

William Penn Primary School Pupil Premium Strategy Statement

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	William Penn Primary
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2023 -2024
Date this statement was published	22.2.24
Date on which it will be reviewed	1.9.24
Statement authorised by	Anna Constable
Pupil premium lead	Anna Constable
Governor / Trustee lead	Minty Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10185
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11685

Part A: Pupil premium strategy plan

Statement of intent

- At William Penn Primary School, each child and family is treated as unique in their circumstances and needs.
- Through building positive, non-judgemental and trusted relationships, we aim to support our pupils and families academically and socially. Guided by our Quaker Values, we seek to enable our pupils to succeed in partnership with their families. We also understand that needs may change over time.
- As a result of this, our approach is to provide support to pupils and families in a way that is appropriate, respectful and agreeable to all.
- We have high aspirations and ambitions for our children and we believe that all learners should be able to achieve. We strongly believe that reaching your potential is about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. This includes identifying key areas of learning with children new to the school.
2	Pupils and their families have social and emotional difficulties, including mental health issues.
3	Pupils have reduced access to the full range of learning, enrichment and social activities due to financial constraints.

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of	End of summer 2023, 2024 and 2025 data will show that 90 – 100% of disadvantaged children

<p>the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention lead</p>	<p>have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Teachers, SENDCo, Admin staff and Headteacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to lunchtime nurture Friends Drop-In</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> <p>Educational visits, optional educational resources and one after school club per term will be subsidised.</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: £ £10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding to hire an Inclusion Teaching Assistant to work across the school</p> <p>Inclusion Teaching Assistant to work with existing teachers to team teach and work independently with individuals and groups.</p> <p>Teachers will also provide interventions to ensure all children have achieved learning objectives from class based learning sessions</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p>	<p>1 and 2</p>

with advice from the SENDCo. An full time, experienced HLTA will form part of the English and Mathematics team in Key Stage 1, to increase the adult: pupil ratio and reduce the teaching group sizes.		

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by class teachers and senior leadership Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/thepupil-premium-howschoolsarespending-the-funding-successfully .	1

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

Budgeted cost: £ 685

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/thepupilpremium-howschools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	3

<p>and their learning experiences.</p> <p>This will be achieved through subsidised school trips and visits, provision of resources and after school club funding for pupil premium children (3 clubs per year).</p> <p>Additional funded opportunities to be allocated on a case by case basis according to particular need.</p>		
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Total budgeted cost: £ 11685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Attainment Focus 2021-2022

Pupil Premium/Ever 6 (9 pupils)

- 5 pupils (55.6%) are on track or higher in Reading
- 3 pupils (33.3%) are on track or higher in Writing
- 3 pupils (33.3%) are on track or higher in Mathematics
- 3 pupils (33.3%) are on track or higher in RWM

The performance in Reading is stronger. Pupil Premium Progress Focus 2022-2023
(Expected Progress for all pupils 6 steps)

Pupil Premium/Ever 6 (9 pupils)

- Average steps in Reading = 4.8
- Average steps in Writing = 4.2
- Average steps in Mathematics = 4.4
- Average steps in RWM = 4.4

The performance in Reading is stronger.

- Actions
- Pupil attainment to be set up for the current academic year based on prior attainment and teacher assessment, as well as external and baseline data for new pupils. (Class teachers)
- Pupils to be assessed at the end of Autumn2 and analysis to be undertaken of progress and attainment.
- Intervention work to be carried out with pupils in greatest need of small group input.
- RAG rating to be reviewed so that Equity Grid can be updated to reflect individual pupil needs and to inform provision.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Power Of Reading	Centre for Literacy in Primary Education
My Maths	Oxford University Press
Numicon Online	Oxford University Press
Read Write Inc Spelling	Oxford University Press
Read Write Inc Phonics	Oxford University Press
Purple Mash	2simple software
Language angels	Nubridge Publishing Ltd
Timetable Rockstars	Maths Circle Ltd
Sing up	Music Circle Ltd
Music Express	Harper Collins

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.