

Pupil Premium Strategy Statement 2024 to 2027



This statement details our school's use of pupil premium funding to help improve the personal development and 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
Partney Church of England (VA) Primary School	
Number of pupils in school	71
Proportion (%) of pupil premium FSM eligible pupils	36.6%
Proportion (%) of pupil premium Service eligible pupils	0%
Proportion (%) of pupil premium LAC eligible pupils	1.4%
Proportion (%) of pupil premium PLAC eligible pupils	1.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	12 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	The Governing Body
Pupil premium lead	Ceri Tacey
Governor Lead	

Funding overview

Detail	Amount
Pupil premium FSM funding allocation this academic year	£38,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,103
Pupil premium Service funding carried forward from previous years (enter £0 if not applicable)	£0

Pupil premium LAC and PLAC funding allocation this academic year	£4,070
Pupil premium LAC and PLAC funding carried forward from previous years (enter £0 if not applicable)	£6,595
Total budget for this academic year	£61,248

Part A: Pupil premium strategy plan

Statement of intent



Our Vision

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Our pupil premium strategy aims to support our disadvantaged children in achieving these outcomes giving them the same opportunities to build a firm foundation to fulfil their potential and to go forward as champions of compassion, curiosity and courage. We also consider other vulnerable pupils in this strategy and the activities outlined in this strategy are intended to ensure all needs are met.

'Quality First Teaching' is the basis of our approach, with a focus on professional development for all staff in order that they understand the particular needs of our disadvantaged groups and keep up to date with the latest research and methods.

Training includes annual training on safeguarding, attachment, behaviour as communication, trauma informed behaviour and sensory needs. Children from disadvantage backgrounds are supported with regular reading opportunities with staff, sharing books, exposure to high quality texts and high quality resources for mathematics, spelling and phonics.

Our strategy also includes targeted intervention for those children who are most disadvantaged by a variety of circumstances, including ELSA sessions, sensory circuits and Active Spelling.

Pastoral care and support is at the heart of our school and this is especially poignant for some of our vulnerable and disadvantaged pupils. We use a variety of wellbeing strategies, including increased staffing at lunchtime, ELSA support sessions, nurture groups, individual counselling sessions and PSHE lessons to support well-being. We also offer experiences to ensure that our vulnerable and disadvantaged children get access to the same life experiences as others, including local visits, music events, visits to historic sites, trips to outdoor and adventurous camps, school sleep-overs.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing, including spelling, editing and handwriting, has been identified as an area of need; particularly for our disadvantaged pupils.
2	Maths and low achievement in disadvantaged groups is significant.
3	There is a high proportion of disadvantaged children requiring emotional support for anxiety, trauma informed behaviours, and building relationships with peers and adults.
4	Priority readers have been identified from the pupil premium group.
5	There is a high proportion of pupils who are open to Team Around the Child and families in need of support, including breakfast clubs.
6	More than 50% of pupils who are disadvantaged also have Special Educational Needs
7	Our Post LAC and LAC children have increased need for consistency, routine and learning support from trusted adults and key people in school.
8	The majority of these pupils do not have the same opportunities for visits and experiences as other pupils.

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. This is year 2 out of three and builds on the outcomes of last year, adjusting the aims to reflect our current cohorts.

Intended outcome	Success criteria
Ensure that Quality First Teaching is at least good and the curriculum is broad and balanced throughout the school. The gaps in learning are identified quickly and appropriate intervention is provided when needed.	Children receive a broad and balanced curriculum with high quality resources, appropriately sequenced and in a suitable environment for attention and learning. Gaps are identified quickly and interventions are put in place.
Support the well-being of pupils and enable them access to appropriate support, including ELSA sessions and individual counselling as appropriate.	Pupils feel supported by school and by school staff. They feel safe at school and have the confidence to talk about their feelings. Children needing additional support are referred in a timely manner. Staff are trained in responding to sensory needs and trauma informed practice.

Disadvantaged children should not be further disadvantaged in their education by being excluded from visits and experiences or a sense of belonging or being valued.	We will continue to provide trips to support the curriculum and learning. A comprehensive visits and experiences plan is in place to increase the opportunities for curiosity and courage as pupils progress through the school. Places will be supported by the school by 50%. By arrangement this may be fully funded for some children who would otherwise be unable to access.
Professional development is a priority for developing methods to support pupils who experience difficulties with their learning.	Vulnerable and low ability children receive appropriate support and interventions to ensure the best outcomes possible, their progress is regularly monitored.
Reading is prioritised across the school and particularly in early reading and development of phonics skills in EYFS and Year 1. Resources used and professional development and support for staff is of high quality.	All pupils have access to high quality phonics and reading teaching and resources. Progress of pupils in reading is good. High quality and appropriate books are available to encourage reading for pleasure.
Writing and particularly spelling, is prioritised across the school, pupils are supported to close the gap quickly through high quality teaching and resources.	Children receive a writing curriculum with high quality resources, appropriately sequenced. Gaps are identified quickly and interventions are put in place where appropriate.

