



Partney Church of England Primary School

Pupil Premium Strategy Statement 2025/26

Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Partney C of E Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	39% 27 1 Post LAC
Academic year/years that our current pupil premium strategy plan covers	2024 to 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Sarah Addison
Pupil premium lead	Tracy Leverton
Governor / Trustee lead	Sue Belton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905 (PP) £2,630 (PLAC)
Pupil premium funding carried forward from previous years	£6,667
Total budget for this academic year	£50,202

Part A: Pupil premium strategy plan

Statement of intent

At Partney C of E Primary School, we are committed to ensuring that every pupil, regardless of their background or the challenges they face, has the opportunity to thrive and achieve their full potential. Our small, inclusive school community embraces high expectations, Christian values, and compassionate support, underpinning our vision to nurture champions of compassion, curiosity, and courage.

The expectation that all children receive 'Quality First Teaching' is at the core of our approach as evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.

Pastoral care and support is at the heart of our school. We use a variety of well-being strategies, including ELSA support, engagement with the community Mental Health Team, individual counselling sessions and a strong PSHE offer. Our wider curriculum offer ensures that our vulnerable and disadvantaged children get access to the same life experiences as others, including visits, trips, music events, outdoor and adventurous activities and engagement with the Charity 'The Creativity Academy'.

Our approach will be responsive to common challenges and reactive towards individual needs, rooted in robust diagnostic assessments. School leaders will ensure that all teachers and teaching assistants are supported in delivering high quality teaching so that the very best outcomes can be achieved for all pupils, particularly those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning Internal assessments carried out indicate that attainment across the core subjects amongst disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our ongoing assessments, observations, and conversations with pupils, families, and external agencies identify an increasing number of pupils facing emotional, social, and behavioural challenges. Pupils eligible for free school meals and those with SEND remain especially susceptible to experiencing poorer mental health outcomes. Key areas of need include: -Experiences of attachment difficulties and trauma -Low self-esteem, emotional well-being, and confidence, which affect pupils' ability to reach their learning potential.

	<p>-Limited access to opportunities, resources, and enriching life experiences for some pupils.</p> <p>Research consistently shows a negative relationship between mental health challenges and educational attainment. For example, children exhibiting high behavioural difficulties are significantly less likely to meet expected academic outcomes by the end of primary education compared to their peers with low difficulties.</p>
3	<p>Communication and language skills are a barrier for younger disadvantaged pupils.</p> <p>Internal baseline assessments have shown a continued increase in pupils in the early years with language and communication difficulties, this also impacting on the transition from EYFS Curriculum into KS1. This year (September 2025) 75% working below ARE on entry.</p>
4	<p>Attendance of some disadvantaged children is too low.</p> <p>The school have worked to decrease the persistent absence for all children over the past academic year but this still remains high.</p> <p>21.4% of the school's disadvantaged cohort are persistently absent. This is 13% higher than the national non-disadvantaged cohort at 8.4%.</p> <p>The school's gap to non-disadvantaged pupils nationally has decreased by 5.7% from +18.7% in 2023/24, to +13.0% in 2024/25.</p> <p>The school's disadvantaged cohort's persistent absence has decreased by 7.2% from 28.6% in 2023/24, to 21.4% in 2024/25.</p> <p>The school's disadvantaged cohorts Overall Absence is 7.8%. This is 3.6% higher than the national non-disadvantaged cohort at 4.2%.</p> <p>The school's disadvantaged cohort's Overall Absence has decreased by 2.6% from 9.7% in 2023/24, to 7.1% in 2024/25.</p>

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 disadvantaged pupils will make good progress, closing the attainment gap for them where identified.</p> <p>Improved outcomes in reading, writing and maths for disadvantaged pupils at the end of KS2.</p>	<p>Disadvantaged pupils will make accelerated progress in reading, writing and maths across school.</p>

Continue to improve Social, Emotional and Wellbeing support for all children and their families; maximising social and emotional development for disadvantaged pupils.	Higher levels of support and engagement with children and families will evidence that the development of social and emotional well-being for all has improved. This will be measured via staff observations, work with the Lincolnshire Mental Health Team, discussions/surveys with children, families, staff and external agencies.
To achieve and sustain improved attendance for all pupils. Attendance of disadvantaged pupils will continue to improve.	The proportion of disadvantaged pupils with low attendance will have reduced significantly, attendance will be good and be at least in line with National data.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically planned CPD linked to whole school development priorities. Including the use of 'Walkthrus' CPD to secure Quality First Teaching.	Great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching <i>*Refer also to School Development Plan</i>	1,3
To enhance the quality of mathematics teaching and curriculum provision for all pupils, particularly disadvantaged pupils, through continued partnership with the NCETM Maths Hub, ensuring access to specialist advisor support and targeted professional development.	The Maths Hub works in collaboration with strategic partners to make Every Child a Mathematician. The vision of the Maths Hub is to transform mathematics education so that all children are excited about and	1

	committed to becoming mathematicians, contributing to their own as well as regional and national prosperity.	
To implement a new high-quality phonics programme across the school, ensuring all staff—including teachers and teaching assistants—receive regular, expert-led training and professional development to improve phonics teaching and ultimately raise the attainment of disadvantaged pupils in reading.	Research and the DfE Reading Framework (July 2023) emphasise the importance of systematic synthetic phonics programmes delivered by well-trained staff. Effective phonics teaching is crucial for early reading success, particularly for disadvantaged pupils who may face additional barriers to literacy development. Regular professional development reduces teacher workload by providing structured resources and enables staff to focus on meeting individual pupil needs.	1,2,3

