

# Pilgrim Federation Pupil Premium Strategy statement 2021/22

This statement details our Federation's use of pupil premium funding (and the recovery premium and school-led tutoring grant) to help improve the attainment of our disadvantaged pupils across our four schools.

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 Federation.

## School overview

Detail	Data
Federation name	The Pilgrim Federation – Blakeney, Hindringham, Kelling and Walsingham Primary Schools
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils across the four schools	26.28
Academic year/years that our current pupil premium strategy plan covers	21/22
Date this statement was published	3.12.21
Date on which it will be reviewed	9.5.22
Statement authorised by	PP Gov. lead 2.12.21 FGB review 22.2.22
Pupil premium lead	Tom Snowdon
Governor lead	Helen Barnwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,075
Recovery premium funding allocation this academic year (including school-led tutoring funding)	£11,848
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£62,923</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The overarching objective for the pupil premium pupils at each of The Pilgrim Federation Schools is that they achieve at least in line with other pupils and have access to the same range of experiences and opportunities.

Our current pupil premium strategy plan works towards achieving this objective through ensuring quality first teaching for all is in place in addition to bespoke, targeted support for individuals and groups of pupils, be this for academic or social and emotional support.

The key principles of our strategy are that all of the schools will have an embedded broad and balanced curriculum that supports and embraces all learners, regardless of their starting points or backgrounds. To do this, we will use pupil premium funding to ensure our pupil premium pupils are fully supported during their time with their school.

## Challenges

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

Challenge number	Detail of challenge
1	Low parental aspirations in rural North Norfolk is an issue that can impact on levels of support for pupils at home and plans for their futures.
2	The location of the schools – quite remote and not near to urban, cosmopolitan areas. This can lead to lack of ambition and awareness of the wider, multi-cultural world and feelings of isolation for pupils and families.
3	Low levels of speech, language and communication and reading skills for a significant proportion of pupils who start at the schools as reception pupils.

## 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
Review approach to phonics teaching across the Federation, ensuring all pupils have the best possible start to early reading.	A thorough and consistent programme of Phonics (SSP) teaching is in place across the curriculum that supports and enhances the reading of all learners.
Enhanced levels of academic support available to pupils of all ability levels to support gaps in learning and further stretch the more able pupils.	Adult support timetabled to meet specific needs of individuals and groups of pupils. Systems in place to gauge and monitor impact of these interventions, feeding in to the planning and delivery cycle. Outcomes will be used to plan further areas of support and focus.
Emotional learning support available to all pupils as required – funding to be used to access training and support and review materials.	All staff who deliver this support appropriately trained and supported by SLT. Systems in place for any staff to flag up concerns about pupils and for effective intervention to be swiftly put into place. This will include, as appropriate, engaging with parents/carers and external agencies.

## Activity in this academic year

This details how we intend to spend our pupil premium (and the recovery premium funding and the school-led tutoring grant) this academic year to address the challenges listed above.

### Quality First Teaching for All (for example, CPD, recruitment and retention)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively engage with the Wensum English Hub to ensure a thorough review of our teaching of phonics (SSP) is carried out and appropriate follow up activities actioned so all pupils access a high standard of reading support. This will include ensuring all relevant staff have access to effective training and support, both internally and externally.</p>	<p>Early reading is at the heart of any successful curriculum as it enables pupils to access learning and at levels. Ensuring our SSP approach is thorough and robust and supports learners of all levels is therefore of vital importance. The link between effective CPD for staff and outcomes for pupils is well established, so this will be a key area of focus.</p>	<p>1, 3</p>
<p>Levels of Teaching Assistant support time increased so pupils of all ability levels can be as effectively supported and challenged as possible in all curriculum areas, with a particular focus on speech and language support and help with early reading.</p>	<p>Pupils having access to increased levels of high quality adult support and intervention has proven highly effective over all of our settings. This will be monitored via our review of outcomes for Pupil Premium and SEN pupils which is updated termly and reviewed with the curriculum committee of the Governing Body.</p>	<p>2</p>

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

Budgeted cost: £25,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific speech and language and early reading support in place for all pupils that require it, including employing a specialist speech and language teacher.</p>	<p>Speech and Language skills are fundamentally important to a successful school life and an ever increasing number of pupils are starting at our schools with very low levels (evident via our approach to reception baselining). We therefore need to have well established support systems for these pupils.</p>	<p>3</p>
<p>Wellbeing lead and ELSA training for staff in each school so that any pupils requiring mental health support are effectively supported in a timely manner.</p>	<p>Partially due to the period of school closures, there is an identified increasing level of need for social and emotional/mental health support for pupils. This means that we need to have staff who are trained to try and support this level of need, and to know where to signpost parents to for further, more specialist support.</p>	<p>2</p>
<p>Engage in the school-led tutoring programme, ensuring relevant staff are trained to lead and manage these sessions on specifically identified areas of focus.</p>	<p>We know that pupils benefit from bespoke and personalised support that targets specific areas of need so we will ensure that these catch-up sessions take place on a regular basis throughout the academic year.</p>	<p>3</p>

## Wider strategies

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor (PSA) employed to work across the Federation</p>	<p>This support has proved vitally important for families across the four schools since it has been in place. It has enabled us to signpost families in need of support to the PSA and ensured that we have an overview of all systems that are in place to support them following intervention via regular reviews between our Federation SENCo and the PSA. This is a vital part of our 'Federation offer'.</p>	<p>2</p>
<p>Access to extra-curricular experiences - including visitors coming to school to enhance the curriculum, ensuring a wide-range of educational visits take place and that all pupils, regardless of family circumstances, have access to as many clubs and activities as possible.</p>	<p>There is an identified lack of diversity in the communities we serve and we have families who struggle to access facilities and services, so providing opportunities to offer experiences of this nature is vital to our curriculum planning. This entails providing a wide-range of trips and planning what after school and lunchtime clubs we offer and how these can be accessed by all pupils. We will ensure the funding we receive goes directly to supporting these opportunities and therefore enhances all pupils' understanding of the wider world and what range of activities and clubs their communities can offer.</p>	<p>1</p>

**Total budgeted cost: £62,923**

## 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 2020 to 2021 academic year.

Pupil Premium pupils' attainment and progress was carefully tracked on a termly basis (by the teaching and learning lead and the curriculum committee of the Governing Body) to monitor trends and identify any pupils who needed specific support. This fed into the support plans in place across the schools and ensured adult time and resources were appropriately directed so all learners had their needs as effectively met as possible. We also further enhanced the levels of 1:1 and small group support in place as we increased Teaching Assistant hours on a temporary basis due to the catch-up funding received. This ensured any gaps in learning were supported and plans were in place to effectively address these.

We ensured specific staff across the Federation accessed ELSA training (including termly reviews with an Educational Psychologist) which has involved working with two pupils per half term for a six week time period to review and support their needs. This included regular follow up meetings with the Federation SENCo and engagement with parents, culminating in a closing report on progress made and suggested next steps. This has ensured pupils who required social and emotional support had their needs met by a fully trained member of staff who was supported by wider networks and senior staff.

Both of these approaches to supporting the learning and development of pupils worked effectively and will be carried on during the 21-22 academic year.