



# Pupil Premium Strategy Statement 2022 to 2023

**Curiosity Compassion Courage**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	74 including Pre-School
Proportion (%) of pupil premium eligible pupils	26
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 2022
Date on which it will be reviewed	December 2023
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	<b>£38020</b>
Recovery premium funding allocation this academic year	£5445 (inc school led)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4362
<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>£47827</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 small cohort of 9 and was well below national average for RWM at 33%. 50% of disadvantaged children passed the reading test and 25% reached NS in maths and ARE in writing.
2	KS2 maths and low achievement in disadvantaged SEND is significantly lower than class average in scaled or standardised scores.
3	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.
4	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.
5	18 out of 27 pupils (66%) who are disadvantaged also have Special Educational Needs
6	Limited staffing and staffing hours e.g. claimable hours to address interventions (academic and emotional) outside of maths/English time.
7	Poor phonological skills through COVID isolation in KS1 has had an impact on reading and spelling in particular: only 55% phonics pass rate in Year 1 (now year 2)
8	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, physically and mentally.

## 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, scaled scores for disadvantaged children to narrow the gap from 2022 to 2024 scaled scores for KS2 (Head Start comprehension). (School led-tutoring)	Against scaled scores in Head Start Comprehension, the average will be at least 2 points closer to 100 than at the end of 2022 in Key stage 2. Target Yr 3 100+; Yr 4 96; Yr 5 95; Yr 6 88  New for 2022/23: 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)
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 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

	<p>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 last year (E.g. greater than 15 correct)</p>
<p>Emotional and Wellbeing issues are being addressed through in-house ELSA and professional services as appropriate and children feel safe, comfortable with talking about their emotions and can demonstrate strategies to help themselves.</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) in order to increase their capacity for learning.</p>
<p>Disadvantaged children should not be further disadvantaged in their education by being excluded from treats 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: £ (also used for below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
£9,000	KS1 TA upskilled and delivering intervention in reading/phonics as well as high quality phonics sessions and assessments throughout the year. (during school day)	3,4,5,6
£9,000	TA intervention for Numicon use in KS2 during school hours (including training) Rapid Reading Intervention and assessment; pre-teach, post teach, precision reading and spelling	1, 2,4 5, 6, 7
£9,000	TA reading intervention for in-class support /pre-teaching and post-teaching in maths and English, precision reading and spelling	1, 2,4 5, 6, 7

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

Budgeted cost: £5,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support for 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 phonically based approach to support progress in reading	1, 4, 5, 6, 7

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

Budgeted cost: £ 6,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained ELSA to work with whole class and small groups on wellbeing, mindset and behaviour. £1500	Both individual and group work within our school context is key for children to build up emotional resilience; 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.	3
External therapists/counsellors £1,600	1:1 specialist individual work primarily for those who are already open to external agencies.	3
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
Subscription for Insight tracking and My concern £3779	Insight: Enables staff and Governors to track analyse and report on progress and attainment. My concern: Allows staff to report concerns of any sort so that we have a 360 picture of any issues or barriers to learning and can take appropriate action.	1
Supervision for Breakfast and After School club 9347	Increase in financial hardship has led to an increase in users of Breakfast and after school club which we as free for disadvantaged children , but provides a good start to the day and activities for after school which allow parents to work.	3,8

**Total budgeted cost: £ 48,671**

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.

In reading comprehension, scaled scores	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
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<p>for disadvantaged children to increase.</p>	<p>term assessment, or a progress of at least 10 scaled points from Autumn term to Summer term. (Not counting new arrivals)</p>
<p>Review of 21 - 22 Outcome</p>	<p>Progress from starting points was maintained as the year before.</p> <p>Whole class average scaled score/Disadvantaged children were as follows at the end of Summer 2022 in Head Start comprehensions.</p> <p>Year 1: 85/82 target met</p> <p>Year 2: 100/102 target exceeded</p> <p>Year 3: 95/94 target met</p> <p>Year 4: 90/93 target met</p> <p>Year 5: 90/86 target met</p> <p>Year 6: 82/76 target not met</p>
<p>In maths attainment, to increase fluency and recall of number facts including multiplication tables.</p>	<p>Against average standardised score in PUMA tests for <b>PP scores to be within 5 points of the whole class average scores</b> or a progress of at least 5 points from the Autumn to the Summer OR <b>average 0.5 Hodder scale point of whole class Hodder score.</b></p> <p>Maths outcomes (PUMA):</p> <p>Average scaled score for year group compared with disadvantaged pupils:</p> <p>Year 3 96/94 target met</p> <p>Year 4 113/116 exceeded</p> <p>Year 5 90/94 target not met</p> <p>Year 6 68/79 target not met</p> <p>Percentage of Disadvantaged pupils making expected 0.5 progress on the Hodder scale from Autumn to Summer 21-22</p> <p>Year 3 2.1 – 2.7 target met</p> <p>Year 4 2.9 – 4.4 target met</p> <p>Year 5 2.4 – 3.4 target met</p> <p>Year 6 3.2 – 3.5 target not met</p>

<p>To increase writing attainment in year 5 and 6 through focussed and targeted groupings during English sessions and school-led tutoring during foundation subjects.</p>	<p>Targeted pupils gain at least ARE in Writing at the end of Summer 2021.</p> <p>3 out of 5 targeted pupils achieved ARE at the end of Summer, with 2 of the targeted pupils being assessed as 'just below' in our internal assessment arrangements. 4/5 of the pupils had been assessed as 'below' at the beginning of year 6 and all were LA moderated at the end of the year.</p>
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## 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	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



**Further information (optional)**

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