



Curiosity Compassion Courage

Pupil premium strategy statement

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	Partney Church of England (VA) Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	15.12.2021
Date on which it will be reviewed	September 2022
Statement authorised by	The Governing Body
Pupil premium lead	Sue Kay
Governor Lead	Emma Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865 £ 3,800 £26,665
Recovery premium funding allocation this academic year	£4,485 (inc school led)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,150

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Rationale

The Governors and Staff of Partney Church of England Primary School believe that children learn best at school, when they are happy, comfortable and feel that they belong.

How do we achieve this?

- Find out, with the help of parents and carers, what the barriers to learning and achievement are.
- Track and analyse the child's progress regularly so that we can address gaps in learning or difficulties.
- Intervene when necessary to address difficulties or gaps in learning.
- Identify the child's strengths and build upon them using qualified and appropriately trained staff.
- Celebrate successes of Disadvantaged Pupils.
- Make Disadvantage Pupils the responsibility of all staff in school.
- Monitor and challenge the use of funding through leadership and governance.
- Follow a 3-year cycle to help plan varied and bespoke activities to improve outcomes*

**This had to be halted and the School responded to the children's primary needs during the COVID school closures. We are resuming with Year 1 this Year in order to ascertain any new barriers and connect with families.*

Challenges

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

Challenge number	Detail of challenge
1	Standardised tests in maths showed a consistent Average standardised score below that of the whole class for disadvantaged pupils.
2	Disadvantaged children in all year groups apart from 1, had lower average scaled scores than whole class average for reading comprehension (Head Start).
3	Writing is an area that has suffered in the Upper school and tracking last year showed greater improvement in reading across the year from a low starting point, but slower progress in writing for those children with no SEND.
4	Limited staffing and staffing hours e.g. claimable hours to address interventions outside of maths/English time.
5	Proportion of disadvantaged children with SEND = 20%. This impacts on behaviour, understanding of social skills as well as cognitive skills and working memory.
6	COVID measures impacted on the children's progress in education, social skills, mental health and physical development. In some cases, home backgrounds have suffered financially.

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
In reading comprehension, scaled scores for disadvantaged children to increase.	Against scaled scores in Head Start Comprehension, the average will be within 5 scaled points of the whole class average at the end of the Summer term assessment, or a progress of at least 10 scaled points from Autumn term to Summer term. (No counting new arrivals)
In maths attainment, to increase fluency and recall of number facts including multiplication tables.	Against average standardised score in PUMA tests for PP scores to be within 5 points of the whole class average scores or a progress of at least 5 points from the Autumn to the Summer OR average 0.5 Hodder scale point of whole class Hodder score.
To increase writing attainment in year 5 and 6 through focussed and targeted groupings during English sessions and school-led tutoring during foundation subjects.	Targeted pupils gain at least ARE in Writing at the end of Summer 2021.

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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: £ 22,865 (also used for below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher (Maths Specialist) to lead daily recall and fluency sessions for Year 4,5,6 group.</i>	Highly qualified teachers leading group is effective use of resources. Teacher and TAs are used to enable this to happen across KS2.	1,4,5

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

Budgeted cost: £4,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Year 5 and 6 and focus writing group during afternoon sessions.</i>	Qualified teacher for school-led tutoring through writing in foundation subjects (year 5/6) x3 afternoons a week	3.
<i>TA support for Rapid 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 home working to increase engagement during the week.	2, 4

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

Budgeted cost: £ 3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained ELSA to work with whole class and small groups on	Time given to whole class sessions Whole class sessions means that the language and understanding can be shared by all.	4,5,6

wellbeing, mindset and behaviour.		
To reduce barriers to learning and sense of belonging.	To provide help with uniform, fruit, milk and Breakfast/after school club charges. Financial contribution to trips by arrangement with HT	6

Total budgeted cost: £ £31,150

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.

That ALL Pupil premium make progress from their relative starting points in Reading and Maths by Summer 2021	SWRT and Comprehension Tests show that there is appropriate progress from relevant point in 2020 – 2021 e.g. + 1 year or + 6 months depending on when tests were taken. Progress in maths is consistent with Hodder scale to show appropriate personal progress.
Review of 20-21 Outcome	<p>Comprehension Tests from Year 1 – 6 showed that the average scaled scores in every year group for Disadvantaged pupils increased, from their starting points.</p> <p>Individual improvement from starting points was as follows:</p> <p>Year 1: 66%</p> <p>Year 2: 0</p> <p>Year 3: 100%</p> <p>Year 4: 100%</p> <p>Year 5: 0%</p> <p>Year 6: 100%</p> <p>Maths outcomes (PUMA):</p> <p>Average scaled score for year group / disadvantaged pupils:</p> <p>Year 3 103/96</p>

	<p>Year 4 93/79</p> <p>Year 5 90/85</p> <p>Year 6 88/87</p> <p>Percentage of Disadvantaged pupils making expected or better progress on the Hodder scale:</p> <p>Year 3 75%</p> <p>Year 4 33%</p> <p>Year 5 71%</p> <p>Year 6 91%</p>
That children without SEND are at appropriate ARE at the end of 2021.	<p>In Statutory SATS all PP children without SEND attain scaled score of 100 more SATs were cancelled for 2021.</p> <p>Where this is not the case, own standardised assessments show expected progress and reading/maths score is average or above.</p>
Review of 20-21 Outcomes	<p>In comprehension tests Disadvantaged pupils who were not SEN achieved the average score or above:</p> <p>Year 1: 50%</p> <p>Year 2: n/a</p> <p>Year 3: 100%</p> <p>Year 4: 100%</p> <p>Year 5: n/a</p> <p>Year 6: 33%</p> <p>Maths outcome (PUMA)</p> <p>Percentage of non-SEND disadvantage pupils who made expected or better progress on the Hodder scale:</p> <p>Year 3 100%</p> <p>Year 4 50%</p>

	<p>Year 5 100%</p> <p>Year 6 100%</p>
<p>That all PP children have had appropriate support in emotional health and wellbeing during the academic year.</p>	<p>Record of children who receive either ELSA individual or group support; class support or any further therapeutic interventions such as Lego therapy, sensory bus etc.</p> <p>We supported 8 disadvantaged children individually or through group sessions e.g. lego therapy. All disadvantaged children were given the benefit of an ELSA transition programme in Year 6 and self-esteem and mindset programmes in the Autumn and Spring terms for Class 2 and 3 respectively. Governors have seen notes to show the individual progress that each child made during these programmes.</p>
<p>That ALL Pupil premium make progress from their relative starting points in Reading and Maths by Summer 2021</p> <p>(Resources)</p>	<p>Purchased extra copies of Rapid Reading Books so that they can be used by a larger group/two groups at the same time.</p> <p>Reading (SWRT) shows appropriate months progress made since last test. (This cycle has been adjusted from October to October)</p> <p>The following is a measure of progress for disadvantaged pupils with SEND and Year 6 only over a 6 month period– will be adjusted for next year to include all disadvantaged pupils)</p> <p>Year 6 50% (all disadvantaged and SEND)*</p> <p>Year 5 50%</p> <p>Year 4 33%</p> <p>Year 3 50%*</p> <p>Year 2 50%*</p> <p>Year 1 100%</p> <ul style="list-style-type: none"> • Some starting point data not available as children joined during the year. • Result shows impact of temporary EHE during 2020-21 academic year. <p>Subscription to Insight was used to track progress against NC objectives over the year.</p>

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
Rapid Reading top up books	Pearson

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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