# G:\Shared drives\Branding & Templates\Pilgrim Pathways Final Logo Assets\FOR YOUR OWN OR WEB USE\Smaller Sized JPEGs (For Word documents etc)\Pilgrim Pathways Small Logo 2.jpg Pupil premium strategy statement 2021-2022

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Pilgrim Pathways School |
| Number of pupils in school | 240 (to date) |
| Proportion (%) of pupil premium eligible pupils | Variable |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 |
| Date this statement was published | 31st December 2021 |
| Date on which it will be reviewed | 10th February 2022 |
| Statement authorised by | Leah Miller (Headteacher) |
| Pupil premium lead | Leah Miller |
| Governor / Trustee lead | Becky Sewell |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £16000 |
| Recovery premium funding allocation this academic year | £930 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £16930 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our disadvantaged pupils are also vulnerable due to their significant ongoing mental health difficulties and physical health difficulties which mean that their educational journey is often chaotic and interrupted with many pupils completely disengaged from education at the point they enter our school.  In addition, our intake of pupils varies weekly, therefore planning a whole year strategy has to be balanced with the individual needs of the disadvantaged pupils who are with us for a short transient period.  Our focus, which is representative with our school values, is to support:   * Accelerated academic attainment (and facilitating accelerated learning through a recovery curriculum) * The best educational outcomes possible for our pupils * Re-engagement with Education * Re-engagement with social and wider curriculum and life opportunities   At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum and wider positive opportunity.  Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school (who are all vulnerable and disadvantaged due to their ongoing mental health or physical health needs), where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for all pupils will be improved.  We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that the best possible educational or wider outcomes are secured and that our pupils are as ready for discharge from our service as possible.  Our strategy will be driven by the needs and strengths of each young person, based on robust formal and informal assessments academic and wider, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next part of their educational or life journey. |

## 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 | *Disengagement from education due to: ongoing physical or mental health difficulties.* |
| 2 | *Lack of educational placement or training (NEET) due to: temporary or permanent exclusion from school, ongoing mental or physical health needs.* |
| 3 | *Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.* |
| 4 | *Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including difficulties in their expressive language and social interaction difficulties.* |
| 5 | *Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of 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.

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| Intended outcome | Success criteria |
| *Disadvantaged students re-engage with learning and the school environment.* | *Clear improvement in engagement in education outcome measure from Entry point to Exit point for all disadvantaged students.* |
| *Disadvantaged pupils at secondary feel better prepared for the next step of their educational journey career progression and / or HE opportunities through mentoring, work experience and opportunity.* | *All disadvantaged pupils are able to access high quality work experience and careers mentoring, as well as training or enrichment opportunities which directly benefit them in the next phase of their educational journey.* |
| *Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.* | *When appropriate, and if able to engage, , assessment of pupils’ language comprehension on entry and exit to show improvement in outcome measure of assessment undertaken (to be decided).* |
| *Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.* | *Through achievement of EHC plan termly outcomes.* |
| *Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.* | *Through observations and discussions with pupils and their families.* |

## 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: £ *[insert amount]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  As highlighted in the statement of intent for this year, we have highlighted broad aims for pupil premium expenditure, but due to the rapidly changing nature of our cohort, we need to be responsive to the individual needs of the disadvantaged pupils who are admitted onto our wards and on-rolled into our school.  2020-2021:  Additional Teaching Assistance time: Two of our centres saw both an increase in numbers of disadvantaged pupils, but also within that group an increase in acuity of Mental health presentation. We employed a Teaching assistant who had extensive experience of engaging ‘hard to reach’ young people in her capacity as a Social worker. The impact of her appointment was: - the ability to engage a larger number of disadvantaged pupils into education quicker, resulting in increased academic progress over the course of their admission. Her appointment also enabled us to deploy additional resources to our most disadvantaged young people in another centre where they were able to be engaged in life skills which have facilitated their transition out of our school into the community.  Raspberry Pi: The Raspberry Pi was used to re-engage a group of disadvantaged Young People in school work, Following this, they were chose to complete an AQA Award in Programming.  Herpetology Course and Arabic lessons: The impact of these two offers were to increase pupil engagement, extent our curriculum offer and improve educational outcomes for two young people as these directly impacted on their educational options post their time at the PPS. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Hepetology | Animal Jobs Direct |
| Arabic speaking | Tutors Direct |