

PENDRAGON COMMUNITY PRIMARY SCHOOL



Pupil Premium Strategy Statement

Reviewed by Curriculum & Monitoring Committee: 7th December 2021

To be ratified by Full Governing Body: 31st January 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

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 2021
Date on which it will be reviewed	December 2022
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)
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 and 7% have an EHCP
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, large 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 2022
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 2022
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: £ [28,500]

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
Additional PPA session to address needs of PP children once a half term for all staff	The impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with lower prior attainment. EEF AfA structured conversations practice has improved relationships with parents at Pendragon. Additional time to mentor students. Mentoring for pupils in metacognition and self-regulation approaches is shown to affect progress by 7 months.	All
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	3 4

	for social mobility; supports social and emotional learning and is empowering. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Planning, preparation and impact monitoring	Lead for PP to maintain overview and monitor effectiveness	All
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
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: £ [22,800]

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	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.	3 4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
1:1 support social and emotional needs	EHCP requirements	1 2 3 4 5
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: £ [11,000]

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.	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.	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	Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> • Confidence: • Social skills • Communication • Motivation • Physical skills 	1 2 3 4 5

	<ul style="list-style-type: none"> • Knowledge and understanding 	
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
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
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, activities, music lessons	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. We are participating in Children's University research project 2021-23 with Y5	3 4 5
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

Total budgeted cost: £ 28,500; 22,800; 11,000=62,300

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 2020/21 we focussed on addressing the gaps created by the disruption and the impact on pupils' social and emotional well-being. Vulnerable pupils were invited into school during the lockdown January 2021. Not all PP families accepted due to the fears of virus and health conditions within families. The early distribution of computers to families (before the dfe allocation became available) enabled all pupils to access the twice-daily Teams lessons from week 2 of the term. We invested in and made use of other free programs that would support online learning such as White Rose with daily maths videos, Oak National Academy and Sumdog. 11% of the children on the PP/PP+ register did not take part regularly in online lessons for either mental health reasons or parental difficulties with child compliance. Support was offered over the phone or on the doorstep, and 4 eventually took up school places before we re-opened. As evidenced [nationally](#), school closure was detrimental to some of our disadvantaged children although some also flourished in the small class sizes of lockdown school. All children made progress against aspects of their learning e.g. knowing key maths facts; improving their understanding of aspects of maths and English; improving their reading understanding etc. However the overall cohort statistics for children being at the expected standard in reading, writing and maths at the end of the year had declined from before the pandemic. We had previously seen a slow but steady improvement in results.

Year	Combined RWM at expected all pupils incl PP/PP+/service	Non SEND PP combined RWM at expected all incl PP/PP+/service
2018-2019	36%	44%
2019-2020	37%	48%
2020-2021	31%	33%

A number of ipads were bought to enable pupils in order to either access specific programs such as Nessy for reading and spelling or for further access to Bug club; Mathematics where these are not supported at home.

We supported group interventions for academic support. Teacher assessments and data from online Rising Stars tests show improvements made by pupils. Well-being of some vulnerable pupils was affected and we used PP funding for Blue Smile sessions for individuals. From April we opened as a Blue Smile Hub meaning support for wider number of pupils. The end of year report showed how the children had improved from the baseline based on the SDQ. Pendragon pupils presented as higher than typical baselines with post-traumatic stress and low self-esteem and low mood as the significant themes. Parents and teachers felt 100% of pupils had improved and 75% of clinically diagnosable children improved at home. We are continuing with support for well-being this year as it is evident that pupils who are stressed, anxious or whose socialisation and language skills have been affected by the pandemic cannot access the curriculum without these being fully addressed in order to be able to make the rapid progress needed to close gaps that have widened.

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?	1 pupil catch up groups
What was the impact of that spending on service pupil premium eligible pupils?	Reached the expected standard in reading and maths based on teacher assessments, SATS practice papers and PiRA PUMA online assessments (Rising Stars)