

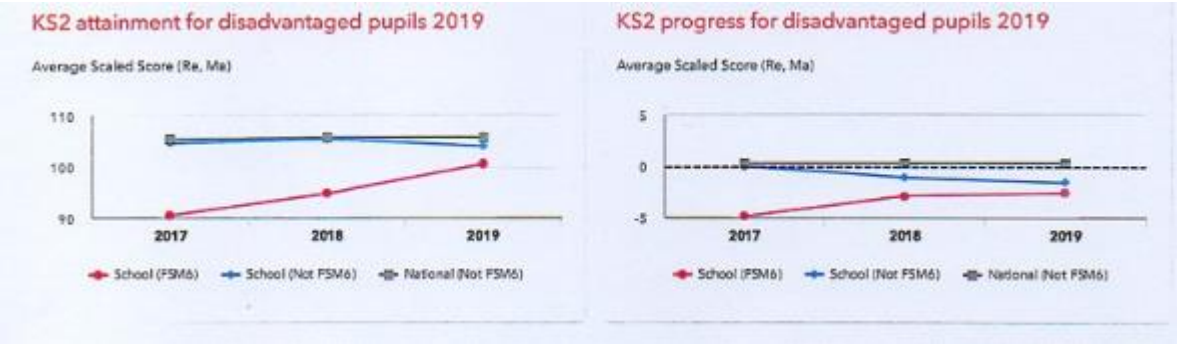
Pupil premium strategy statement Pendragon Community Primary School

School overview

| Metric | Data | |
|---|--|------------------------------------|
| School name | Pendragon Community Primary School | |
| Pupils in school | 385 | |
| Proportion of disadvantaged pupils | 12% (not reflected in October census) | Disadvantaged on SEND register 34% |
| Pupil premium allocation this academic year | PP/PP+ Service £66,145 this is based on October census Eligible pupils 2020/2021:45 January (40 October census); 5 PP+; 2 Service | |
| Academic year or years covered by statement | 2020/ 2021 | |
| Publish date | April 2021 | |
| Review date | July 2021 | |
| Statement authorised by | Governors on Finance and Standards committees | |
| Pupil premium lead | T. Brown | |
| Governor lead | P Strowgger | |

Pupil progress over 3 years

FFT Aspire



Whilst there is still an attainment gap between FSM6 and non-FSM6 the fft aspire data shows progress towards closing the gap with non-FSM children.

Disadvantaged pupil progress scores for 2019

| Measure | Score | Average SS | Score (Non Disadvantaged) | Score (National, Non Disadvantaged) |
|---------|-------|------------|---------------------------|-------------------------------------|
| Reading | -3.5 | 98 | -0.7 | +1.0 |
| Writing | -9.1 | | -3.8 | +0.3 |
| Maths | -3.9 | 99 | -2.6 | +0.4 |

Strategy aims for disadvantaged pupils

| Measure | Score |
|--|--|
| For all disadvantaged pupils in school to make or exceed nationally expected progress rates. | <p>To ensure all progress scores for disadvantaged pupils are in the positive range at the end of FS, KS1 and KS2 in Reading, Writing and Maths.</p> <p>To ensure that all disadvantaged pupils make expected progress in Foundation subjects.</p> |
| To narrow the attainment gap between disadvantaged and non-disadvantaged pupils | To ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally |
| For all disadvantaged pupils to be ready to be 21 st citizens and secondary ready | <p>To ensure that all disadvantaged pupils have equal access to wider opportunities.</p> <p>To ensure all parties have high expectations and aspirations for all pupils.</p> |