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: £22,153.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Active Spelling Training for all staff to deliver the new Active spelling resources across the school. £450	Active Spelling Impact research: https://www.leadtshub-lincs.co.uk/news/?pid=9&nid=1&storyid=10 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1

Increased staffing at breakfast club, lunchtimes and break times to implement additional support with relationships and emotional regulation £ 21,554	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
Lead Teaching Hub Training £149.50	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2

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

Budgeted cost: £14,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support for reading intervention to address reading fluency and comprehension.</i>	Small group (no more than 3) or individual work with children. X 2 sessions weekly with phonically based approach to support progress in reading	1, 4, 5, 6, 7
TA reading intervention for in-class support /pre-teaching and post-teaching in maths and English, precision reading and spelling	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,7,8
HLTA delivering intervention in reading/phonics as well as high quality phonics sessions and assessments throughout the year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,7,8

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

Budgeted cost: £ 15,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA works with whole class and small groups on wellbeing, mindset and behaviour. £3,132	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 5
Breakfast Club £8,500	https://family-action.org.uk/news-insight/impact-of-breakfast-on-learning-in-children/#:~:text=Breakfast%20consumption%20in%20children%20has,task%20behaviour%20in%20the%20class	5
Financial contribution to trips for pupil premium pupils £2000	Cultural Capital access for all pupils: https://www.anewdirection.org.uk/ Using Pupil Premium To Enrich Cultural Capital	8
I sing pop subscription for Collective Worship access to high quality resources for songs to support the schools vision and values £560	Research has shown the development of a clear school vision, highlighting the school's values, can facilitate organizational changes aiming to improve the school and the learning experience (DuFour & DuFour, 2009; Kose, 2010; Teddlie & Reynolds, 2000; Wiggins & McTighe, 2007).31 Jul 2024	3
Lunchtime nurture group. £1000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 5
Dance Club after school £500	Cultural Capital access for all pupils: https://www.anewdirection.org.uk/ Using Pupil Premium To Enrich Cultural Capital	8

Total budgeted cost: £ 52,800.5

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 2023 to 2024 academic year.

<p>Pupil attainment in Year 6 SATs for 2024</p>	<table border="1"> <thead> <tr> <th rowspan="2">Indicator</th> <th rowspan="2">Cohort 2024</th> <th rowspan="2">Average of Years</th> <th colspan="3">Values (& YoY* vs Self)</th> </tr> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Reading ≥ Exp. Std.</td> <td>8,286</td> <td>70.5%</td> <td>71.1% <i>+2.2% pts</i></td> <td>70.1% <i>-1.0% pts</i></td> <td>70.3% <i>+0.2% pts</i></td> </tr> <tr> <td>Writing TA ≥ EXS</td> <td>8,279</td> <td>68.5%</td> <td>66.0% <i>-10.9% pts</i></td> <td>69.7% <i>+3.7% pts</i></td> <td>69.8% <i>+0.1% pts</i></td> </tr> <tr> <td>Maths ≥ Exp. Std.</td> <td>8,286</td> <td>69.3%</td> <td>68.8% <i>-6.1% pts</i></td> <td>69.5% <i>+0.7% pts</i></td> <td>69.7% <i>+0.2% pts</i></td> </tr> <tr> <td>RWM ≥ Exp. Std.</td> <td>8,279</td> <td>55.8%</td> <td>54.9% <i>-5.7% pts</i></td> <td>55.8% <i>+0.9% pts</i></td> <td>56.6% <i>+0.8% pts</i></td> </tr> </tbody> </table> <p>KS2 results were improved on previous years.</p>	Indicator	Cohort 2024	Average of Years	Values (& YoY* vs Self)			2022	2023	2024	Reading ≥ Exp. Std.	8,286	70.5%	71.1% <i>+2.2% pts</i>	70.1% <i>-1.0% pts</i>	70.3% <i>+0.2% pts</i>	Writing TA ≥ EXS	8,279	68.5%	66.0% <i>-10.9% pts</i>	69.7% <i>+3.7% pts</i>	69.8% <i>+0.1% pts</i>	Maths ≥ Exp. Std.	8,286	69.3%	68.8% <i>-6.1% pts</i>	69.5% <i>+0.7% pts</i>	69.7% <i>+0.2% pts</i>	RWM ≥ Exp. Std.	8,279	55.8%	54.9% <i>-5.7% pts</i>	55.8% <i>+0.9% pts</i>	56.6% <i>+0.8% pts</i>																																																																																																																				
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