

# Pendragon Community Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. Updated 2023-2024

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	363 incl Pre-school
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Tracey Brown
Governor (SEND/PP) (Finance)	Aly Staples Richard Tolley

## Funding overview

Detail	Amount									
Pupil premium funding allocation this academic year	Based on October census 2023 £53,835									
	(With service premium and PP+ post CLA) £60,244									
	<table><tr><td>Pupils and category</td><td>Amount per child</td><td>Total</td></tr><tr><td>FSM x 37</td><td>£1,455</td><td>£53,835</td></tr><tr><td>PP+ x 2</td><td>£2,530</td><td>£5,060</td></tr></table>	Pupils and category	Amount per child	Total	FSM x 37	£1,455	£53,835	PP+ x 2	£2,530	£5,060
	Pupils and category	Amount per child	Total							
FSM x 37	£1,455	£53,835								
PP+ x 2	£2,530	£5,060								

	Service x 4	£335	£1349
			£60,244
Recovery premium funding allocation this academic year	2021-22 £6,380 2022-23 £5,945 2023-24 £5,075		
Pupil premium funding carried forward from previous years enter £0 if not applicable)	£6,297		

## 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	30% of the PP cohort are also on the SEND register and 14% of the cohort, have an EHCP (2023) (45% of school EHCP and EHC applications are also PP Dec 2023)
2	74% (2023) of the children on the PP register have a CP file
3	<i>Impact of lockdown. Not all vulnerable families accepted the invitation to attend school during lockdown. 5 PP pupils did not attend online lessons regularly</i> Whilst this is not as much a priority as it was initially in the 3 year plan, the impact continues and writing in particular continues to be a priority and drives the Talk 4 Writing development. Maths is also a focus.
4	PP children currently at age related expectations in reading, writing and maths is lower post lockdown than previously.
5	79% (2023) 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 <a href="#">51% (2019)</a> of the cohort will be EXS in RWM by 2024 (44% 2023)
Attainment gap between disadvantage and non-disadvantaged pupils will have improved by 2024	<a href="#">Attainment gap</a> 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: £ 40,584

Activity		Evidence that supports this approach	Challenge number(s) addressed
2023-24 Herts For Learning In-service training for mixed age planning; whole staff in service in reasoning; support for maths lead; team teach lessons and monitoring support		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	3 4

		Support below) are used termly for non EHCP pupils	
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 <a href="#">NACE</a> 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. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3 4
Planning, preparation and impact monitoring		Lead for PP and Headteacher to maintain overview and monitor effectiveness	All
SENDCo hours		28% 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. <a href="#">EEF Social and Emotional Learning.pdf</a>	2 3 5

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

Budgeted cost: £16,500

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	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

and phonics NB The IDSR highlights progress in maths at KS2 and attainment in GPS as below national, so this will be an additional area of focus for pupils.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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 <a href="#">NumberSenseMMR® framework</a></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
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 by autism expert Gina Davis and these activities are used daily.	3 4

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

Budgeted cost: £9457

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.  JSSports to run KS1 and KS2 club one morning per week and one afternoon.	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	<a href="#">Forest Schools</a> make a difference in the following ways: <ul style="list-style-type: none"> <li>• Confidence:</li> <li>• Social skills</li> <li>• Communication</li> <li>• Motivation</li> <li>• Physical skills</li> <li>• Knowledge and understanding</li> </ul> Forest school lead (qualified Autumn 2022) to run club for PP for children with social and/or	1 2 3 4 5

	emotional needs once a week Autumn term 2023	
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, 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.	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
Specialist provision related to EHCP	Specialist services provided by external sources to meet need	5

**Total budgeted cost: £ 66,541**



## 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 2022/23 we focussed developing writing as a school as this had been most affected by lockdown. Talk 4 Writing started Sept 2022. Monitoring shows how well all PP children, including SEND, are learning the texts verbally and the positive impact this is having on writing.

We used the school led tutoring for small group support in reading, maths and phonics. 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 in reading and phonics. We offered 960 hours of small group and 1:1 tuition 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, attended Forest School for a morning once a week for between one to three terms depending on need. Nominations were for social and/or emotional need. Staff reported a positive impact on well-being, organisation, socialisation and language development.

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.

Analysis of 2023 results in FS, Y1, Y2 and Y6, shows a positive outcome for FSM children in most areas. Results are above the national and LA in most areas. However, phonics in year 1 and maths in year 6 highlight areas for investigation and further

support. School will offer additional support for children in year 1 and the focus of School Led Tuition 2023-24 in KS2 will be on maths whilst still continuing to support reading. Herts for Learning advisor will work with staff during the year to support mixed age planning in year 1 and 2 (due to change in organisation in these cohorts) and reasoning across the school following analysis of the KS2 maths papers. In-service training will be provided to all staff in maths.

Pupil Premium Attainment and Attainment gap										
Cohort	FSM	All	FSM	All	FSM	All	FSM	All	FSM	All
EYFS	GLD									
% of cohort at EXS	50	57.7								
Area	Phonics									
Y1 % of cohort at EXS	33	83								
Area			Read		Write		Maths		WRM	
Y2 % of cohort at EXS			75	75	63	73	63	80	63	68
Y6 % of cohort at EXS			83	74	66	77	33	56	33	50

## 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.