



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 2023 to 2024 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	46
Proportion (%) of pupil premium eligible pupils	26% 0% 2% with Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Hannah Moon
Governor / Trustee lead	Paul Massey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14, 100
Recovery premium funding allocation this academic year	£ 500
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	£ 14,600

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	High levels of SEND need

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
<p>All children settle well and quickly into school life</p>	<p>Children have a consistent routine for coming into school</p> <p>Key adults are identified to aid transition into school</p> <p>Quiet areas/zones are well resourced with welcoming hard and soft furnishing</p> <p>All staff are aware of needs/background and training is undertaken where knowledge needs to be updated</p> <p>Visual timetables are in all classrooms/areas and resources for individual children are accessible</p> <p>Trauma informed training impacts are evident through the language and phrases used by staff and children.</p> <p>Class Dojo is used effectively to communicate between staff and that all staff are aware of strategies agreed with parents/external agencies</p> <p>Monitor the impact of the change of the start of the day (children play on playground or Hall) with increased adult support (as key adults) on the amount of dysregulated starts to the day – aim for their to be less.</p>
<p>Gaps are identified quickly and interventions/curriculum adaptations are made to enable these gaps to be addressed</p>	<p>Staffing allows teaching groups to be as small as possible or ratios of children and adults to be sufficient to meet needs.</p> <p>Assessment is used effectively to inform planning and outcomes are shared with all staff</p> <p>Actions are organised by SENCO and Class Teachers and shared with support staff – SMART targets/provision maps updated</p>

	<p>Monitoring evidences the impact of interventions and this is monitored by school leaders</p> <p>All stages are shared with parents to ensure home/school collaborative working</p> <p>Children are prioritised for reading support through therapy dog and 1:1 reader lists</p>
<p>Families feel well supported and cared for with any support from external agencies welcomed and seen as a positive process</p>	<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 families</p> <p>Referrals to external agencies are agreed and followed up where timescales are slow.</p> <p>CPD is provided where there is need.</p>
<p>For all PP/disadvantaged children to reach ARE in Reading by the end of KS2</p>	<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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in reading books for KS2 which support phonics interventions	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: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia training	A rising number of children in the school and in PP children means that CPD for staff is essential to best meet their needs effectively EEF – Special educational Needs in Mainstream Schools Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2, 4, 5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in fully funded residentials	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 a voluntary contribution	Social and emotional Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 5

Total budgeted cost: £14,600

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 2022 to 2023 academic year.

Children in Ys 3, 4, 5 and 6 were supported to attend Residential trips – these trips enable access to new experiences and many skills that complement the PE, RSHE, PSHE and school wide objectives.

All PP children were supported to swim all year around – this is a life skill and an activity that is essential for all children.

Children are taught in groups of no more than 10 for Reading, Writing and Maths – this has a significant impact on their learning as there is a tailored approach to their needs with the opportunity for support and challenge as needed.

Good progress is evident with all children in reading, writing and maths even if children did not achieve ARE. 1/3 children passed their phonic screening although 1 of the 2 that didn't pass are on track now to pass it in Y2. The other child has made significant progress. All PP children at KS2 made expected at KS1 and KS2 Teacher Assessments and KS2 SATS test.

The impact of changing the timetable and enabling more staff to be out to greet the children coming into school was significant – we have continued this approach this academic year as well.

17. Our school cares about our family and supports well when necessary

[More Details](#)

[Insights](#)

Strongly agree	17
Agree	4
Disagree	0
Strongly disagree	0



Evidence from our recent parental survey.

- *The Christian vision, with its intrinsic values, forms a framework for hope and aspiration. This enables Pendock school to be a nurturing, caring and inclusive place for all.*

- *The vision, enacted by staff at all levels, is inspired by the headteacher who models leading and learning in love. This empowers everyone to feel hopeful about the future.*
- *Inclusion and the well-being of pupils are at the heart of the school's work. Consequently, the school is characterised by supportive relationships.*
- *The Christian vision enables this small school to provide effectively for all its learners. As a priority, the school is enabling vulnerable pupils, including those with special educational needs and disabilities, to flourish and experience success in their learning. The good range of extra-curricular opportunities enhances personal development. Staff demonstrate unstinting care and compassion, working with outside agencies to secure appropriate support. Examples of how the generosity of the school has made a critical difference to individuals and their families abound. Its approach to celebrating diversity means every pupil is valued as a child of God. The resulting ethos is uniquely vibrant and joyful.*

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
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 children 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.