



Pupil Premium Strategy Statement

We aim to enable and encourage all those connected with Pendock School to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

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	Pendock CE Primary School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	14% 17% with LAC 21% with Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governing Body
Pupil premium lead	Hannah Gilroy
Governor / Trustee lead	Rev Julie James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,941
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 13, 941

Part A: Pupil premium strategy plan

Statement of intent

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

At Pendock, we believe that whole school strategies to address educational disadvantage have a much more positive impact on attainment for all pupils.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (EEF 2019)

We know that our teachers are integral to school development and improving outcomes for all pupils and therefore believe that we need to invest in high quality professional development for them.

At Pendock, we advocate ‘true inclusion’ and encourage staff and governors to avoid labels and instead focus on pupil need, putting the child at the centre. We work closely with families to gain a better understanding of the challenges that they may be facing outside of school and work collaboratively with external agencies to offer specific support, for example around parental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Transition between settings/changes to type of education
2	Identifying and enabling gaps in knowledge to enable accelerated catch up
3	Impact of family stress and adverse childhood experiences (ACE's) on pupil wellbeing and outcomes
4	Low levels of reading and phonic knowledge
5	Low levels of attendance

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
All children settle well and quickly into school life	<p>Children are settled coming into school and leave their parents willingly</p> <p>Children are well supported by all staff – emotionally and academically</p> <p>All staff are aware of needs/background and training is undertaken where knowledge needs to be updated</p> <p>Children know and understand what school life looks like and are encouraged to take part in all areas</p>
Gaps are identified quickly and interventions/curriculum adaptations are made to enable these gaps to be addressed	<p>Different forms of assessment are carried out and analysed (observations, summative, formative, specific to identify need)</p> <p>Outcomes from assessments are shared with all colleagues and actions are identified</p> <p>Actions are organised by SENCO and Class Teachers and shared with support staff – SMART targets/provision maps updated</p> <p>Interventions and/or decisions about curriculum design are implemented and monitored by school leaders</p> <p>Assessments are carried out to highlight progress and further need for development – entered into Insight</p> <p>Cycle is repeated within short time frames</p> <p>All stages are shared with parents to ensure home/school collaborative working</p>
Families feel well supported and cared for with any support from external agencies welcomed and seen as a positive process	<p>Adults continue to find time to support adults within the family through listening and offering/signposting advice.</p> <p>Pastoral support remains as the top agenda item on staff meetings where all adults within school contribute with concerns and how they have supported.</p> <p>Referrals to external agencies are agreed and followed up where timescales are slow.</p>

	CPD is provided where there is need.
For all PP/disadvantaged children to reach ARE in Reading by the end of KS2	<p>Phonics data will show all children pass the phonic screening check.</p> <p>The quality of teaching and provision for phonics and early reading will be consistently good.</p> <p>Books are matched to ability to enable independent practise and rehearsal.</p> <p>All staff will be skilled in delivering interventions.</p>

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment and training in Little Wandle Programme and resources	EEF- Phonics Phonics EEF (educationendowmentfoundation.org.uk)	2, 4
Development of staff – pastoral and SEND training	EEF – Learning Behaviours Learning behaviours EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Appointment of support staff – continuation of support staff	EEF – small group tuition Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £ 4,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	One to one tuition One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4
Structured interventions	One to one tuition One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in fully funded residential	Social and emotional Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 5
Participation in music lessons	One to one tuition One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 5
Participation in school events where there is an voluntary contribution	Social and emotional Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 5

Total budgeted cost: £13,840

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Internal tracking showed that the cohort of children who left Y6 and who were PP all achieved ARE in Reading, Writing and Maths. Operating in a bubble system for the majority of the year, the children received a dedicated curriculum to suit that co-hort to address their needs (mainly emotional and social) to ensure that they were as Secondary Ready as possible. For other children in other year groups, all children made progress in Reading, Writing and Maths and their curriculum was tailored to their individual needs.

The impact of our work during lockdown in accessing external training in bereavement, ACES and attachment is evident in the way that staff manage situations where children are showing increased anxiety due to these reasons. The impact of bubbles and tracking children, identifying gaps and adding interventions to their diet is evident also with the gap narrowing, especially in Maths. The introduction of White Rose and the purchase of the premium membership is showing the consistent approach to Maths across the school.

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
White Rose Maths	White Rose
Mathletics	3P
Education City	Edmentum
Times Table Rockstars	
Charanga	Severn Arts
SCARF	Coram Life Education

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?	This was used to pay for additional TA support in both classes to develop confidence in reading and integrating into school. We also ensured that they had someone to talk to when they needed it and brought resources to make reading/quiet spaces nice for them if they wanted time out. Staff also accessed training on attachment.
What was the impact of that spending on service pupil premium eligible pupils?	All children accessed the time out space and developed their confidence in talking about what was worrying them. The impact on training for staff around attachment was evident as you observed the work that they carried out with the children. Both children settled well, made good and secure friendships and have made progress in all aspects of their work.