| Measure | Activity |
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| To improve progress and attainment in reading, writing & maths for disadvantaged pupils | <p>To ensure that disadvantaged pupils meet age related expectations by the end of Key Stage or make accelerated progress against their baseline</p> <p>To maintain strong and consistent teaching throughout the school</p> <p>To monitor progress of pupils</p> <p>To create bespoke interventions which meet the needs of targeted individuals</p> <p>To deliver high-quality CPD to staff, and parents, which results in higher levels of attainment</p> |
| To develop levels of challenge for pupils to maximise outcome gains | <p>To deliver high-quality CPD that outlines a clear approach to levels of challenge within the class.</p> <p>To carefully monitor progress and attainment of pupil outcomes, particularly those at Greater Depth.</p> <p>To host targeted interventions which provide appropriate levels of challenge</p> |
| To promote the social and emotional wellbeing of pupils to ensure they are ready to learn | <p>To identify vulnerable pupils who require social and emotional intervention</p> <p>To monitor attendance and support parents</p> <p>To work reactively, in light of the Coronavirus pandemic, and support the emotional wellbeing of disadvantaged pupils</p> |
| Barriers to learning these priorities address | <p>Gaps in learning - can result in pupils not meeting age related expectations in reading, writing and maths at the end of Key Stage.</p> <p>Attendance/lateness – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress</p> <p>Social & Emotional needs – in light of current Coronavirus and Lockdown restriction, this can have a detrimental impact on pupils' mental wellbeing and result in slow gains (progress and attainment) within the classroom</p> <p>Vocabulary - limited vocabulary and language skills can impact upon learning</p> <p>Enrichment and Experiences – pupils should be provided with additional enrichment opportunities, but examples of this will have to be carefully tailored to restrictions in place due to Coronavirus.</p> <p>Consolidation of Learning - some pupils may not engage positively with homework/home learning and therefore do not build upon knowledge gained with the classroom environment.</p> |

1. Teaching priorities

| Aim | Target |
|---------------------|---|
| Progress in Reading | <p>To implement the PIRA reading assessments from Year 1-6 in order to provide progress data and to aid gap analysis</p> <p>To continue to develop and monitor the KS2 reading curriculum</p> <p>To introduce additional reading lessons into KS1 focussing on a range of reading strategies.</p> <p>To continue to promote reading of quality children's books</p> |

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| | To ensure that lower attainers reading books are closely matched to ability. |
| Progress in Writing | <p>To run the writing project to engage and promote high quality writing for all</p> <p>To continue to develop and refine the editing process with an emphasis on children identifying their own areas to improve</p> <p>To continue focus on vocabulary by introducing more explicit structure to vocabulary teaching</p> <p>To relaunch Shakespeare units and Pendragon Writer's Club with emphasis on giving time to write extended pieces, real-life context, audience.</p> |
| Progress in Mathematics | <p>To implement the PUMA maths assessments from Year 1-6 in order to provide progress data and to aid gap analysis</p> <p>To analyse closely the data for progress of disadvantaged pupils</p> <p>To introduce diagnostic assessment materials to identify pupil understanding and aid teachers to plan work based on pupil understanding.</p> <p>To develop pupils ability to be fluent in maths through teaching of key facts in a progression</p> |
| Phonics | <p>To reinforce strong vocabulary development and use of stem sentences to encourage pupils to use the language of mathematics confidently</p> <p>To monitor progress in raising attainment in phonics in Y1 and Y2</p> <p>To focus on the sequence of learning in displays</p> |
| Other | <p>To develop a vulnerable pupil document to create a 360 view of each pupil</p> <p>To provide targeted support for individuals and groups where needed.</p> <p>To upskill support staff in English and Maths knowledge and use of Clicker 8</p> <p>To provide training in trauma and attachment to revisit this area</p> <p>To use Achievement for All programme to develop the 'Deep leadership programme'</p> <p>To use Achievement for All programme to develop the 'Achieving wellbeing programme'</p> <p>To develop long-term plan for tackling the needs of disadvantaged cohorts as they progress through the school in order to allocate funds more precisely.</p> <p>To improve on school data tracking system to complement current provision map tracking</p> |
| Barriers | <p>33% of pupil premium children were in school during lockdown as children of key workers or as vulnerable children. The remaining pupils have worked remotely for a considerable time over the last 6 months, some may still be affected if class bubbles have to isolate</p> <p>Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress.</p> <p>Learning behaviours seen in the classroom may need developing due to long periods of self-isolation</p> |
| Projected spending | £33,000 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

