



## William Penn Pupil Premium Strategy Statement

1. Summary information					
School	William Penn School				
Academic Year	2017-2018	Total PP budget	£13,040	Date of most recent PP Review	Sept 17
Total number of pupils	94	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 18

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Secure knowledge of phonics and attitude to reading	
B.	Secure knowledge of mathematics concepts	
C.	Social and emotional support	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Pupil mobility and low income households	
3.Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonics knowledge and approach to reading	Pupils eligible for pupil premium make rapid progress so that they meet age related expectations.
B.	Improve knowledge of mathematical concepts	
C.	Improve confidence of pupils with social and emotional difficulties	

4.Planned expenditure	
Academic year	2017-2018
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	



i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve phonics knowledge and approach to reading	All staff trained in using Read Write Inc approach to teaching Reading, Writing and Spelling.	The programme is increasingly established in school and initial indications are that it is effective in providing a solid skills and knowledge foundation.	Regular scrutinies of teaching, planning, pupils' work and analysis of data.	AC	Sept 2018
B. Improve knowledge of mathematical concepts	All staff trained in using Read Write Inc approach to teaching Reading, Writing and Spelling.	The programme is increasingly established in school and initial indications are that it is effective in providing a solid skills and knowledge foundation.	Regular scrutinies of teaching, planning, pupils' work and analysis of data.	JR	Sept 2018
Total budgeted cost					£8140 (in excess of)
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Social and emotional support concepts	Additional TA support in class and in one to one sessions	These sessions are designed to help pupils feel secure and confident so that they can develop trusted relationships. This will have a positive impact on social and academic aspects.	SENDCo to monitor effectiveness of provision	RS	July 2018
Total budgeted cost					£4000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Pupil mobility	Moderate attainment with other schools. Financial help with school trips and clubs	To increase the likelihood that pupils entering the school from other schools have attainment data representative of ability. To increase access to the educational and social	Participate fully in locality moderation sessions.	SK	July 2018
E. Low income households	Financial help with school trips and clubs	To increase access to the educational and social	Monitor expenditure	SK and TB	July 2018
Total budgeted cost					£900

5. Review of expenditure				
Previous Academic Year		2016-2017		
Total Pupil Premium Income		£11,140		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"><li>Teaching for mathematics and English in smaller groups</li></ul>	Teach in cohorts in KS1 during morning sessions.	Attainment of pupils has been positively impacted by teaching in smaller groups. KS1 attainment data and Year 1 phonics data have showed improvement.	This approach is dependent on school funding as it requires additional staff. The approach will need to be reviewed on a regular basis for affordability.	£2183 (in excess of)
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"><li>Targeted assistance with school visits and clubs and external club provision</li></ul>	Pay for school visits and school clubs.	Pupils' confidence increased through attendance at clubs. All pupils participated in school trips.		£953
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"><li>Resources – particularly those giving structured learning in mathematics and English</li></ul>	Buy sufficient resources and training to implement structured programmes in English and mathematics.	KS1 and KS2 attainment data and Year 1 phonics data have showed improvement.	This approach is dependent on school funding as it requires additional staff. The approach will need to be reviewed on a regular basis for affordability.	£7904