



## Pupil premium strategy statement 2022-2025

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

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 ( <b>3 year plans are recommended</b> )	2022/2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Nadine Gooding-Hebert (Headteacher)
Pupil premium lead	Nadine Gooding-Hebert
Governor / Trustee lead	Neil Adams

### Funding overview

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

# Part A: Pupil premium strategy plan

## Statement of intent

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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Disengagement from education due to: ongoing physical or mental health difficulties.</i>
2	<i>Lack of educational placement or training (NEET) due to: temporary or permanent exclusion from school, ongoing mental or physical health needs.</i>
3	<i>A considerable proportion of our students have reading ages lower than their chronological age. Many of our pupils do not read for pleasure or do not regularly read, which is a barrier to accessing the curriculum</i>
4	<i>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.</i>
5	<i>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.</i>

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Disadvantaged students re-engage with learning and the school environment.</i>	<i>Clear improvement in engagement in education outcome measure from Entry point to Exit point for all disadvantaged students.</i>
<i>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.</i>	<i>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.</i>
<i>Improved Reading comprehension Skills (VIPERS) for disadvantaged pupils so that they can feel more confident reading independently and reading for pleasure</i>	<i>When appropriate, and if able to engage, assessment of pupils' reading comprehension on entry or at beginning of VIPERS intervention and on exit to show improvement in outcome measure of assessment undertaken (to be decided). Through pupil voice, pupils report an improvement in their engagement with texts or text type activities.</i>
<i>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</i>	<i>Individual Education Plans outcomes against objectives or through progress towards EHC plan targets.</i>
<i>Disadvantaged pupils have greater confidence and independence to help them engage more</i>	<i>Through observations and discussions with pupils and their families.</i>

<i>with the wider community and prepare for adulthood.</i>	
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022-2023) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PECS Training or similar		4
SCERTS training		4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths 1:1 Tuition	Education Endowment Foundation	1
Oxford Reading Tree Online resources or Reading Wise subscription	RCT Report	3
Storytime Phonics or other Phonics online offer		3

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised resources for wider curriculum offer.		1 & 5

AQA Awards		1 & 2
Cambridge United Outreach, Clip'n'Climb offer or equivalent Sports engagement offer/PE curriculum offer	Sheffield Hallam University Research	1, 4 & 5
'Form the Future' or other careers advice or offer to deliver a bespoke program of intervention at PPS to improve engagement in and outcomes for Planning for the next steps.		2

**Total budgeted cost: £ 19,500**

## 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.

As stated in the statement of intent for the next 3 years, 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.

2021-2022:

*Due to ongoing COVID-19 and Infection Control measures on all of our wards, it has not been possible to welcome any external operators into our school settings. In addition, severe staff shortages and recruitment difficulties (in line with the national picture) alongside a rise in acuity in presentation across all of our sites has meant that staffing capacity has been reduced to such an extent that planning additional offers and interventions to support vulnerable pupils in addition to the bespoke individualised and focussed interventions we already offer has been significantly impacted.*

Online Curriculum support and enrichment software, including My Maths subscription: Targeted intervention supporting vulnerable pupils who were out of school for significant periods to make accelerated progress in Maths through a wider offer.

Wider engagement curriculum offer: Resourcing a number of internal initiatives to re-engage young people in learning and build self-esteem through hands on practical activities (e.g. Science week cross school offer).

AQA Awards and resources associated with these: Popular, accessible and impactful interventions to re-engage YP into the structure of learning and the wider classroom. Confidence-building tasks often from the wider curriculum, which staff often use to support the young people to re-engage into more formal academic pathways. We paid for the awards, the resources to accompany these and training for three staff members.

### 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*

Programme	Provider
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Unit Awards Scheme	AQA
My Maths	Oxford University Press