

Pupil Premium Plan and Impact Report For 2018-19

School Name	Partney Church of England Primary School
Academic Year	2018-19
Total Number of Pupils	62 (at September 2018)
Number of Pupils eligible for PP	14
Total Pupil premium Budget	£18,480
Date for next interval review of this strategy	March 2019

Rationale

The Governors and Staff of Partney Church of England Primary School believe that children best learn 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 Pupil Premium Children.
- Make Pupil Premium children 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
- Year 1: Interview with parents and child to find out barriers to learning, put provision in place
- Year 2: Embed and continue with bespoke provision
- Year 3: Addition of 'Out of the Box' activity or activities to integrate and explore further skills e.g. within foundation subjects

Plan for 2018-19

Our Hurdles

In-School Hurdles	External Hurdles
<ul style="list-style-type: none"> 1 child also on School Support SEND register. Budgetary concerns are having an impact on staffing and capacity for training (e.g. provision of TA, cover) etc. The number of Pupil Premium children has dropped from 19 to 14 in the last year. 	<ul style="list-style-type: none"> Coastal area, so many with seasonal jobs, therefore some term-time holidays. Highest proportion of children with PP is in KS2 (11). A number of children in this group are from split family backgrounds. New tax laws make hiring tutors through school more complicated.

Desired Outcomes

Outcome	Measure
100% of children without SEND have made at least 3 points progress in reading Writing and Maths at the end of Summer 2019.	Statutory and internal assessments. Provision within class is clear and progress is reported on to Governors through Curriculum Committee and Scrutiny Milestones.
100% of children with SEND have made at least 3 points progress (or at least average from starting point on new system)	
Attendance for pupil Premium children is at least in line with Whole school attendance.	Integris and regular reporting to GB.
Children feel that they are supported and able to flourish.	Parents/child interview Autumn term and provision implemented afterwards. ELSA provision

Planned Expenditure

Quality of teaching for all

Desired outcome	Method and Measure
Children who have no identifiable SEND make at least 3 points progress (the expected) progress in writing by July 2018.	<ul style="list-style-type: none"> TA and teacher continue work together for support of all pupils including Pupil Premium. SEND and Pupil Premium children have access to Teacher and TA. Continue with extra 15 minutes (for TAs) in morning to maximise Teaching team time.

Increased level of provision for Higher Ability; identify strengths and increase provision for areas greater depth learning	<ul style="list-style-type: none"> • TA provision = 2 x 15 hours per week • New tracker is purchased e.g. Insight.com to reflect lower budget and show progress in more accessible form for Staff, parents and Governors. • Provision of tutoring for 11+ for those in Year 5
Total Forecast Cost £16,000	

Targeted support

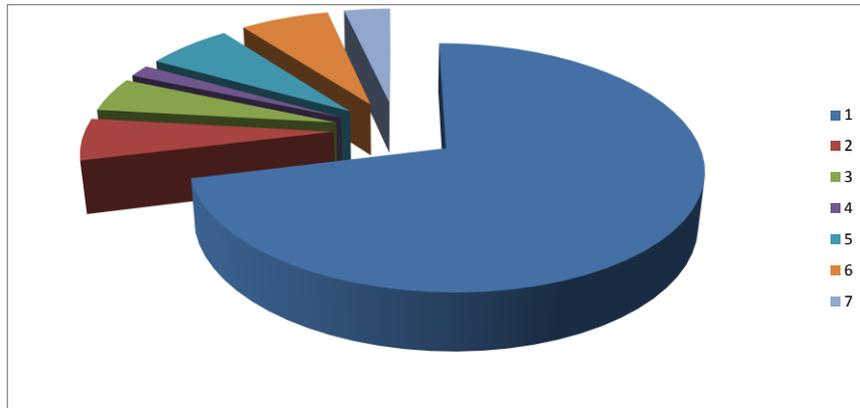
Desired outcome	Measure
Children who do not have identified SEND make at least 3 points progress in RWM at the end of July 2018.	Tutors for targeted children to target specific areas of need. (This has been a successful approach in our school, addressing both self-esteem and transference of skills into the classroom.)
Children with SEND show a diminishing gap with own attainment and that of National Expectation.	Provision maps for classes to show clear small steps progress in learning. Intervention Books evidence progress and externally validated.
Total Forecast Cost £1,000	

Other Approaches

Desired outcome	Measure
Children feel that they are supported and .	Emotional Literacy Support Assistant to be trained (Term1) and work (Term 2 onwards) with targeted children in supporting their issues and barriers to learning. = 1 x 2 claimable hours per week Subsidy on trips (arranged with HT), fruit, milk, FSM, uniform, extra-curricular activities; this has proved a successful scheme in the past. SBM keeps a log of this expenditure.
Total Forecast Cost £1,500	

Impact Report Year 17-18

		Spend April 2017/March 2018	
		£	%
	Allocated	£23,760.00	100
1	Staffing - Intervention groups, individual coaching, clubs	19,607.54	82.52
2	Training/Swimming/Music lessons/Tutoring	176.00	0.76
3	Equipment/Materials inc Pupil Progress TrackerTracker	980.90	4.12
4	Educational Visits	255.00	1.07
5	Milk/meals/fruit	2,064.46	8.69
6	Uniform	276.10	1.16
7	Counselling	400.00	1.68



Area	Spending Forecast/ Actual	Breakdown	Impact/Lessons learned	Case studies
Staffing	£17,500	<ul style="list-style-type: none"> • TA within school • Individual Coaching 	Pupil Premium continues to support 4 TAs across the school. Continuing with Mobilise	Most of our Pupil Premium grant children were based in Key

for 5 students across the year

- Frequency Project
- SPAG training for TAs
- 11+ sessions

involvement, the TAs were part of SPAG training sessions over 5 twilights. Feedback forms were positive and learning walks demonstrated confidence and knowledge being used within withdrawn groups.

