

Wincheap Foundation Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wincheap Foundation Primary School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Dawson Headteacher
Pupil premium lead	Erica Kokle Deputy Headteacher
Governor / Trustee lead	Alison Cogger Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,670
Recovery premium funding allocation this academic year	£14,216 Recovery Premium £18,112 Tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£206,998

Part A: Pupil premium strategy plan

Statement of intent

At Wincheap, we are committed to enabling all pupils, regardless of their background or any individual barriers to success they may face, to make the progress they are capable of and achieve high attainment across the full, rich curriculum. Our pupil premium strategy focuses on supporting disadvantaged pupils to reach their full potential, including those who are already high attainers.

Our strategy supports the needs of all 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 access the best possible teaching and learning experiences. This will benefit not only the disadvantaged, but also those in other vulnerable groups, and indeed all pupils in our school.

This strategy is a key element of our school planning for education recovery, particularly through the use of the National Tutoring Programme to provide additional targeted support for those whose learning and attainment have been most adversely affected by the COVID-19 pandemic, including disadvantaged as well as non-disadvantaged pupils.

The strategies we implement reflect common challenges and barriers to success and pupils' individual needs identified through diagnostic assessment and partnership with pupils and families. Our approach is shared by all staff in school with collective responsibility for ensuring that disadvantaged pupils are both challenged and supported to reach their full potential and that those in danger of falling behind are quickly identified and interventions put in place. We are committed to high aspirations and expectations for the outcomes of all pupils, including the disadvantaged, and share a common goal of narrowing the attainment gap in our school.

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 that a significantly higher proportion of pupils eligible for the pupil premium have poor oral language skills and vocabulary on entry to Reception compared with other pupils, which limits some disadvantaged pupils' attainment in writing by the end of both KS1 and KS2.

2	Assessments and observations indicate that disadvantaged pupils generally find phonics and early reading more challenging than their peers. This impacts negatively on their reading development and outcomes in the phonics screening check and in reading at the end of KS1.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils, particularly in outcomes at KS1.
4	A number of 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.
5	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.
6	Our assessments, observations and discussions with pupils and families have identified that many of our disadvantaged pupils face social and emotional challenges adversely affecting their attainment and well-being. These include a lack of enrichment opportunities (particularly during partial school closure), low parental engagement in and support for learning, and high levels of family support required.
7	Attendance rates for pupils eligible for pupil premium are below the target for all pupils (96%). A significant number have persistent absence. This reduces their school hours and adversely affects their progress.

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 rapid progress 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 writing for disadvantaged pupils are in line with those of non-disadvantaged pupils.</p>
Disadvantaged pupils make sufficient progress to meet or exceed age-related expectations in reading in phonics	Reading outcomes in 2024/25 show that a greater proportion of disadvantaged pupils are reaching the expected standard at the

Improved attainment in maths among disadvantaged pupils

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

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)

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

Improved rates of attendance and punctuality for targeted disadvantaged pupils

end of Year 1 and Year 2, in line with those of non-disadvantaged pupils.

A greater proportion of disadvantaged pupils reach the expected standard in maths in 2024/25 particularly in KS1.

Disadvantaged pupils with SEND/ speech and language difficulties make rapid progress across the curriculum in line with targets at regular assessment points and a greater proportion meets age-related expectations.

Assessment and monitoring show that pupils eligible for the pupil premium across the school make strong progress from their personal starting points in all subjects and year groups, reducing variations in pupil progress.

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 in 2018 – 19/2021 - 22)

Improved well-being and SEMH, particularly for disadvantaged pupils, 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

Overall PP attendance increases and persistent absence decreases by 2023-24 demonstrating sustained improvements in line with any LA or national benchmarks
Pastoral and attendance teams continually monitor and support pupils whose attendance falls below 95%.

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: £ 96,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of diagnostic assessment and feedback strategies underpinned by training for staff to ensure effective implementation	Providing feedback has a strong evidence base demonstrating high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve: Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
CPD and whole-school implementation of structured schemes of work for reading comprehension and grammar, punctuation and spelling to support pupils' writing development	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	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
Continue to implement maths mastery learning scheme and provide capacity for small group teaching and structured interventions for additional support	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)	3
Ongoing CPD and development time for subject leaders to ensure curriculum maps for	Research evidence from Ofsted and the EEF on effective curriculum:	1, 2, 3, 4, 5

sequential development of knowledge are consistently followed by all teachers in all subjects and all year groups including in the EYFS and the SLD	Curriculum research reviews - GOV.UK (www.gov.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) KS2 KS3 Maths Guidance 2017.pdf	
Year 5 and Year 6 to be divided into 3 classes of 20 pupils and deploy additional teaching staff in reception and the SLD to increase capacity for timely, quality intervention and support	Evidence shows that reducing class sizes can have a positive impact on pupil progress: Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Implement a consistent whole-school approach to social-emotional learning (SEL) to support effective learning behaviour supported by professional development and training for staff	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £ 36,650