2. Targeted academic support

| Measure | Activity |
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| To provide targeted support for disadvantaged pupils | Class teachers to use formative and summative data to identify targeted pupils who require further support To adapt future lesson planning as a result of the needs of pupils For PP lead to monitor impact of scaffolding and interventions over time via the vulnerable pupil document, feeding into changes if required. To use additional staff to work 1:1 and with small groups where key areas have been identified |
| To deploy staff to maximise progress gains in reading , writing and maths | To critically analyse benchmark data and deploy staff accordingly. To monitor pupil progress for those attending interventions cross time and adapt as necessary |
| Barriers to learning these priorities address | Pupils have worked remotely for a considerable time over the last 6 months, some being affected by class bubbles isolating at present also. Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress. Learning behaviours seen in the classroom may need developing due to long periods of self-isolation. |
| Projected spending | £24,145 |

3. Wider strategies

| Measure | Activity |
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| To provide support for parents for home work | To investigate ways to continue to provide support for parents e.g. cafes and homework club To continue to ensure families have materials need to support home learning and homework including working devices. |
| To enhance pupils' cultural capital by providing a breadth of experiences | To assist with financial help in order to allow children to access to trips, residentials and clubs To ensure the curriculum is balanced and carefully sequenced, and the curriculum allows opportunities for cultural development To provide greater enrichment opportunities for disadvantaged pupils such as attendance in clubs in order help develop social and interpersonal skills; increase self-esteem and confidence and to learn new skills |
| Emotional health and well being | Emotional coaching and play therapy support for individuals through Ollie Coaching and Blue Smile play therapy. |

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| Barriers to learning these priorities address | Attendance in sports and music clubs develops resilience, independence, life skills and improves language development. These are key to develop positive learning habits in the classroom. Poor emotional health and well-being impacts on learning in the classroom |
| Projected spending | £9,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | To ensure accelerated progress of pupils given the difficulties that Covid has presented in terms of homelearning and the difference in experience of some pupils. | Monitoring by SLT via lesson observations, book scrutiny, learning walks Monitoring of data by SLT Pupil progress meeting with Headteacher. Reporting to governors. |
| Targeted support | To ensure that the targeted support is appropriate and accelerated progress is made. | PP led to monitor effectiveness of the provision and the impact on pupil progress. Reporting to governors |
| Wider strategies | To ensure that the funding is having an impact on the progress and/or skill development of the pupils involved | PP lead to monitor the impact on pupil skills, progress and being ready to learn. Reporting to governors |

Review: of 2019/2020

| Desired outcome | Chosen action/approach | Estimated impact: Success criteria met? Future lessons |
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| Leadership | | |
| Programme for staff development that considers growing leadership capacity and the long-term future of individuals, as well as of the school. | Achievement for all Training and development for PP lead, teachers and teaching assistants in AfA | Session on coaching techniques with AfA coach for SLT. SLT had further techniques to support their teams. Whilst this was not new to all, the team leaders have continued to coach their teams and therefore provide great support and development strategies for their teams especially over this challenging year. |

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| | | <p>Maximising the Impact of Pendragon Staff (MIPS) meetings covered the themes of scaffolding and had begun examining ways to support pupils with well-being before lockdown. Staff supported each other in sharing ideas for effective scaffolding.</p> <p>Learning walk with AfA coach undertaken to support team leaders able to focus on scaffolding for pupils and reflect on provision for disadvantaged pupils then use this as a model for future learning walks in their team where this had not previously been something they would have undertaken.</p> <p>AfA Bubble units shared with all staff for self-study during pandemic when staff at home and not on rota in school.</p> |
| Disadvantaged children able to self-scaffold and keep up with peers. | MITA project Training for teachers and TAs if the effective deployment of TAs to maximise impact | <p>Continue to embed these practices as too early to ensure impact due to effects of school closure..</p> <p>Staff meeting x2: Developing student independence through scaffolding one in English and one in Maths for the teachers and TA offered (paid) Themes</p> <p>Maths: diagnostic assessments, first and best, vocabulary gap</p> <p>English: Mini goals, first and best, writing effective targets for children new target card developed showing what the teacher, the child and the parent would do to support the target's development.</p> <p>Support for classes-mentoring from coach</p> |
| Accelerated progress for all pupils | | |
| Individual need | Range of support from interventions, pre and post teaching and targeted interventions worked well until March 2020. | Predicted data in March Pupil Premium showed positive progress in reading. Continue to embed provision for PP, both emotionally/socially and academically, and monitor impact across the term using robust assessment techniques. Use NTP to extend provision for those in greatest need post lockdown |
| Increase in devices to support learning | Ipads to support practice of key skills and access to Nessy and clicker 8 to support dyslexic pupils with writing | Devices have only just arrived so the impact will be measured in next review. |
| Other approaches | | |