Catch up coaching continues to be successful. Use of trusted coaches has been seriously undermined by the tax regulations for outside agencies. This has reduced the number of people we can call on due to budget restraints and oncosts of putting people on our payroll. The 11+ sessions were instigated during the Summer term and beginning of September to maximise children's chances of being successful in passing.

The frequency project was hugely popular. (See case studies and QR codes to listen to pieces of Music (Sound Cloud))



stage 2 this year. We were keen to provide an engaging and skills based project that stepped away from Core subjects. We chose the Frequency project from Sound Lincs. Along with Eddy, our visiting teacher, the children learned to write music and songs on the IPad using Garage band. The work was undertaken in pairs and groups and allowed children to shine, outside of the casual core subjects. However, an impact measurement was taken before and after the project, with a focus on Technical vocabulary. Before the two terms' work a sample of 5 children were given a list of the technical/musical vocabulary that they would be exposed to by completing the project. 3 children were working below their age related expectations in Reading and 1 at ARE and 1 exceeding ARE.

The data showed that the 3 children below ARE scored an average of 99% in reading the technical vocabulary after 2 terms' work from an average of 80%. In addition the comments ranged from 'I've never done anything like this before – I wish we could carry on!' (Y5) "I worked really hard and pushed myself. I wrote a song in the end – I'd love to do it again!" (Y5) "I used my Mum's tablet to do it at home and I wrote my

			  	own piece of music.” (Y3)
Training and tutoring (child centred)	£500	SATs booster	We arranged for two children to have a SATs booster to support them in the run up to the tests. This included strategies for answering questions and to raise confidence in tackling the papers. The Children’s raw score rose by 5-7 marks across the maths and reading papers during this time.	Unexpected circumstances occur all the time in Primary Schools. This year we were able to support and coach a child through their transition to Secondary School through the use of the Pupil Premium grant. The Transition has been very successful.
Equipment	£1,000	Subscription charge to School pupil tracker	We continued to use School Pupil Tracker online. It allows us to track the children and intervene	Tracker has allowed us to further refine our assessment

and materials		online –	when necessary with regular half-termly updates and the capability for parents to logon and see their child's progress. This spending will be reviewed in 2018/19 as we are forecast fewer children and we have moved to a new more personalised reporting system for end of term reports.	process by identifying children who are achieving with independence, which is an indication for Greater Depth at the end of KS1 and 2.
Sundries/ School uniform/Educ ational Visits	£4,000 £2,595	Meals, Milk, and Fruit at breaktime. Uniform assistance	We continue to provide fruit free of charge for break times with some subsidy from the Partney Friends Association. We also continue to provide Free School Meals for any Pupil receiving the Pupil premium grant. We were advised by the Finance Team of the Local Authority to change our policy on funding for educational trips, so that parents must arrange with the Head well in advance, if they require help with the contribution towards the cost.	
Counselling	£500 £400	Counselling for specific needs including bereavement and low self-esteem.	We have been supported by Jolly Bee Counselling over the past year, giving 5 children a safe space in which to discuss issues that had been impacting on their studies and life at school. As Costs and mental health issues rise, we are investing in an ELSA (Emotional Literacy Support Assisnat) to be able to give ongoing support to these pupils when it is needed.	

Overall Impact against Desired Outcomes:

Desire Outcome from 17/18 Plan	Success criteria	Outcome
Children who have no identifiable SEND make at least 3 points progress (the expected) progress in writing by July 2018.	Half –termly and termly assessments on our School Tracker show that they have made at least the average points progress for the class.	See table below
Children who have no identifiable SEND make at least 3 points progress (the expected) progress in maths by July 2018.	As above.	See table below
Increased level of provision for Higher Ability; identify strengths and increase provision for areas greater depth learning	Greater depth learning assessed and moderated; will show larger percentage that in 2017 in RWM.	2 children gained greater depth in RWM 18% Percentage in 2017 = 10%
Children with SEND show a diminishing gap with own attainment and that of National Expectation.	Half –termly and termly assessments on our School Tracker show that Pp children with identified SEND have made at least the average points progress for the class.	For Reading and Writing the Pupil Premium 100% children with SEND made 3 points progress. 33% made 3 points progress in Maths.
Children feel that they belong	Record of essentials provided e.g. fruit, uniform FSM etc.	

Attainment and Progress of Pupil Premium Children – No SEND

	No of children	ARE and above	Children making 3 points progress or more	% Children making 3 points progress or more	Average points progress (should be 3 points progress)
Writing: Pupil Premium No SEND	11	7 + 3 (64% + 27 %)	10	90%	3.2
Maths: Pupil Premium No SEND	11	9 + 3 (82% + 27%)	11	100%	3.3