

Pendragon Community Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. Updated 2022-2023

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	Pendragon Community Primary School
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Mainly 2021-2022 but references to future spending to 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Tracey Brown
Governor (SEND/PP) (Finance)	Katie Thompson Richard Tolley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 21 to March 22 £39,369 based on Oct 20 census £21,295 March to July 22 (With service premium and PP+ post CLA £26,568)

	2022-2023 Based on Autumn census 2022		
	Pupils and cat	Amount per child	Total
	FSM 38	£1,385	£52,630
	PP+ 4*	£2,410	£9,640
	Ser 3	£320	£960
			£63,230
	*1 PP+ child educated out of school		
Recovery premium funding allocation this academic year	2021-22 £6,380 2022-23 £5,945		
Pupil premium funding carried forward from previous years enter £0 if not applicable)	£15000		

Part A: Pupil premium strategy plan

Statement of intent

We intend for all our disadvantaged pupils in school to make or exceed nationally expected progress rates and 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 by 2024.

We intend for all disadvantaged pupils make expected progress in Foundation subjects.

We intend to narrow the attainment gap between disadvantaged and non-disadvantaged pupils

We intend for all disadvantaged pupils to be ready to be 21st citizens and secondary ready and will ensure that all they have equal access to wider opportunities.

We intend to ensure all parties have high expectations and aspirations for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	25% of the PP cohort are also on the SEND register (27% 2022-23) and 7% have an EHCP (2021) (38% of school EHCP are also PP Jan 2023)
2	60% of the children on the PP register have a CP file
3	Impact of lockdown. Not all vulnerable families accepted the invitation to attend school during lockdown. 5 PP pupils did not attend online lessons regularly
4	PP children currently at age related expectations in reading, writing and maths is lower post lockdown than previously.
5	86% of the children on the PP register have a SEMH difficulty resulting from trauma or family difficulties e.g. divorce, parental disability, debt

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
Reading in the non-SEND PP cohorts will be EXS	Non SEND PP pupils will be EXS in reading by July 2024
The number of PP children meeting age related expectations will at least meet national figures for this cohort.	At least 51% (2019) of the cohort will be EXS in RWM by 2024
Attainment gap between disadvantage and non-disadvantaged pupils will have improved by 2024	Attainment gap will be narrower

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: £ 34,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Observed mastery lessons in maths and time to plan for staff.	EEF reports that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	3 4
Standardised tests	Standardised tests are used to provide baselines and measures of progress. Staff use the data produced to assist when planning activities for children with gaps in their understanding. New PUMA and PiRA and the related Shine interventions (link to Targeted Academic Support below) are used termly for non EHCP pupils	3 4
Talk for writing in-service and planning time for staff	Oracy is one of the foci of the School Development Plan. The children have missed many spoken language opportunities during the last 2 years. As NACE noted oracy is a basic skill that no one can go without and it's also the key to intellectual and emotional experiences. Oracy supports learning; is vital for social mobility; supports social and emotional learning and is empowering. Oral language interventions EEF (educationendowmentfoundation.org.uk)	3 4

Planning, preparation and impact monitoring	Lead for PP and Headteacher to maintain overview and monitor effectiveness	All
SENDCo hours	25% of PP children are also on SEND register including some with significant difficulties. This allows time for the admin and EHCP application hours required to provide for these children's needs.	1
Psychoeducation training	The potential impact of self-regulation approaches can add 7 months progress. Post lockdown, pupils have high anxiety, low resilience and poor self-esteem as evidenced in the baseline questionnaire Sep 21. A frightened mind cannot take a full part in learning. EEF_Social_and_Emotional_Learning.pdf	2 3 5
(2022-23 Oracy 21)	Oracy is a main focus in the school development plan as the children have missed many spoken language opportunities during the last 2 years. See above. Oral language interventions EEF (educationendowmentfoundation.org.uk)	3 4