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: Oral language interventions EEF (educationendowmentfoundation.org.uk) NELI is a programme for children in reception which has been found to	1

	improve children’s language and early literacy skills. Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support based on strategies developed during recent intensive collaboration with the English hub	A strong evidence base for phonics approaches demonstrates a positive impact on pupils, particularly from disadvantaged backgrounds: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provision of tuition and tutoring in conjunction with the National Tutoring Programme for pupils whose education has been most impacted by the pandemic, including disadvantaged pupils and high-attaining pupils who are eligible for the pupil premium	Evidence shows that targeted tuition can effectively support low attaining pupils, or those not making expected progress, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £ 77,000

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	DfE guidance based on evidence from schools that have successfully significantly reduced levels of absence and persistent absence: Improving School Attendance	7
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)	6

Implement evidence-based approaches to support the well-being of disadvantaged pupils and provide staff capacity and specialist training for interventions	Both targeted interventions and universal approaches can have positive overall effects: EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6
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Total budgeted cost: £210,350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 - 2021 academic year.

Intended Outcomes	Impact
<p>To improve outcomes in the phonics screening check for PP pupils through implementation of a more rigorous approach to teaching and assessing reading in the early years and KS1</p> <p>To improve outcomes in reading for pupils in KS2 who did not reach ARE in phonics and reading by the end of KS1</p>	<ul style="list-style-type: none"> No published performance data for the PSC due to COVID-19. Intensive collaboration with the DfE English Hub continued throughout 2020-21 to drive a more rigorous and systematic whole-school approach to phonics teaching and to support pupils both in school at home during partial school closures Remote learning provision based on intensive training from the English Hub included daily phonics and additional support and interventions for the lowest 20% through a blend of strategies and resources Consistent assessments and tracking were implemented across the school to assess pupils' attainment accurately and provide targeted interventions as needed to support the progress of those in school and assess knowledge and learning loss after lockdowns The purchase of additional reading books and phonics resources during lockdowns ensured that books, resources and online books closely matched pupils' phonics knowledge to support learning at home and in school However, impact of intended outcomes was limited due to COVID-19 and in common with most schools, the impact of lockdowns was greatest on our disadvantaged pupils who were not able to benefit from our pupil premium funded improvements to phonics teaching and targeted interventions to the extent we had intended
Improved communication and language and early literacy skills for PP pupils, leading to faster reading and writing	<ul style="list-style-type: none"> Staff training and the implementation of Speech Link and the NELI programmes supported the language and vocabulary development of some disadvantaged pupils. However, impact was limited by the pandemic and largely to those attending school during lockdowns.

<p>progress in KS1 and in subsequent years</p>	
<p>To ensure higher attainment for PP pupils in Grammar, Punctuation and Spelling (GPS) through implementation of a scheme for discrete teaching and assessment in all year groups</p>	<ul style="list-style-type: none"> • High quality schemes of work for GPS were incorporated in school and in remote learning provision during partial school closures • Revised diagnostic assessments and gap analysis tools were implemented across the school to assess pupils' attainment accurately and provide targeted interventions as needed to support the progress of those in school and assess knowledge and learning loss after lockdowns • However, impact was limited by the pandemic and school data shows a widening in the attainment gap
<p>Greater proportions of pupils eligible for PP consistently achieve the expected and higher standard, comparing favourably with 'other' pupils at the end of KS1 and KS2</p>	<ul style="list-style-type: none"> • A range of resources enabled provision of a high-quality curriculum to be maintained, including during lockdowns. These included: online lessons delivered by our own teachers as well as other providers such as the Oak Academy; differentiated home learning plans and packs; regular teacher interaction and feedback via a variety of methods • Many disadvantaged pupils were provided with laptops and internet access to ensure access to remote learning provision • Expanded wider opening provision enabled us to extend and target our offer of spaces to disadvantaged and vulnerable pupils • School data and assessments show that engagement in home learning or attendance at school during partial closures for disadvantaged pupils was variable and the attainment gap has widened
<p>Improved readiness to learn for of a significant proportion of PP pupils with SEMH difficulties allowing them to access the curriculum and increase progress and attainment in all subject areas</p> <p>To ensure that the proportions of persistent absence and the overall attendance of disadvantaged pupils are consistently in line with or better than national figures</p>	<ul style="list-style-type: none"> • Strategies from intensive training on mental health, attendance, school refusal, SEL and learning behaviours completed by school leaders and key staff were implemented to identify and support targeted pupils and families • Additional staff were deployed to our attendance and pastoral teams to facilitate regular contact and targeted support • All pupils received regular contact, feedback and support from teaching staff during partial school closures with additional support for identified pupils, particularly the disadvantaged • School data indicates that engagement in home learning or attendance at school during partial closures for disadvantaged pupils was variable and the attainment gap has widened across the curriculum • School attendance data shows a drop in overall attendance and a rise in persistent absence for disadvantaged pupils, with a particular increase in anxiety/emotional-based school avoidance resulting from the pandemic
<p>Pupils eligible for PP will have the same participation rates as all pupils for activities provided by the school</p>	<ul style="list-style-type: none"> • Funding allocated to subsidise curriculum 'Wow' moments and innovate challenges and additional targeted subsidies for PP pupils to enable participation in sports clubs and tournaments, school outings and the Year 6 week-long residential trip ensured equal access for disadvantaged pupils prior to partial school closures

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
Not applicable	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable