Safeguarding Lead</p> <p>Raise attainment through improved attendance and reduced frequency of lateness and persistence absenteeism.</p> <p>Purchase of EWO services to enable increase to fortnightly monitoring of attendance</p> <p>EWO support for Attendance Team</p> | <p>Sutton Trust/EEF: Parental Involvement</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 issues can be improved.</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> <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 100% or minimum of 96%.</p> | <p>£22,000</p> <p>£26,417.09</p> |

| | | |
|--|---|-----------------------|
| <p>Cultural Capital Enrichment Activities</p> <p><u>All</u> 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</p> | <p>No pupil should be excluded from academic and experiential activities due to financial barriers.</p> <p>Supplemented subsidy for:</p> <ul style="list-style-type: none"> ● After school activity clubs ● Y6 and residential experiences ● Curriculum trips and enrichment experiences ● Music enrichment programme | <p>£11000</p> |
| <p>Educational IT Subscriptions & Services: Listed below</p> | | <p>£10,230</p> |

Total budgeted cost: £282,340 +

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PILGRIM KEY STAGE 2 SATS RESULTS – JULY 2025

| 2025 WHOLE COHORT | Reading | SPAG | Maths | Writing | Combined |
|----------------------|---------|------|-------|---------|--------------------|
| EXP % | 76% | 72% | 75% | 85% | 68% |
| GD % | 23% | 28% | 18% | 15% | 8% |
| NATIONAL % | 75% | 73% | 72% | 72% | 62% (2024: 61%) |

Next steps for 2025- 26:

1. **Ongoing Monitoring and Assessment:** SLMT will continue to rigorously track and monitor the progress of PPG children using formative and summative strategies and the effectiveness of all interventions.
2. **Interventions:** We will regularly review and adapt interventions and resources to maximise impact and remain personalised wherever possible.
3. **Staff CPD:** Further support and professional development will be offered to all teacher and teaching assistants, focusing on effective resources and strategies to deploy and support PP pupils emotionally as well as academically.
4. **Parent Engagement Strategy:** Strengthening parent relationships remains a priority, especially in terms of PP pupil attendance and punctuality expectations. Parents will be supported, advised and guided as appropriate.
5. **Focus on Emotional Wellbeing & Mental Health:** We will maintain excellent pastoral support for all PP children to ensure their needs are met as far as possible in order to create optimum conditions for learning and support for learning at home where needed.
6. **Review & refine the PPG Strategy annually:** We will annually review this PPG Strategy as an SLT team to ensure the effectiveness of the approaches we outline and take on board feedback and future interventions and resources.

Externally Provided Programmes

- **Non DFE programmes used to support Pupil Premium Pupils.**

PIXL assessment, therapies & resources

- IT Programmes used by pupils:
- PSHCE: Jigsaw
- Read Write Inc (RWI) Phonics
- Bedrock - vocabulary
- Bedrock Grammar
- Mathletics
- Times Table Rockstars
- Flash Academy (EAL)
- Dyslexia Gold
- Clicker
- Teach Active (reading, writing and maths)
- Primary Quiz
- Scarf