



Pupil Premium Plan and Impact Report 2016-17

School Name	Partney Church of England Primary School
Academic Year	2017-18
Total Number of Pupils	82
Number of Pupils eligible for PP	18
Total Pupil premium Budget	£23,760 (18 x 1,320)
Date for next interval review of this strategy	March 2018

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.

Plan for 2017-18

Our Hurdles

In-School Hurdles	External Hurdles
<ul style="list-style-type: none"> • Low starting point at EYFS – see on-entry data. • 6 out of pupil premium children not started in EYFS, have joined us from other schools • 4 children also on School Support SEND register. • New tax laws make hiring tutors through school more complicated. 	High deprivation area Coastal area, so many with seasonal jobs, therefore some term-time holidays. Highest proportion of children with PP is in KS2 (15).

Desired Outcomes

Outcome	Measure
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.
Children who have no identifiable SEND make at least 3 points progress (the expected) progress in maths by July 2018.	
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.
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.
Children feel that they belong	Record of essentials provided e.g. fruit, uniform FSM etc.

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 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.

<p>Increased level of provision for Higher Ability; identify strengths and increase provision for areas greater depth learning</p>	<ul style="list-style-type: none"> • TA is appointed as Mobilise Lead – attending meetings outside of usual hours and feeding back to other TAs. • School Pupil Tracker Online – an online tool for tracking pupil progress and reporting. Contracted for next 2 years. • Continuous learning course (upskilling) for grammar, punctuation and spelling support in the classroom. • Initial training for Maths Lead and Lead TA in Numicon + starter resources) • Use of 'Frequency Project' – Sound Lincs to integrate maths, science and music project on iPads. Two terms focussed activities and work. Opportunities to show children working at greater depth and applying maths concepts to other areas of the curriculum.
<p>Total Forecast Cost £17,500</p>	

Targeted support

Desired outcome	Measure
<p>Children who do not have identified SEND make at least 3 points progress in RWM at the end of July 2018.</p>	<p>Tutors for some 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.</p>
<p>Children with SEND show a diminishing gap with own attainment and that of National Expectation.</p>	
<p>Total Forecast Cost £1,500</p>	

Other Approaches

Desired outcome	Measure
<p>Children feel that they belong.</p>	<p>Subsidy on trips, fruit, milk, FSM, uniform, extra-curricular activities; this has proved a successful scheme in the past.</p> <p>Counselling is used to monitor and support children with specific issues that school staff are unsuited/untrained to deal with.</p>
<p>Total Forecast Cost £4,500</p>	

Impact Report Year 16-17

Area	Spending Forecast/ Actual	Breakdown	Impact/Lessons learned	Case studies
Staffing	<p>£14,000 £11,913.29</p>	<ul style="list-style-type: none"> • TA and teacher work together for support of all pupils including Pupil Premium. SEND and Pupil Premium children have access to Teacher and TA. • Meetings between parents and teachers/TAs to establish and try to eliminate further barriers. • New initiatives or interventions, after proof of effectiveness. (TA/teacher cover for training/fact finding) • Gaps picked up quickly and acted upon. (Class teacher – Tracker.) • Our participation in the Mobilise project will further enhance our relationships: pupil/TA, pupil teacher and TA/Teacher. Better communication about the children leads to better understanding of their needs. • Visits and resources for enhancing the school library, engage disadvantaged children, along with others. 	<p>Reading 65% of PP children have met ARE including one working at Greater Depth Writing: 50% of PP have met ARE including one working at Greater depth. Maths: 55% of PP have met ARE including one working at Greater depth</p> <p>As the largest expenditure for Pupil Premium is on staffing (TAs in particular), adjustments have been made to the timetable to make sure TAs are having 100% contact time in their contracted hours. There was also an extra 15 minutes added to the beginning of the day for the Teaching teams to meet, so they can communicate planning and groups etc. In a recent TA appraisal, the comment was made that this extra time 'was really helpful'. The extra half an hour provided by moving assembly to the afternoon has allowed this time to be dedicated to Guided group time, particularly in reading.</p> <p>95% of our Pupil Premium children have used Breakfast</p>	<p>A trend was identified in Pupil progress meetings in lower attaining pupils in maths, that the children were not engaging in learning times tables and felt that they couldn't! Positively Mad workshop was engaged to show the children and staff how they could improve their memory skills by visualising and sequencing facts. It also raised awareness of the importance of memorising fact particularly in spellings and times tables.</p> <p>As a result 'active learning' is being built into the extra half hour timetable in the mornings.</p>

			and Home2School Club over the last year. These are our biggest regular users of the clubs.	
Training and child centred activities	£2,500 £3,755.08	Tutoring – 2 tutors with 5 targeted children in maths, reading and writing. Third Space Learning	5/5 children all reached ARE for the areas being coached. Third Space Learning in maths targeted PP children in year 6 directly before SATs and year 5 children, immediately after SATs time. The work was online with a specific tutor each week for 6 weeks leading up to the SATs. While successful in increasing motivation and enjoyment, the results did not show enough impact for us to use it again next year. E.g. we were aiming for a higher score for our PP children.	The children responded well to Third Space Learning and the materials can be used again for next year. The children that were targeted clearly enjoyed the experience and has given them a positive attitude to maths. (See letter).
Equipment and materials	£1000 £959.65	Subscription charge to School pupil tracker online –	The yearly charge went up to £900 per year. With a growing school, and more features available for planning and resources becoming available by using it, we decided to continue with it for 3 years. This will be reviewed in 2018/19.	Tracker has allowed us to further refine our assessment process by identifying children who are achieving with independence, which is an indication for Greater Depth at the end of KS1 and 2.
Sundries	£1,800 £1,772.28	Milk, Meals and Fruit at breaktime.	This is done in an inclusive way – all children have fruit at breaktime. All Disadvantaged children have the option of free milk at breaktime and free school meals.	This has proved very popular. All parents are able to order milk for school break times. However, it is free for disadvantaged children. They are therefore not set apart.

Educational visits	£300 £175	Including residential visit to the Lincolnshire Wildlife Park for an Arts Residential	A number of pupil premium parents came with us for our visits (free of charge).	
School uniform	£500 £394.70	Uniform and PE kit	Up to £50 was paid to each child as refunds for school uniform.	
Counselling	£600 £830	Individual children	3 pupil premium children had counselling this year.	Parents and carers reported positively that the children had benefited from the interventions put in place. Self-esteem and difficulties at home are supported and addressed.