

Wincheap Foundation Primary School Pupil Premium Strategy Statement

Summary information					
School	Wincheap Foundation Primary School				
Academic Year	2020 -21	Total estimated PP funding	£174,725	Date of most recent PP Review	July '20
Total number of pupils	440	Number of pupils eligible for PP	149 (34%) (National 23.5% 2018 -19)	Date for next full review of this strategy (milestones linked to Pupil Progress Meetings 3 x yearly)	July '21

Attainment for disadvantaged pupils 2018 – 19 (Most recent national data)			
	SLD Disaggregated (1 pupil) - Each PP pupil 3.2%	Pupils eligible for PP – Wincheap Speech and Language Dept (SLD) EHCP/PP Disaggregated	Pupils not eligible for PP (national average)
KS2 Cohort 31 PP pupils - Each PP pupil 3.1%	SLD Disaggregated (1 pupil) - Each PP pupil 3.2%		
KS1 Cohort 18 PP pupils - Each PP pupil 5.5%	SLD Disaggregated (4 pupils) - Each PP pupil 7.1%		
Y1 Cohort 13 PP pupils - Each PP pupil 7.7%	SLD Disaggregated (1 pupil) - Each PP pupil 8.3%		
EYFS Cohort 9 PP pupils - Each PP pupil 11.1%	SLD Disaggregated – N/A		
% achieving expected standard or above in combined reading, writing & maths KS2		68% 70%	71%
% achieving expected standard or above in reading KS2		87% 90%	78%
% achieving expected standard or above in writing KS2		74% 80%	83%
% achieving expected standard or above in maths KS2		77% 80%	84%
% achieving higher standard in combined reading, writing & maths KS2		10% 10%	13%
% achieving higher standard in reading KS2		26% 27%	31%
% achieving higher standard in writing KS2		10% 10%	24%
% achieving higher standard in maths KS2		42% 43%	32%
% achieving expected standard or above in reading KS1		33% 43%	78%
% achieving expected standard or above in writing KS1		33% 43%	73%
% achieving expected standard or above in maths KS1		44% 57%	79%
% achieving higher standard in reading KS1		11% 14%	28%

% achieving higher standard in writing KS1	11% 14%	17%
% achieving higher standard in maths KS1	17% 21%	24%
% achieving expected standard in phonics	62% 67%	84%
% achieving a good level of development	67% 67%	74%
Progress for disadvantaged pupils 2018 – 19		
	Pupils eligible for PP –Wincheap SLD EHCP/PP Disaggregated	Pupils not eligible for PP (national average)
Reading progress	3.66 4.41	0.32
Writing Progress	- 0.23 0.48	0.27
Maths Progress	4.20 4.52	0.37

Barriers to future attainment for pupils eligible for PP at Wincheap

Academic barriers

i.	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.
ii.	Pupils with poor SEMH linked to deprivation and personal/family circumstances. This slows progress and attainment in all subject areas.
iii.	A significantly higher proportion of pupils eligible for PP have poor oral language skills and vocabulary on entry to Reception compared with other pupils, which limits some disadvantaged pupils' outcomes in early reading and attainment in writing by the end of both KS1 and KS2.

Additional barriers (including issues which also require action outside school, such as low attendance rates)

iv.	Attendance rates for pupils eligible for PP are below the target for all pupils (96%) This reduces their school hours and causes them to fall behind.
v.	Low household incomes deprive pupils of additional extra-curricular activities to enrich their life experiences.
vi.	Poor home learning environments as well as high levels of family support required across the school community through Early Help and Social Service intervention affect progress and attainment for a significant proportion of pupils eligible for PP.

The COVID-19 partial school closures have exacerbated the existing inequalities in academic achievement resulting from these barriers for many pupils, as well as impacting negatively on the social and emotional development, the wellbeing and mental health and attendance of pupils from disadvantaged backgrounds.

Planned expenditure				
Academic year		2020 - 21		
How we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
Intended outcomes	Actions	Success criteria	Staff lead	Review dates
A. 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	<ul style="list-style-type: none"> • Work in collaboration with the DfE English Hub • DfE Letters and Sounds training for all staff as 'reading teachers' • Release time for DHT as reading leader to drive improvement • Additional small group teaching in KS1 with additional teacher and TA capacity to support accelerated progress • Additional capacity for targeted interventions through provision of a reading/phonics TA • Regular additional phonics interventions to enable twice daily phonics sessions or targeted interventions 4 x weekly for the lowest 20% • Intensive catch-up programme following COVID-19 • Bug Club paired reading • Regular monitoring of progress in phonics starting in reception with catch up interventions in place for those in danger of falling behind • Purchase additional books and resources closely matched to pupils' phonics knowledge 	<ul style="list-style-type: none"> • Outcomes in reading for PP pupils are in line with those of 'others' in the PSC and in early years • Consistent assessments and tracking systems in place for reading and phonics which accurately monitor pupils' progress and attainment • A rigorous and sequential approach to the teaching of reading develops pupils' confidence, fluency and enjoyment in reading and impacts positively on raised attainment • Reading books are closely matched to pupils' phonics knowledge • Gaps in attainment are addressed quickly and effectively through interventions resulting in improved attainment for targeted pupils 	DHT reporting to HT and governors	At Pupil Progress meetings in December 2020 March 2021 July 2021
B. Improved communication and language and early literacy skills for PP pupils, leading to faster reading and writing progress in KS1 and in subsequent years	<ul style="list-style-type: none"> • Additional teaching staff capacity in reception to complete Speech and Language Link assessments, Nuffield Early Language Intervention and targeted interventions 4 x weekly • Intensive catch-up programme following COVID-19 • Additional small group teaching in each phase group with qualified and experienced teachers and TAs to support accelerated progress in phonics, reading and writing • A focus on developing language and vocabulary throughout the curriculum and staff CPD to support this • Forest school sessions and the Cornerstones curriculum for all year groups with Wow moments and innovate challenges with opportunities to stimulate writing 	<ul style="list-style-type: none"> • Children eligible for PP make rapid progress by the end of reception so that most make ARE in communication and language, reading and writing • Interventions and small group teaching impact positively on progress in writing across all phase groups • Focus on teachers reading to children will lead to improved vocabulary and comprehension 	DHT reporting to HT and governors	At Pupil Progress meetings in December 2020 March 2021 July 2021
C. To improve outcomes in reading for pupils in KS2 who did not reach ARE in phonics and reading by the end of KS1	<ul style="list-style-type: none"> • Additional small group teaching in KS2 with qualified and experienced teachers and TAs to support accelerated progress in phonics, reading and writing • Work with the DfE English Hub to support progress through a consistent whole-school approach to phonics teaching and 1:1 targeted interventions • Intensive catch-up programme following COVID-19 for current Year 3 cohort who did not achieve ARE in the PSC at the end of Year 1 	<ul style="list-style-type: none"> • Reading progress for KS2 pupils who did not reach ARE expectations in phonics at the end of KS1 is accelerated through continued systematic teaching of phonics and targeted interventions • Interventions and small group teaching impact positively on progress for the current Year 3 and Year 4 PP cohorts so an increased proportion reaches the expected standard by the end of KS2 	DHT reporting to HT and governors	At Pupil Progress meetings in December 2020 March 2021 July 2021

