

# 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	431
Proportion (%) of pupil premium eligible pupils	36%
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> )	2024-2027
Date this statement was published	December 25
Date on which it will be reviewed	October 26
Statement authorised by	Nicola Dawson Head Teacher
Pupil premium lead	Karl Sutcliffe Assistant Head
Governor / Trustee lead	Mark Evans Curriculum Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£238,835

# Part A: Pupil premium strategy plan

## Statement of intent

At Wincheap Foundation Primary School in Canterbury, where 36% of our 431 pupils are eligible for pupil premium, we are unwavering in our commitment to ensuring that all pupils, regardless of their background or the barriers they face, make the progress they are capable of across our full, rich, modern curriculum.

We believe that high-quality teaching is the most powerful tool for narrowing the disadvantage gap. Therefore, our pupil premium strategy is built on a foundation of excellent teaching and learning for all pupils, with targeted support where it is needed most. This approach benefits not only disadvantaged pupils, but all vulnerable groups and the whole school community.

Our strategy focuses on three key areas: academic excellence, wider development, and wellbeing and inclusion. We are committed to supporting disadvantaged pupils to achieve their full potential in reading, writing and mathematics, ensuring they have the strong foundational knowledge needed to access the full curriculum and succeed at each stage of their education. This includes our highest attainers, who receive appropriate challenge and support to excel. We provide rich experiences and opportunities specifically designed to increase pupils' social and cultural capital, preparing them comprehensively for the next stage in their journey and for life in modern Britain. We also support the social, emotional and mental health needs of all vulnerable pupils, including those with SEND, those with a social worker, and young carers, creating the conditions for them to thrive both academically and personally.

Although time has passed since the pandemic, we recognise that its impact continues to affect many of our pupils' learning, attainment and social experiences. Our strategy includes targeted interventions to address gaps in knowledge and accelerate progress for those pupils whose education was most significantly disrupted.

Throughout our school, we maintain high aspirations and expectations for every pupil. We are committed to narrowing the attainment gap through evidence-based practice, with all our approaches carefully researched and chosen based on proven impact. We quickly identify pupils at risk of falling behind and provide high-quality interventions to address their needs. Our interventions reflect pupils' specific needs and circumstances, informed by robust assessment and delivered in partnership with pupils and families. All staff share ownership for the progress of disadvantaged pupils, creating a culture of positive relationships, high-quality support and academic challenge. We embed whole-school approaches that are cost-effective and have lasting impact.

By putting the needs of disadvantaged and vulnerable pupils at the forefront of our decision-making, we provide constant opportunities for them to make accelerated progress, close gaps in attainment, and develop into confident, capable learners ready for their next steps.

## 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, evidenced through our results in KS1 (27% lower than their peers combined) and KS2 (26% lower than their peers combined).
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. This is evident to different extents in different year groups, our current year 6 is a particularly concerning cohort.
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 (4% 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
<p>Improved oral language skills and vocabulary among disadvantaged pupils leading to faster reading and writing progress in KS1 and in subsequent years.</p> <p>Last year 58% of disadvantaged met GLD this year we have set a target of 75%.</p>	<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>

	Interventions and small group teaching impact positively on progress in writing across all phase groups so that outcomes in 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.	<p>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.</p> <ul style="list-style-type: none"> <li>• Targets Year 1 PSC: 75% of disadvantaged pupils pass (up from 59% in 2025)"</li> <li>• "KS1 Reading: 40% of disadvantaged pupils at expected standard (up from 25% in 2025)"</li> <li>• "KS2 Reading: 70% of disadvantaged pupils at expected standard to aim to remain at 70% as the last cohort were very strong and the current cohort have many additional challenges.</li> </ul>
All pupils, particularly those who are disadvantaged or face barriers to their learning, secure strong foundational knowledge in reading , writing and maths so they can access the whole curriculum, make strong progress from their individual starting points and are well prepared at each phase for the next stage of education.	Assessment shows foundational knowledge identified in curriculum documentation that pupils need for later learning is retained well Tracking shows that all pupils make strong progress from their personal starting points, reducing variations in pupil progress, particularly for vulnerable groups. Continue to monitor any PP children who are not meeting age related expectations and put interventions in place to address.
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.

	<p>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).</p> <p>These pupils show an increased emotional intelligence measured through well-being surveys and observations.</p>
<p>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.</p>	<p>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.</p> <p>Participation of disadvantaged pupils in extra-curricular and enrichment activities is significantly increased.</p> <p>Focused partnership work and support for parents and families results in increased engagement with school to support pupils' learning, particularly for disadvantaged pupils</p>
<p>To implement a whole-school approach for intervention that utilises staff expertise across phase groups, ensuring consistent, high-quality support for pupils who need additional help.</p>	<p>All staff understand and can articulate the whole-school intervention approach and their role within it. Staff expertise is effectively deployed across phase groups with 100% of identified pupils receiving appropriate intervention support. Pupil progress data demonstrates measurable impact, with at least 70% of pupils receiving interventions making accelerated progress and evidence of closing attainment gaps for targeted groups. The approach is sustainable, cost-effective and embedded in school practice with positive feedback from staff, pupils and parents/carers.</p>
<p>To develop sustained improvement in attendance and punctuality for all pupils but especially those from vulnerable groups.</p>	<p>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.</p>

## 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
Continue to implement and refine a consistent whole-school nurture approach supported by professional development and training for staff.	<a href="#">Metacognition and self-regulation   EEF</a> <a href="#">Social and emotional learning   EEF</a> <a href="#">nurtureuk research: promoting nurture in education</a> <a href="#">Behaviour interventions   EEF</a>	3,4
Monitoring impact of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Embedding the 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: <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">KS2 KS3 Maths Guidance 2017.pdf</a>  <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	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.	Research evidence from Ofsted and the EEF on effective curriculum: <a href="#">Curriculum research reviews - GOV.UK (www.gov.uk)</a>  <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a>  <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">KS2 KS3 Maths Guidance 2017.pdf</a>	1, 2, 3, 4, 5

Year 6 to be divided into 3 classes of 20 pupils to ensure high quality teaching to this year who were particularly disadvantaged by the pandemic.	Evidence shows that reducing class sizes can have a positive impact on pupil progress: <a href="https://www.educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Specialist Nurture Provision for pupils, around 50% of whom are eligible for pupil premium.	<a href="#">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</a>	4, 5, 6
Setting up of a specific room to support pupils with issues related to EBSA	<a href="#">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</a>	2,5,6

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention (NELI) programme to enrich language development and vocabulary	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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  NELI is a programme for children in reception, which has been found to improve children's language and early literacy skills. <a href="https://www.educationendowmentfoundation.org.uk">Nuffield Early Language Intervention (NELI) - Development of an...   EEF (educationendowmentfoundation.org.uk)</a>	1
Implement whole class Nuffield Early Language Intervention (NELI)	Whole class language interventions have been shown to have a positive impact on pupils' language skills.	1

programme to enrich language development and vocabulary	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk">Nuffield Early Language Intervention (NELI) - Development of an...   EEF (educationendowmentfoundation.org.uk)</a></p>	
Additional phonics and adults to support sessions targeted at disadvantaged pupils who require further phonics support	<p>A strong evidence base for phonics approaches demonstrates a positive impact on pupils, particularly from disadvantaged backgrounds: A move towards additional adult support within lesson to allow a target within the lessons.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4
Use of Tutoring with Lightning Squad to support lowest achieving readers to make accelerated progress	<p><a href="https://www.educationendowmentfoundation.org.uk">FFT Tutoring Data Impact Report - FFT</a></p>	1, 2, 4
Appointment of a specialist SEN assistant to support pupils/staff with specific developments for example sensory circuits.	<p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF</a></p>	3, 4, 5
Development of a modern library to improve reading for pleasure across the school	<p>EEF Reading Comprehension Strategies (+6 months). National Literacy Trust research showing correlation between book ownership and reading outcomes.</p>	1,2

