

## William Penn Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail   | Data                |
|--|---------------------|
| Number of pupils in school   | 84                  |
| Proportion (%) of pupil premium eligible pupils  | 8.4%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025-27             |
| Date this statement was published  | 4.12.2025           |
| Date on which it will be reviewed  | 4.12.2026           |
| Statement authorised by  | Full Governing Body |
| Pupil premium lead   | Colin Brookes       |
| Governor / Trustee lead  | Mrs Lucy Ivankovic  |

### Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £18180 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br><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> | £18180 |

# Part A: Pupil premium strategy plan

## Inclusive

The allocation of Pupil Premium funding is not designated on a per-child basis, but is strategically used to benefit the group as a whole. The school takes an individualised approach to monitoring progress and attainment of the group, and this is reviewed half-termly at pupil progress meetings with class teachers and senior leaders.

Our Inclusion Manager, Colin Brookes, has responsibility for the pupil premium funding; he monitors the impact of spending on children's specific progress and attainment and the provision made for individual children that have specific barriers to learning.

## Performance and Funding

The performance and funding expenditure of disadvantaged and non-disadvantaged children is discussed and analysed with our PPG Governor, School Business Manager and Inclusion Manager (who is also the Head Teacher) on a half termly basis.

## Statement of intent

At William Penn School, in line with our Quaker values, our intention is that all children, irrespective of their backgrounds or the challenges they face, make good progress and attainment across all subject areas. We have designed our pupil premium strategy to support disadvantaged children in achieving that goal.

We will consider the challenges faced by vulnerable children, for example those that have a social worker. This statement is also designed to support their needs, regardless of whether they are disadvantaged or not.

At William Penn Primary School each child and family is treated as unique in their circumstances and needs. We do through look to target support to our disadvantaged children who need the most assistance. High-quality teaching is at the heart of our approach and this is proven to have the greatest impact on closing the disadvantaged attainment gap. At the same time, this will clearly benefit the non-disadvantaged children's attainment and progress.

Reading is key to children becoming successful learners and we monitor our children closely through the EYFS stage, assessing their progress as early readers. Our aim is that all our children will be able to read confidently and accurately.

We measure progress in maths, reading and writing throughout the key stages. We can therefore track specific pupil progress against the national norm; we can therefore identify gaps and put in place early interventions so that pupils do not fall further behind are able to progress with their learning.

Our approach will be responsive to common challenges and individual needs, supported by thorough diagnostic assessment. We do not make assumptions about the impact of

disadvantage. The approaches we have adopted work together to give children the opportunity to thrive. To ensure they remain effective we will:

- Ensure that disadvantaged are challenged and have access to a rich and engaging curriculum
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged children

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | National statistics and observation and assessments indicate that many disadvantaged children have underdeveloped oral language skills and gaps in their vocabulary.  |
| 2                | Disadvantaged children generally have greater difficulties with their phonics when compared to their peers. This has a negative impact on their development as confident readers.   |
| 3                | Disadvantaged children can be challenged by difficulties in relation to personal and social needs, for some this leads to a lack of confidence and emotional dysregulation. This can negatively impact on their behaviour for learning. |
| 4                | There can sometimes be difficulties in engaging regularly and collaboratively with the families facing the most challenge.  |
| 5                | Data shows that disadvantaged children have a significantly lower attendance rate than their peers.   |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged children in EYFS and KS1. | Assessments and observations will indicate improved spoken language among disadvantaged children.<br>This improvement will align with other evidence, such as ongoing formative assessment and engagement in lessons. |
| Disadvantaged children to at least make the same progress as their peers.                  | Use school assessment system to measure progress of disadvantaged children with their peers and will show at least 4 steps of progress.   |

|   |  |
|---|--|
|   | KS2 outcomes for disadvantaged children show appropriate progress from EYFS (when possible to measure)   |
| Children will report that they are being supported at home with their reading and phonics.  | Feedback from reading journals will be consistent.<br>Parent and teacher communication is strong and all parents will attend parents' evenings or will be contacted by a teacher with an update on their child's progress.   |
| To provide focused support on disadvantaged children reaching the expected standard in the end of Year 1 Phonics screening check. | Improved progress and attainment data for phonics.   |
| To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged.                         | Consistently strong participation in enrichment activities, including among disadvantaged children.<br>Improved standards of behaviour throughout the school. This can be measured through the number of recorded incidents and feedback from all key stakeholders.<br>Referral to external agencies if needed/appropriate.<br>Attendance for disadvantaged children to meet the national expectation of 96%. For disadvantaged children to make use of funded wraparound care places to help facilitate this. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To fund additional adults in the classroom to support with focussed teaching in reading, writing and maths. This allows the teacher to focus their teaching time on the most disadvantaged. | Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF | 1, 2, 3                       |

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|  | notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning   EEF 2, 3, 4 5 (educationendowmentfoundation.org.uk )  |               |
| CPD for all staff to ensure quality first teaching in every classroom. | Data shows that all children benefit from high quality teaching.<br>Engaged children are more likely to want to attend school and therefore attendance percentages will rise.<br>Part of locality INSET Day to focus on well being with an expert coming to lead on the subject. | 1, 2, 3, 4, 5 |

