



## Pupil Premium Strategy Statement 2023 to 2024

**Curiosity Compassion Courage** This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	65
Proportion (%) of pupil premium eligible pupils	36.9% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	The Governing Body
Pupil premium lead	Rachel Osgodby
Governor Lead	<b>Emma Morris</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£34,920</b>
Recovery premium funding allocation this academic year	£3,408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,057
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£47,385</b>

## 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, safe, 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 Disadvantaged 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.

### Challenges

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

Challenge number	Detail of challenge
1	Year 6 SATs was a cohort of 13 and was well below national average for RWM at 15.4%. 33% of disadvantaged children passed the reading test and reached NS in maths. In writing we have 33% of our pupil premium children working towards the standard.
2	Although progressing on last year, disadvantaged children in all year groups apart from 2, had lower average scaled scores than whole class average for reading comprehension (Head Start). Phonically decoding skills are very poor within KS2.
3	KS2 maths and low achievement in disadvantaged SEND is significantly lower than class average in scaled or standardised scores.
4	Writing outcomes across school, particularly for disadvantaged SEND, are poor in comparison to national and local figures.
5	High proportion of Disadvantaged children requiring emotional support for anxiety, some co-occurrence with SEND particularly in pupils with communication and interaction as their primary need.
6	There were 19 out of 26 pupils (73%) across the school who were disadvantaged and also had Special Educational Needs.

7	Limited staffing and staffing hours e.g. claimable hours to address interventions (academic and emotional) outside of maths/English time.
8	We are still experience some issues around the progress in children’s education, social skills, mental health and physical development. Some of this is as a consequence of the cost of living crisis and the impact this is having on some families.

## 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
In reading comprehension, improve scaled scores for disadvantaged children to narrow the gap from 2022 to 2024 (Head Start comprehension).	<p>Pupils eligible for PP in all years will make expected or better progress in reading.</p> <p>Against scaled scores in Head Start Comprehension, the average will be at least 2 points closer to 100 than at the end of 2023 in Key stage 2.</p> <p>All children will be working at least inline with the national and local figure for this group in reading comprehension - work will reflect this.</p> <p>Phonics comprehension: (KS1) Reading ages scores show at least 6 months progress in reading age through the year from starting point (against appropriate decodeable texts)</p>
In maths attainment, to increase fluency and recall of number facts including multiplication tables	<p>Pupils eligible for PP in all years will make expected or better progress in numeracy.</p> <p>All children will be working at least inline with the national and local figure for this group in numeracy work will reflect this.</p> <p>Against average standardised score in PUMA tests for PP scores to be within 3 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 progress score.</p> <p>Average number of questions correct in multiplication check is higher for disadvantaged pupils than the previous year (E.g. greater than 15 correct)</p>

<p>Improve standards in writing so that outcomes for disadvantaged (non SEND) pupils is more closely inline with their peers.</p>	<p>Non-SEND, disadvantaged children will make progress in line with peers. In KS1 at least 50% of the children in year 2 will meet end of KS1 expectations. All children to make at least expected progress. Support is in place to support these children through targeted in class support and intervention. Attendance is also targeted.</p> <p>In KS2, at least 50% of this small cohort will meet end of year expectations. Outcomes will closer to the national and local figures and all children will make at least expected progress.</p>
<p>Raise children’s self-esteem and emotional resilience, promoting confidence and increased engagement. Children will feel safe and comfortable with talking about their emotions and can demonstrate strategies to help themselves.</p>	<p>Increase the number of available hours provided by our ELSA colleague.</p> <p>Some emotional needs require additional professionals and time on top of the provision by the school ELSA.</p> <p>Where appropriate, further provision will be made for these pupils (who also have external agency involvement or through emergency needs) e.g. play therapy, in order to increase their capacity for learning.</p>
<p>Disadvantaged children should not be further disadvantaged in their education by being excluded from extra curricular activities/ wider experiences or a sense of belonging or being valued.</p>	<p>We will continue to provide trips to support the curriculum and learning. By arrangement this may be FOC for some children.</p> <p>We have provided Breakfast club and Home2School Club for all children but free of charge to disadvantaged children. We have a steady number of users of both Breakfast club and Home2School on a daily basis from this group of children.</p>

### 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: £19,673**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding to support additional TA hours to enable individual and</p>	<p>KS1 TA upskilled and delivering intervention in reading/phonics as well as high quality phonics sessions and</p>	<p>1, 2, 4, 6, 7</p>

small group interventions in phonics and reading.	assessments throughout the year. (during school day)  Rapid Reading Intervention and assessment; pre-teach, post teach, precision reading and spelling.	
Recruitment of new intervention TA to deliver more appropriate numeracy support.	Numeracy TA interventions developed and designed to meet specific needs for individual and small groups of children.	1, 3, 6, 7