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

Budgeted cost: £11,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support; responding rapidly with targeted teaching for pupils at risk of under achievement.</p> <p>1:1 or small group reading and phonics interventions for all children not at ARE.</p> <p>Continue with reading fluency intervention for Y3-6, training through LEAD English Hub.</p>	<p>Small group tuition has an average impact of 4 months' additional progress over the course of a year (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Little Wandle is a nationally accredited phonics programme. All school staff are trained to deliver this programme.</p> <p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap (EEF).</p> <p>Reading Framework July 2023 https://assets.publishing.service.gov.uk/media/65830c10ed3c3400d3bfcad/The_reading_framework.pdf</p>	1,2,3

<p>Staff member ELSA trained and allocated to deliver sessions to identified children weekly.</p> <p>Access to on site, play therapy counselling sessions as identified-external provider.</p>	<p>An Emotional Literacy Support Assistant (ELSA) is a trained, school-based learning support assistant. Their role is to support the emotional well-being of pupils. They are trained by a team of Educational Psychologists and receive ongoing group supervision.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase the SENDCo's dedicated time to enhance the identification, support, and monitoring of pupils with SEND, particularly those eligible for pupil premium, ensuring their needs are met effectively and their educational outcomes improve.</p>	<p>Improved Identification and Early Intervention: More SENDCo time allows earlier and more accurate identification of SEND needs, leading to timely, targeted support.</p> <p>Enhanced Support for Vulnerable Pupils: Pupils with SEND who are also pupil premium eligible receive tailored interventions, reducing barriers to learning and improving outcomes.</p> <p>Stronger Staff Capacity: Training led by the SENDCo builds whole-school understanding and skills in SEND provision, benefiting all pupils.</p>	1,2,3,4
<p>To allocate dedicated staff time for Emotional Literacy Support Assistant (ELSA) sessions aimed at supporting the social, emotional, and mental health needs of disadvantaged pupils, including those with SEND, to improve their readiness to learn and overall educational outcomes.</p>	<p>ELSA sessions provide vital support for pupils facing social and emotional barriers to learning, which are often more prevalent among disadvantaged groups.</p> <p>By addressing emotional literacy, pupils are better equipped to manage feelings, build positive relationships, and engage more fully in classroom learning, leading to improved behaviour and attitudes.</p> <p>Supporting pupils' mental health through ELSA can reduce anxiety and increase self-confidence, which positively affects attendance and participation.</p> <p>EEF evidences that effective social and emotional learning can lead to learning</p>	2,4

	gains of 4+ months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
To improve attendance of disadvantaged pupils.	Working closely with families and developing strong relationships results in improved attitudes towards school, including towards attendance. Addressing behaviour and attendance concerns is a key building block in raising attainment for disadvantaged children.	2,4

Total budgeted cost: £49,482

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 2024 to 2025 academic year.

This year, our school has continued to prioritise professional development and rigorous monitoring of implemented strategies, reinforcing our commitment to investing in our staff team. This investment ensures a broad spectrum of tailored support is available to all pupils, with a particular focus on embedding evidence-based tools and strategies within everyday practice.

We have successfully integrated research-based curriculum initiatives, including Active English and Active Spelling, to enhance literacy outcomes. These programmes have been carefully aligned with our curriculum vision to promote engagement, skill progression, and mastery in reading and spelling.

Recognising the importance of inclusivity, we have strengthened our systems and processes for the identification and monitoring of pupils with SEND and those who are both SEND and Pupil Premium (SEND/PP). This has enabled timely and precise interventions, ensuring that personalised support meets the diverse needs of these pupils effectively.

Addressing the social and emotional well-being of our pupils remains paramount. Targeted support tailored to individual needs has been instrumental in improving pupils' self-perception and readiness to engage fully in their learning. This holistic approach underpins our inclusive ethos and supports academic progress.

Our leadership and staff have maintained close collaboration with National Hubs, particularly continuing our partnership with the Maths Hub for the third consecutive year. This has facilitated the embedding of focused strategies aligned with our maths implementation plan, driving improvements in mathematical teaching and learning.

While attendance data reflects a positive upward trend, persistent absence among some disadvantaged pupils remains a key area for ongoing focus. Absence rates for these pupils continue to exceed those of their non-disadvantaged peers and national averages, highlighting the need for further targeted attendance strategies.

Externally provided programmes

Programme	Provider
Little Wandle	The Little Wandle Trust
Active English/Active Spelling	L.E.A.D English Hub
White Rose Maths	Trinity MAT

Reading Fluency	L.E.A.D English Hub/Herts for Learning
Counselling	Jolly Bee