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

Budgeted cost: £13500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small group and 1:1 support for interventions across the school with a trained teacher or HLTA.   | Research shows that children learn well through high quality targeted support. Thorough assessment to identify next steps allows for good progress to be made. Strategies such as pre-teaching will lead to a greater depth of understanding and allow for whole class participation.   | 1, 2, 3                       |
| Teaching Assistants<br>Small group work: <ul style="list-style-type: none"> <li>Maths, reading (phonics), writing focus</li> <li>Fine motor support – Jump Ahead</li> <li>Self-esteem, nurture and anxiety groups</li> <li>Specific precision teaching schemes</li> </ul> | At William Penn School we look to implement the following guidance:<br><a href="#">Deployment of Teaching Assistants</a><br><br>Teaching assistants work with a range of pupils in class to support their learning. They support the quality first teaching taking place in class. They support and develop independent learning at both whole class and small group level. They will receive both internal and external training.<br><br>The school has invested in resources for evidence-based precision teaching schemes such as Power of 2 and Word Hornet.<br><br>They will meet with the SENCo on a half termly basis. | 1, 2, 3, 4                    |

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| <p>RWI Phonics</p> <ul style="list-style-type: none"> <li>• High quality on going CPD for all phonics teachers and support staff</li> <li>• Intervention groups</li> <li>• Differentiated ability groups.</li> <li>• High quality resources</li> </ul> | <p>The RWI phonics programme has been shown to have a positive impact on reading and writing in schools.</p> <p>RWI is a DFE validated phonics programme.</p> <p>We work closely with RWI training staff who provide on-site training and monitoring.</p> | 1, 2 |
|--|---|------|

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

Budgeted cost: £2180

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training for SENCo and school learning mentor.   | Therapeutic intervention through the Drawing and Talking scheme will benefit the well-being of targeted children.  | 4, 5                          |
| To offer a place at Friends Club in order to alleviate any anxiety at coming into school and help ensure a positive start to the school day and to promote the importance of punctuality and attendance  | EEF Teaching and Learning Toolkit - Metacognition and Self-Regulation +7 months; Social and Emotional Learning Toolkit +4                                    | 4, 5                          |
| <p>To remove the financial barrier to accessing the full curriculum entitlement for PP families, by ensuring all pupils in years 5 and 6 access a residential experience, based around outdoor adventurous activities.</p> <p>To remove the financial barrier to accessing the full curriculum entitlement for PP families by ensuring the cost of participating in educational visits and</p> | <p>DfE Charging for School Activities Guide.</p> <p>Outdoor adventurous activities also build resilience and self-esteem through promoting self-efficacy</p> | 3, 4, 5                       |

|  |   |      |
|--|---|------|
| opportunities can be covered.  |   |      |
| Encourage disadvantaged children to participate in multi-school sports events.   | Plan teams for activities so that disadvantaged children are offered spaces.<br>Offer to support the families of disadvantaged children with any issues surrounding transport to events.  | 4, 5 |
| Forest School<br>Significant investment in training for our Forest School lead and development of the school grounds used to host the activity.  | Many studies show that forest schools benefit disadvantaged children by improving well-being, confidence, and resilience through hands-on, risk-assessed activities in nature, which can lead to better academic performance and social skills.<br><br>Every class receives a half-term of Forest School activities each academic year but, after discussions, some children will have a wider access to Forest School if this is deemed beneficial to their individual curriculum. |      |
| Parental Support Strategies <ul style="list-style-type: none"> <li>• Support in supplying school uniform and PE kit</li> <li>• Provide opportunities for families to access and work with outside agencies</li> <li>• Teachers to ensure that parents who do not attend parent consultations are contacted and provided with an opportunity to meet or a progress report.</li> <li>• Termly meetings with SENCo to discuss disadvantaged children who are on the school SEN register.</li> </ul> | Communication with parents is key to enabling open dialogue about what is needed and helpful to ensure each child receives the best possible experience at school.<br><br>No child should be left excluded from accessing education.  | 4, 5 |

**Total budgeted cost: £18180**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have a small group of pupil premium pupils and the following is an overview of their attainment. Only children who have been on roll for at least two terms are included. Some of our pupil premium children are also a part of other pupil groups such as SEN and EAL, which can have an impact on attainment and progress.

In Year 1, 66% of pupil premium children passed phonics screening (2 of 3 pupils) with 2 children being on track or above in Reading and Maths. 33% (1 child) was on track in writing. In Year 2, 50% of pupils (1 of 2 children) were on track in Reading, Writing and Maths. In Year 3, neither of the 2 pupil premium children were working at age related expectations. In Year 4, 50% of pupils (1 of 2 children) were on track in Reading, Writing and Maths. There were no pupil premium children in Year 5 and 6.

All pupil premium children have been supported to have equal access to educational visits and experiences from performing at the Christmas concert at Christ's Hospital to trips to Leonardslee Gardens and Lewis Castle.

Pupil premium children, who had additional barriers to attending school punctually and/or were experiencing anxiety, have been able to attend our Friends Club wrap around care. By the end of the year, we did not have any pupil premium pupils experiencing anxiety around coming to school. In addition, all pupil premium children identified as having specific barriers to learning have received additional learning mentor support, including Your Space play therapy. This provision is not suitable for all children but the pupil premium children, for whom it was appropriate, were given priority on the waiting list. One free place was also offered to a pupil premium child at every 'paid for' extra-curricular club.

The attendance of non-pupil premium children was roughly in line with the attendance of pupil premium with the whole school attendance being 93.6% compared to pupil premium children who attended on a full timetable at 92.6%.