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

Intended outcomes	Activity	Evidence that supports this approach	Challenge number(s) addressed
In reading comprehension, improve scaled scores for disadvantaged children to narrow the gap from 2022 to 2024 (Head Start comprehension).	<p>Small group (no more than 3) or individual work with children. X 2 sessions weekly with phonically based approach to support progress in reading Phonics focus through Jolly Phonics and intervention groups.</p> <p>A focus on comprehension strategies through guided reading and supporting materials.</p> <p>Reading intervention groups will improve the attainment and progress of the disadvantaged children across the school and particularly at the end of KS2.</p> <p>Training for a KS2 staff member of staff in Reciprocal Reading</p> <p>Target Teaching Assistant time to provide phonics intervention, as appropriate.</p>	<p>Further develop phonics intervention sessions for pupil premium children who are not secure in their phonics teaching, ensuring they do not fall behind.</p> <p>Ensure guided reading sessions are effective and focussed on the development of comprehension skills. Ensure we provide appropriate intervention to support these children beyond the guided reading sessions and ensure they close the gap.</p>	1, 2, 6, 7
In maths attainment, to increase fluency and recall of number facts including multiplication tables	<p>Further development within the maths curriculum to ensure children requiring additional support are well supported.</p> <p>Additional training for staff in quality first teaching.</p>	Children need further work in order to improve recall of specific number facts and to ensure they are fluent in their use. Quality First Teaching will seek to develop this further during class teaching. Interventions will also be targeted to provide additional support for those children who require it.	1, 3, 6, 7

	Targeted teaching assistant time to provide catch up support as and when required.		
Improve standards in writing so that outcomes for disadvantaged (non SEND) pupils is more closely inline with their peers.	<p>A morning activity- puzzling picture- engages children and settles them into school and also promotes independent writing. T/TAs engage 1:1 and in small groups with live feedback to support progress and next steps.</p> <p>A Talk 4 Writing approach is beginning to be developed and support all children in making progress in writing. Extending and supporting vocabulary development and sentence structure for disadvantaged children.</p>	<p>Children need further support in developing writing stamina and to ensure a positive culture to support writing.</p> <p>Children need further support to develop expressive and receptive vocabulary in order to extend the content of their writing. This is being supported and developed through quality first teaching and will continue to be a focus.</p> <p>Children also need support through suggested Talk 4 Writing strategies to support the development of cohesive writing structures across genres. This approach is proven to support with clear scaffolding and lots of opportunity for practice and repetition. Staff will need further focussed training in Talk 4 Writing strategies to improve their subject knowledge and support quality first teaching</p>	1, 4, 6, 7

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

Budgeted cost: £

Intended Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise children's self-esteem and emotional resilience, promoting confidence and increased engagement. Children will feel safe and comfortable with talking about their emotions and can demonstrate strategies to help themselves.	<p>Trained ELSA to work with whole class and small groups on wellbeing, mindset and behaviour. £4,000</p> <p>Provide additional structured PSHE resources to support specific, targeted areas.</p> <p>External therapists/counsellors £1,600</p>	<p>Both individual and group ELSA work within our school context is key for children to build up emotional resilience. This will also be supported by learning through the PSHE curriculum using Jigsaw.</p> <p>1:1 specialist individual work primarily for those who are already open to external agencies. Activities such as lego/play therapy promote inclusiveness; work around reducing anxiety leads to higher outcomes in formal assessments as well as day to day learning.</p>	5, 8
Disadvantaged children should not be further disadvantaged in their education by being excluded from extra	Financial contribution to trips by arrangement with HT £1000	All children should have the chance to experience broader learning opportunities, which will deepen learning and make learning even more exciting. Trips support growing independence and personal organisation.	8

curricular activities/ wider experiences or a sense of belonging or being valued.	Subsidising attendance at extra curricular after school clubs (dance club)£200	Children will be supported to experience social learning through clubs and music lessons as well as learning the subject specific content of the club.	
Children to have access to the same basic needs as other children in the school: - provide breakfast provision. - provide milk and hot school meals. - provide support with school uniform.	To subsidise school uniform and Breakfast/after school club charges. £4,200  Supervision for Breakfast and After School club £13,500	Increase in financial hardship has led to an increase in users of Breakfast and after school club which we provide free for disadvantaged children. It provides a good start to the day and activities for after school which allow parents to work.	5, 8

**Total budgeted cost: £ 24,500**

## 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 2022 to 2023 academic year.

#### Phonics

Year 1 - 100% of our pupil premium children met the required standard in the phonics test compared to 67% nationally. However, each child accounted for approximately 16.65 %.

Year 2 - By the end of Year 2, 100% of our pupil premium children had reached the required standard.

#### Year 4 Multiplication Check

50% of our Pupil Premium children exceeded the national average (19.8) in the multiplication check compared to 93% nationally. The other 50%, both children with SEND, achieved slightly lower with a score of 14 .

#### End of KS1 attainment

	% achieving the expected standard or above	
	All children	Pupils eligible for Pupil Premium (4 children)
Reading	54.5%	25%
Writing	0%	0%
Maths	27.3%	25%

## End of KS2 attainment

	% achieving the expected standard or above	
	All children	Pupils eligible for Pupil Premium (3 children)
Reading	53.8%	33%
Writing	23.1%	0%
Maths	38.5%	33%

## 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
n/a	