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Whole-school approach to increasing percentages of attendance and 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	DfE guidance based on evidence from schools that have successfully significantly reduced levels of absence and persistent absence: <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	6
Extra reading, art/PE/Forest/gardening/fitness trips school groups for combined PP and others group.	<a href="#">Physical activity   EEF</a> <a href="#">Arts participation   EEF</a> <a href="#">Reading comprehension strategies   EEF</a>	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: <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	1-6
Use of Seesaw for parental engagement	<a href="#">Parental engagement   EEF</a>	2, 6
Continued employment of attendance and pastoral officers	<a href="#">Parental engagement   EEF</a> <a href="#">Attendance interventions rapid evidence assessment   EEF</a>	6
Development of an additional provision to support pupils experiencing anxiety connected to school.	<a href="#">Parental engagement   EEF</a> <a href="#">Attendance interventions rapid evidence assessment   EEF</a>	5,6

**Total budgeted cost: £ 245,000**

The extra £6,156 is funded from the central budget.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b><i>Pupil premium strategy outcomes</i></b>	
<i>This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.</i>	
<b><i>Intended Outcomes</i></b>	<b><i>Impact</i></b>
<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"> <li>• <i>Speech Link and NELI programmes supported language and vocabulary development of targeted disadvantaged pupils.</i></li> <li>• <i>Additional capacity in reception enabled implementation of NELI assessments and interventions.</i></li> <li>• <i>The proportion of disadvantaged children in the EYFS achieving a good level of development in 2025 was 58% up from 40% in 2024 and 29% in 2022.</i></li> </ul>
<i>Disadvantaged pupils make sufficient progress to meet or exceed age-related expectations in reading in phonics</i>	<ul style="list-style-type: none"> <li>• <i>A rigorous and systematic approach to phonics teaching established through collaboration with a DfE English Hub and a DfE validated systematic SSP, attainment in the Year 1 PSC rose slightly in 2025 to 75% for all pupils and to 59% for disadvantaged 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></li> <li>• <i>Increasing the number of adults available to support during phonics lessons has led to targeted support for our lowest 20% and disadvantaged.</i></li> <li>• <i>Phonics assessment enabled provision of targeted interventions supporting progress, particularly for the lowest 20%.</i></li> </ul>
<i>All pupils, especially disadvantaged pupils with SEND in</i>	<ul style="list-style-type: none"> <li>• <i>Revised assessments to monitor the progress of disadvantaged pupils with SEND/ speech and language difficulties enabled provision of targeted interventions.</i></li> </ul>

<p><i>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"> <li>• <i>Increased capacity for targeted support and interventions, particularly in the SLD.</i></li> <li>• <i>However, in-year assessment data reflects continued effects on progress for disadvantaged pupils.</i></li> <li>• <i>Inclusion and support for pupils with SEND will be key areas for school improvement in 2024 – 27.</i></li> </ul>
<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"> <li>• <i>Provision of additional teaching capacity, particularly in reception and Year 5 facilitated small group teaching and enabled targeted interventions to support progress and attainment.</i></li> <li>• <i>Provision of additional teaching capacity will be maintained and extended in 2025– 26 to year 6 to support pupils’ progress through the curriculum.</i></li> <li>• </li> </ul>
<p><i>A consistent whole-school approach to social-emotional learning (SEL) supports pupil well-being, effective learning behaviours and reduces barriers to learning following COVID-19 especially for disadvantaged pupils</i></p>	<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Pupil well-being surveys identified vulnerable pupils enabled targeted support and indicated improvement over the year.</i></li> <li>• <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></li> </ul>
<p><i>Improved rates of attendance and punctuality for</i></p>	<ul style="list-style-type: none"> <li>• <i>Deployment of additional staff in our attendance and pastoral team resulted in improved attendance for a</i></li> </ul>

<p><i>targeted disadvantaged pupils</i></p>	<p><i>number of vulnerable pupils through regular contact and targeted support for families and pupils.</i></p> <ul style="list-style-type: none"> <li><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></li> </ul> <p>PP attendance rose slightly in 2024-25 up to 92.2% from 91 % the year before.</p>
---	---

## 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
Kapow	Kapow
Purple Mash	2Simple
Charanga (Music)	Charanga

## Service pupil premium funding (optional)

*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***

**The impact of that spending on service pupil premium eligible pupils**