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| To promote punctuality and attendance. To develop interpersonal skills To promote self-esteem. | Breakfast club | This ran until March allowing the children to start school positively. It did ensured punctuality for one family and enabled positivity coming into school. Breakfast cereals continued to be provided throughout lockdown for any families in need of extra food in addition to vouchers. The school and the local community group provided food parcels to families when the need arose. |
| To support parents with helping their child to complete homework | Homework Club for children and their parents | This had only just started before lockdown so no impact The parents who did attend found it very helpful as they had a member of staff there to ask about specific issues of how to support etc. Materials and strategies were provided for the family. Once school open again this would be a high priority to pursue-possible use of Teams for this. |
| To improve settling onto the school day. To improve gross motor and fine motor skills. To enable children to cope with PE sessions. | Sensory circuits | This stopped in March. Impact stories showed progress for individuals. Long term effect on results difficult to measure. |
| To support the emotional development of pupils. To support the development of positive behaviour. | Ollie coaching Blue Smile Play therapy | These ran live to March. When not able to be live then there were material packs delivered and weekly phone calls (Blue Smile) Ollie coaching was provided when children were in school. Some children have now come to an ending (Spring 21) and baseline to final scores show impact. Other children continuing. Extension of school to become a Blue Smile Hub as of Easter 21 to continue to support more children. |
| To extend pupils knowledge, understanding and appreciation of the world. To enhance the curriculum | Trips e.g. West Stow, Forest Owls, Madingly cemetery | Some trips were held during the Autumn Term. However, due to Covid and pupils working remotely, children were unable to attend the planned trips across the academic year 2019/2020 |
| To develop social and interpersonal skills To increase self-esteem and confidence To learn new skills | Clubs, activities, music lessons | These were cut short due to lockdown so difficult to measure the effect. However, the impact stories of some pupils show a developing willingness and growing independence (if slow) and resilience to stick with an activity after an initial wish to give up straight away in week one. |

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| Enhance the curriculum and ensure pupils experience new socially enriching and challenging activities. Build confidence, self-esteem and independence, Develop team working skills | Residential funding support Hilltop Y6 Burwell Y4 | Both residential went ahead before March. All PP children attended. Impact stories show that they demonstrated examples of independence, resilience and developing confidence in these unfamiliar settings. The long-term impact on attitudes to learning and improved results could not be measured. |
| School anxiety and mental health well-being. | Happy Sad Counselling | Support provided for pupils until March This ensured individuals had support to address any issues and were able to access learning. |
| Lockdown initiatives | <p>Keeping in touch weekly with all PP families</p> <p>Books and stationery equipment provided for home learning CGP books supplied to all</p> <p>Devices provided for all children that needed them</p> <p>Resource packs printed for families that needed them</p> <p>Government food vouchers provided and food parcels for bubble closure</p> <p>Liaison with local community group to supplement food vouchers with additional food parcels where needed</p> | <p>Positive relationships were built with families by weekly phone calls or door stop visit.</p> <p>Children had right equipment to access home learning</p> <p>Children could access and take part in on line lessons.</p> <p>SEND pupils had work packs delivered to their homes to provided all pupils equal access to home learning</p> <p>Families who were affected by lockdown were supported financially.</p> |