

Pupil premium strategy statement – Wincheap Foundation Primary School

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	427
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 24
Date on which it will be reviewed	October 25
Statement authorised by	Nicola Dawson Head Teacher
Pupil premium lead	Karl Sutcliffe Assistant Head
Governor / Trustee lead	Alison Cogger Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£223,770

Part A: Pupil premium strategy plan

Statement of intent

Here at Wincheap, we are unwavering in our commitment to enabling all our pupils, regardless of their background or any individual barriers to success they may face, to make the progress they are capable of across the full, rich, modern curriculum. Alongside this we are focused on providing wider experiences to all our pupils which are specifically designed to increase their social and cultural capital across a wide spectrum of areas. Our pupil premium strategy focuses on supporting disadvantaged pupils to reach their full potential in all areas of their development, aiming to give them the best preparation for the next stage in their journey. This also includes those pupils who are already high attainers. Our strategy is carefully planned and developed with the support of all stakeholders to ensure it has maximum impact on our pupils and whole school community.

This strategy and its day-to-day implementation sets out the different ways we aim to support all the needs of our vulnerable pupils, including those who have a social worker, young carers and those with SEND, irrespective of whether they are disadvantaged or not.

There is clear evidence that high-quality teaching has the greatest impact on narrowing the attainment gap for disadvantaged pupils. Therefore, our approach is underpinned by a sharp focus on ensuring that all pupils have access to the best possible teaching and learning experiences in all areas of school life. This will benefit not only the disadvantaged, but also those in other vulnerable groups, and indeed all pupils in our school. By putting the needs of these pupils at the forefront of our endeavours and through strategic decision making, underpinned by evidence-based practice we provide vulnerable pupils with constant opportunities to make accelerated progress.

Although the time since the COVID-19 pandemic has increased, the negative impact felt by pupils in our school undoubtedly remains. The knowledge of this impact sitting alongside the knowledge of our vulnerable groups allows us to provide high-quality and targeted interventions for those pupils whose learning, attainment and social experiences were impacted during the pandemic, with the aim to compensate for the negative legacy of that time.

Throughout our school we are committed to high aspirations and expectations for all our pupils, and we make it part of our daily ethos to narrow the attainment gap. We use carefully chosen and researched backed approaches, which are implemented to reflect common challenges and address barriers to success and reflect pupils' individual needs, using robust assessment and working in partnerships with pupils and families. All staff in school share this commitment and we aim to create a culture of collective responsibility for ensuring disadvantaged pupils are both supported through positive relationships and wider opportunities, alongside academic challenge. We aim to ensure that those pupils in danger of falling behind are quickly identified and high-quality interventions are put in place to address their need.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show a significant proportion of our disadvantaged pupils have poor oral language skills and vocabulary on entry in Reception when compared to other pupils.
2	Internal and external assessment show that our vulnerable groups perform significantly lower than their peers in many areas, but especially in reading evidenced through our Foundation Stage (25% lower) KS1 (22% lower) and KS2 (28% lower) results.
3	Several pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their academic progress, including a significant number in our Speech and Language Department (SLD) with statements / EHC plans for severe and complex speech, language and communication disorders.
4	Assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. This has led to significant gaps in knowledge resulting in pupils falling further behind age-related expectations in all core subject areas.
5	Evidence including well-being surveys and school council surveys indicate many disadvantaged pupils in our school have social and emotional needs which impact on their ability to access the curriculum and progress at the same speed as their peers.
6	Attendance data shows a clear difference between vulnerable groups and their peers (5% lower in the previous academy year) and a higher level of persistent absenteeism, which again has a significant impact on the progress of these pupils.

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 pupils leading to faster reading and writing progress in KS1 and in subsequent years.	<p>Triangulated assessments and observations demonstrate significantly improved oral language and vocabulary among disadvantaged pupils.</p> <p>Children eligible for PP make accelerated progress compared to their peers by the end of reception so that most meet age-related expectations in communication and language and literacy.</p> <p>Interventions and small group teaching impact positively on progress in writing across all phase groups so that outcomes in</p>