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

Budgeted cost: £ 14,351 (+£10,000 from carry forward £24,351)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing for tuition in small groups. Teacher or tutor to complete small group tuition. The majority will be based around reading and phonics NB The IDSR highlights progress in maths at KS2 and attainment in GPS as below national, so this will be	EEF reports that small group tuition can have 4 months positive impact on learning. AfA reports that pre/post teaching is effective in allowing pupils to keep up with their cohort. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 4

an additional area of focus for pupils.		
1:1 support social and emotional needs	EHCP requirements	1 2 3 4 5
Targeted activities to support individuals	Resources and activities for SMEH support for children at risk of exclusion.	5
<p>Maths</p> <p>Dynamo Maths individualised computer program to support maths</p> <p>Plus 1 Maths</p>	<p>Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.</p> <p>Dynamo Assessment – Standardised dyscalculia screener for ages 6 to 11 and baselined at ages 6 to 9. It provides a profile of Number Sense strength and areas of need, supported by an Individual Support Plan signposted to Dynamo Intervention.</p> <p>Dynamo Intervention – for ages 6 to 11 and incorporates a purposeful triple-pathway resources and a range of SEN support tools. Proven and ready for Catch-up and blended learning strategies.</p> <p>Dynamo Maths is underpinned by a researched and evidence-based NumberSenseMMR® framework</p> <p>Plus 1 Maths Power of 2 is the introductory book of the series allowing anyone to make progress with their maths. The book is essentially a coaching manual which allows anyone to deliver individual support as it teaches all the building blocks of numbers, and begins to develop skills with mental calculations.</p>	3 4
NELI language programme	Backed by the DfE NELI is a programme proven to be effective in raising outcomes in Reception-age children's early language, communication and speech skills – particularly those who need the most support to overcome the disruption of the pandemic.	3 4
Attention Autism	Speech language and communication of a significant number of EYFS children (2022) has been negatively impacted by lockdown. Attention Autism 'bucket' is a system devised	3 4

	by autism expert Gina Davis and these activities are used daily.	
Nessy Dyslexia programme	The Nessy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF (1), global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award	3 4

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

Budgeted cost: £ 19,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club To promote punctuality and attendance. To develop interpersonal skills To promote self esteem. Before school sports clubs x 2	School anxiety. Children need to have a positive start to the day in order to begin to learn in class. Food, a chat with a school based adult and their peers makes for a positive start to each day. Norwich City FC Regional Development Programme to run KS1 and KS2 club one morning per week.	2 5
Uniform	The village is mixed economically due to the impact of close proximity to Cambridge and commuting distance to London. Providing a new school jumper helps improve sense of identity with school and ensure economic differences with peers are not as evident.	5
Forest school training, resources and supply cover to run	Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> • Confidence: • Social skills • Communication • Motivation 	1 2 3 4 5

	<ul style="list-style-type: none"> Physical skills Knowledge and understanding <p>Forest school lead (qualified Autumn 2022) to run club for PP for children with social and/or emotional needs once a week Autumn term 2022 Spring 2023</p>	
Ollie Kids club	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Ollie was created to disassociate an issue from a child, to enable the use of child-friendly language about how the mind works and why people feel what they feel. Ollie allows children to take an active role in working through their issues and finding positive empowerment	1 2 3 4 5
Arts performances and workshops	Access to live performances to enrich SMSC EEF +3 There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds	3 4 5
To improve the emotional development of pupils. To improve behaviour. Blue Smile Art therapy	Children supported by Blue Smile's counselling and mentoring show significant improvements in their emotional wellbeing, relationships and behaviours. Teachers and parents note this has an impact on the child's happiness and ability to learn.	2 3 4
Emotional Literacy Support Assistant	Train 2 TAs to be ELSA specialists	2 3 4
To extend pupils knowledge, understanding and appreciation of the world. To enhance the curriculum Trips e.g. West Stow, Madingly cemetery	Outdoor learning has a significant impact on learning, making it more meaningful. In addition, it is important for disadvantaged pupils to enjoy this alongside their peers.	3 4 5
To develop social and interpersonal skills To increase self-esteem and confidence Clubs,	Nuffield Foundation found a link between children taking part in extracurricular activities and attainment in KS2. 'Participating in organised activity was positively linked to social, emotional and behavioural outcomes.	3 4 5

activities, music lessons	We are participating in Children's University research project 2021-23 with Y5	
Enhance the curriculum and ensure pupils experience new socially enriching and challenging activities. Residential funding support Hilltop Y6 Burwell Y4	High quality outdoor learning report gives evidence that residential promote personal growth, independence, social and emotional resilience and help children develop broader interests. Children will engage in collaborative tasks and develop team working skills, self-esteem, build confidence, and independence.	3 4 5
Specialist provision related to EHCP	Specialist services provided by external sources to meet need	5

Total budgeted cost: £ 77, 991

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.

