



Pupil premium strategy statement – Pendock CE Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	<i>Hannah Moon, Headteacher</i>
Pupil premium lead	<i>Hannah Moon, Deputy headteacher</i>
Governor / Trustee lead	<i>Julie James lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,605
Pupil premium funding carried forward from previous years	£10,605
Total budget for this academic year	£10,605

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 gaps in knowledge to enable accelerated catch up through planned and explicit interventions
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
All children settle well and quickly into school life	<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 parents and staff and that all staff are aware of strategies agreed with parents/external agencies</p> <p>Monitor the impact of the children either playing at the start of the day and/or using the Cozy Corner/Zen Den to support their transition into school.</p>
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>
<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>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> <ul style="list-style-type: none"> • Children are prioritised for reading support through therapy dog and 1:1 reader lists

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in reading books for KS2 which support phonics interventions	<p>EEF- Phonics</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2, 4

Development of staff – pastoral and SEND training	EEF – Learning Behaviours Learning behaviours EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
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, 5

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

Budgeted cost: **£500**

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: **£1,000**

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: £10,000