	writing for disadvantaged pupils are in line with those of non-disadvantaged pupils.
Disadvantaged pupils make accelerated progress to meet or exceed the expected standards in reading and phonics.	Reading outcomes for disadvantaged pupils continue to improve in the Year 1 Phonics screen, KS1 optional SATS and KS2 SATs. This will be evidenced through the closing of gaps to their peers and a year-on-year improvement.
All pupils, especially disadvantaged pupils with SEND in mainstream as well as those with severe and complex speech, language and communication difficulties in the SLD, make the progress they are capable of in key areas and are prepared socially and emotionally to learn.	Disadvantaged pupils with SEND/ speech and language difficulties make appropriate progress across the curriculum in line with targets at regular assessment points and a greater proportion meet age-related expectations. These pupils show an increased emotional intelligence measure through well-being surveys and observations.
Disadvantaged pupils, including those with SEND and in early years can access the full curriculum and make the progress they are capable of as they move through the school showing an increased level of social and emotional learning as they grow.	Assessment shows that pupils eligible for pupil premium across the school make strong progress from their personal starting points in all subjects and year groups, reducing variations in pupil progress. Where a lack of progress is identified strong provisions exist to address need at the earliest opportunity. Outcomes for disadvantaged pupils in all year groups and curriculum areas meet or exceed targets (set against prior attainment and aligned to school and national data). These pupils show an increased emotional intelligence measured through well-being surveys and observations.
A consistent and sustained move towards a nurturing approach embedded by all staff at our school, designed to improve relationships with vulnerable pupils. This will support pupils' well-being; it is evidenced that supporting metacognition development helps to remove barriers to learning for disadvantaged pupils.	Improved well-being and SEMH, particularly for disadvantaged pupils, which impact positively on attendance, behaviour and attitudes to learning, enabling all pupils to make expected or better progress. Participation of disadvantaged pupils in extra-curricular and enrichment activities is significantly increased. Focused partnership work and support for parents and families results in increased engagement with school to support pupils' learning, particularly for disadvantaged pupils
To develop sustained improvement in attendance and punctuality for all pupils but especially those from vulnerable groups.	Attendance for all continues to improve by around 1% per academic year for the next three years and attendance and punctuality of our vulnerable groups increases at a faster rate than 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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a consistent whole-school nurture approach supported by professional development and training for staff.	Metacognition and self-regulation EEF Social and emotional learning EEF nurtureuk research: promoting nurture in education Behaviour interventions EEF	3,4
Monitoring impact of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and purchase of additional matched reading books.	Phonics approaches have a strong evidence base that indicates a positive impact on the development of early reading skills, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4
Switch to White Rose Maths scheme to support rapid early progress of pupils' number sense and develop a greater understanding of key mathematical principles across the curriculum.	Evidence from the EEF on best practice in maths teaching: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) KS2 KS3 Maths Guidance 2017.pdf Mastery learning EEF (educationendowmentfoundation.org.uk)	2,4

Ongoing CPD and development time for subject leaders to refine the curriculum to ensure it meets the needs of our pupils through the building of knowledge and ensure that they are consistently followed in all subjects and all year groups across the school.	<p>Research evidence from Ofsted and the EEF on effective curriculum:</p> <p>Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf</p>	1, 2, 3, 4, 5
Year 5 to be divided into 3 classes of 20 pupils and deploy additional teaching staff in all phase groups, to ensure high quality teaching.	<p>Evidence shows that reducing class sizes can have a positive impact on pupil progress:</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
Specialist Nurture Provision for pupils, around 50% of whom are eligible for pupil premium.	<p>The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect</p>	4, 5, 6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention (NELI) programme to enrich language development and vocabulary	<p>Oral language interventions have been shown to have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>NELI is a programme for children in reception, which has been found to</p>	1

	<p>improve children's language and early literacy skills.</p> <p>Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Implement whole class Nuffield Early Language Intervention (NELI) programme to enrich language development and vocabulary</p>	<p>Whole class language interventions have been shown to have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>NELI is a programme for children in reception, which has been found to improve children's language and early literacy skills.</p> <p>Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>A strong evidence base for phonics approaches demonstrates a positive impact on pupils, particularly from disadvantaged backgrounds:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
<p>Use of Tutoring with Lightning Squad to support lowest achieving readers to make accelerated progress</p>	<p>FFT Tutoring Data Impact Report - FFT</p>	1, 2, 4
<p>Appointment of a specialist SEN assistant to support pupils/staff with specific developments for example sensory circuits.</p>	<p>Teaching Assistant Interventions EEF</p> <p>Physical activity EEF</p>	3, 4, 5

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school approach to increasing percentages of attendance and</p>	<p>DfE guidance based on evidence from schools that have successfully significantly reduced levels of absence and persistent absence:</p>	6

reducing rates of persistent absence through a range of strategies and support for families including provision of a nurture class to support the attendance of pupils experiencing anxiety-based school avoidance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Extra reading, art/PE/Forest/gardening school groups for combined PP and others group.	Physical activity EEF Arts participation EEF Reading comprehension strategies EEF	1-6
Ensure that a wide range of opportunities supports the personal development of disadvantaged pupils and promotes home/school partnerships with parents and families	Evidence shows that development of pupils' social and emotional skills and effective partnerships with parents supports pupils' improved learning behaviours and academic performance: EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1-6
Use of Seesaw for parental engagement	Parental engagement EEF	2, 6
Continued employment of attendance and pastoral officers	Parental engagement EEF Attendance interventions rapid evidence assessment EEF	6

Total budgeted cost: £ 240,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Pupil premium strategy outcomes</i>	
<i>This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.</i>	
<i>Intended Outcomes</i>	<i>Impact</i>
<i>Improved oral language skills and vocabulary among disadvantaged pupils leading to faster reading and writing progress in KS1 and in subsequent years.</i>	<ul style="list-style-type: none"> • <i>Speech Link and NELI programmes supported language and vocabulary development of targeted disadvantaged pupils.</i> • <i>Additional capacity in reception enabled implementation of NELI assessments and interventions.</i> • <i>The proportion of disadvantaged children in the EYFS achieving a good level of development in 2024 rose to 40% up from 29% in 2022.</i>
<i>Disadvantaged pupils make sufficient progress to meet or exceed age-related expectations in reading in phonics</i>	<ul style="list-style-type: none"> • <i>A rigorous and systematic approach to phonics teaching established through intensive collaboration with a DfE English Hub and transition to a DfE validated systematic SSP, attainment in the Year 1 PSC rose in 2024 (74% all pupils, 52.4% disadvantaged up from 64% and 39% the previous year). Phonics and early reading will remain areas of sharp focus in 2024 - 27.</i> • <i>Consistent phonics assessment enabled provision of targeted interventions supporting progress, particularly for the lowest 20%.</i>
<i>Improved attainment in maths among disadvantaged pupils</i>	<ul style="list-style-type: none"> • <i>A high-quality maths mastery scheme with additional capacity for small group teaching, interventions and tutoring supported the recovery maths curriculum.</i> • <i>Revised diagnostic assessments and gap analysis tools enabled accurate assessment of pupil attainment and provision of targeted interventions to support progress.</i>

	<ul style="list-style-type: none"> • <i>Impact remained affected by learning loss in the pandemic and assessment across the school shows widening in the attainment gap in maths compared with previous years. Attainment in maths at expected and greater depth for disadvantaged pupils at the end of KS2 in 2024 remained stable from 2023, however this has dipped considerably in comparison with recent years and remains a sharp focus for school improvement.</i>
<p><i>All pupils, especially disadvantaged pupils with SEND in mainstream as well as those with severe and complex speech, language and communication difficulties in the SLD, make the progress they are capable of across the full curriculum</i></p>	<ul style="list-style-type: none"> • <i>Revised assessments to monitor the progress of disadvantaged pupils with SEND/ speech and language difficulties enabled provision of targeted interventions.</i> • <i>Increased capacity for targeted support and interventions, particularly in the SLD, reception and upper KS2 supported progress of disadvantaged pupils.</i> • <i>However, in-year assessment data reflects continued effects of learning loss for disadvantaged pupils.</i> • <i>Inclusion and support for pupils with SEND will be key areas for school improvement in 2024 – 27.</i>
<p><i>Disadvantaged pupils, including those with SEND and in early years can access the full, rich curriculum and make the progress they are capable of as they move through the school (with the curriculum as the progress model)</i></p>	<ul style="list-style-type: none"> • <i>Provision of additional teaching capacity, particularly in reception and Year 4 facilitated small group teaching and enabled targeted interventions to support progress and attainment.</i> • <i>However, attainment and progress continue to be adversely affected by learning loss from the pandemic for disadvantaged pupils and those with SEND across core subjects.</i> • <i>Provision of additional teaching capacity will be maintained and extended in 2024 – 25 to Years R and 5 to support pupils' progress through the curriculum.</i>
<p><i>A consistent whole-school approach to social-emotional learning (SEL) supports pupil well-being, effective</i></p>	<ul style="list-style-type: none"> • <i>Strategies from intensive training on mental health, SEL and learning behaviours completed by school leaders and key staff supported identification and support for vulnerable pupils and families in line with the nurture approach.</i>

<p><i>learning behaviours and reduces barriers to learning following COVID-19 especially for disadvantaged pupils</i></p>	<ul style="list-style-type: none"> • <i>Pupil well-being surveys identified vulnerable pupils enabled targeted support and indicated improvement over the year.</i> • <i>Deployment of additional staff in our pastoral team resulted in improved well-being for a number of targeted vulnerable pupils as indicated in pupil surveys.</i>
<p><i>Improved rates of attendance and punctuality for targeted disadvantaged pupils</i></p>	<ul style="list-style-type: none"> • <i>Deployment of additional staff in our attendance and pastoral team resulted in improved attendance for a number of vulnerable pupils through regular contact and targeted support for families and pupils.</i> • <i>Strategies from intensive training on mental health, attendance and school refusal completed by school leaders and key staff enabled identification and support for targeted pupils and families.</i> • <i>Attendance in 2022 - 23 improved from 2021 - 22 for all and disadvantaged pupils and persistent absence decreased. However, attendance needs to be better and remains a sharp focus for school improvement.</i>

Externally provided programmes

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
Literacy Shed Plus	Ed Shed
Success for All Phonics	Fischer Family Trust
Tutoring with the Lightning Squad	Fischer Family Trust
Reading Assessment Programme	Fischer Family Trust

White Rose Maths	White Rose Maths
Cornerstones and Curriculum Maestro	Cornerstones Education
Purple Mash	2Simple
Charanga (Music)	Charanga

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>