During the year 2021/22 we focussed on addressing the gaps created by the disruption of the pandemic and the impact on pupils' social and emotional well-being.

We used the school led tutoring primarily for reading. Monitoring through data, lesson observations, book scrutinies and pupil voice showed that for most year groups the programme of 1 hour per week for 15 weeks had a positive impact on progress. We offered 840 hours of small group and 1:1 tuition over the year. Whilst summer assessments (PiRA tests and SATs) show we have not met 2019 statistics of 51% PP at standard, attitudes towards reading and confidence gained had improved. Unfortunately in two year groups the school led tuition programme was affected by COVID absence and the lessons did not have the same positive impact. Y1 used the cover for phonics and reading and this contributed to the high 91% pass rate.

The maths mastery lessons took place. The LA advisor planned with the Y3 and Y4 teachers and delivered an observed lesson. Advice from these sessions has been observed being used in lessons. Ofsted comments during the inspection to leaders were that they were impressed by the pedagogy in maths learning sequences they saw delivered. As the IDSR has highlighted that whilst attainment in KS2 was in line with national progress was in the bottom 20%, this continues to be an areas for development.

The additional PPA sessions were unable to take place due to the impact of Covid and lack of availability of supply teachers. This is also current for 2022-23 so has been removed from the strategy for the time being.

Talk 4 Writing started Sept 2022. Early indications show how well all children, including SEND, are learning the texts and this is starting to have a positive impact on writing. This will be monitored over the year.

Nessy So far 39 children have a Nessy account. The overlearning techniques in this programme are highly motivational-game based approach. Children who struggle with confidence with phonics and reading are motivated by the program and engage positively with this repeated game based practice. (20 mins x 4 times a week) Nessy reports show progress from the baseline assessment.

A member of staff was trained as a Forest school lead. A group of children (nominated by school staff) as needing this approach due to their social and/or emotional needs are now having a Forest School morning once a week. This will be monitored for impact.

Two groups of children completed Ollie sessions. Staff reported that children's confidence grew over the sessions and they were able to put in place the strategies learned. Children in the group were able to lead an assembly on the methods to the rest of the school. SDQs showed progress from baselines.

Blue Smile report outlined the progress of pupils they had supported last year. The majority of the pupils taking part looked forward to sessions and parents talked positively about the impact. The end of year Blue Smile report showed how all but one of the children had improved from their baseline based on their SDQs.

All PP children attended the Y4 and Y6 residential last year. Children were afforded opportunities they might not otherwise be able to access due to income and access to transport. The key aims of the trips are to gain independence, improve team work skills, support mental well-being and to challenge themselves in the activities provided. All children were positive about their experiences.

Well-being: The whole school focus of the 5 steps to well-being in January with staff training, had a positive impact on children's understanding of what vocabulary to use and how they could support their own well-being. This was the focus of the Spring term in class and in assemblies. It was supported by the well-being journals which are still filled in regularly by pupils. The PSHE lead uses the Sterling and Leuven questionnaires to assess how the pupils are and uses this to inform staff of any pupils who might need additional support.

Pupil Premium Cohort Progress against targets								
Term	Autumn target	Summer outcome						
EYFS	GLD							
% of PP cohort	33	33						
Area	Phonics		Read		Write		Maths	
Y1% of PP cohort	20	50	25	25	25	25	50	50

Y2% of PP cohort		50	43	17	43	67	43
Y3% of PP cohort		40	40	40	40	40	40
Y4% of PP cohort		33	33	33	33	33	33
Y5% of PP cohort		33	83	33	50	50	83
Y6% of PP cohort		33	40	50	60	17	0

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Extra resources for 3 children and school led tutoring.
What was the impact of that spending on service pupil premium eligible pupils?	All pupils made progress against baseline.