<p>D</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"> • Implementation of No Nonsense Spelling and Grammar programmes across KS1 and KS2 • Impact monitored through introduction of formal assessment in GPS 3 x yearly • Intensive catch-up programme following COVID-19 	<ul style="list-style-type: none"> • Increased focus on GPS will raise attainment for PP pupils in writing so that increased proportions are working at ARE comparing favourably with 'others' • Effective implementation and assessment of No Nonsense Spelling and Grammar demonstrate a higher proportion of PP pupils in all year groups achieving ARE in GPS 	<p>English Leader reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2020 March 2021 July 2021</p>
<p>E</p> <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"> • Additional small group teaching in each key stage with qualified and experienced teachers and TAs in to support accelerated progress • Intensive catch-up programmes following COVID-19 • Embed CPA approach to maths teaching and a new method of assessment across the school fully aligned to the Maths No Problem mastery teaching scheme to ensure increased robustness of tracking • Whole school focus on metacognitive strategies and self-regulated learning to support PP pupils in line with EEF research on effective strategies • Work with the English hub to drive improvement in attainment in reading for the lowest 20% • 	<ul style="list-style-type: none"> • Pupils eligible for PP across the school make equally good or better progress compared with 'other' pupils and the gap in attainment is narrowed, particularly in KS1 • Most-able PP pupils will consistently achieve the higher standard at the end of KS2 with an increased percentage in writing • Rigorous teaching of phonics incorporating spelling will show a positive impact on attainment in writing 	<p>HT reporting to governors</p>	<p>At Pupil Progress meetings in December 2020 March 2021 July 2021</p>
<p>F</p> <p>Increasing rates of progress in KS1 and KS2 for PP pupils with SEND in mainstream as well as for those with severe and complex speech, language and communication difficulties in the SLD</p>	<ul style="list-style-type: none"> • Many PP pupils with additional needs taught in the additional small teaching groups in each phase group, taught by qualified and experienced teachers and TAs in each group to support accelerated progress • Intensive catch-up programme following COVID-19 • Teachers work in conjunction with speech therapists to plan learning and track progress • Additional specialist trained TA support in the SLD to provide additional capacity for interventions planned by teachers and Speech and Language therapists through higher staffing ratios • CPD for Teachers and TAs from SALT team • CPD for all teaching staff in the SLD and work with the DfE English Hub to support progress in phonics • Staff CPD in dyslexia and strategies for pupils with complex S&L difficulties delivered by a dyslexia specialist support the progress of identified pupils and those from the SLD who integrate into mainstream for some of their learning 	<ul style="list-style-type: none"> • All disadvantaged pupils with SEND/ S & L difficulties make rapid progress in line with targets at regular assessment points and a greater proportion of pupils with SEND meet age-related expectations • Pupils with multiple needs swiftly identified and support plans put in place • Interventions put into practice to support these pupils have effective impact and this is shown in the data tracking system 	<p>SENCo reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2020 March 2021 July 2021</p>

<p>G</p> <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>	<ul style="list-style-type: none"> • Provision of an inclusion team with capacity to support pupils throughout the day, including before school and at unstructured times • Implementation of targeted support following COVID-19 to support reintegration, mental health and wellbeing • Inclusion team led by SENCo and overseen by HT to ensure responsive and immediate support for specific individuals • Staffed by two full-time specialist trained TAs • Liaison with Specialist Teaching Service and LA inclusion team for staff CPD on effective application of strategies • Provision of in-school counselling with a specialist counsellor 	<ul style="list-style-type: none"> • Pupils successfully reintegrated into school life following COVID-19 • Provision of an inclusion team with a dedicated nurture room supports readiness to learn, and tracking of reported behaviour concerns on MyConcern will show a reduction in incidents for targeted pupils • Improved readiness to learn for targeted pupils allows them to make progress in line with their peers 	<p>SENCo reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2020 March 2021 July 2021</p>
<p>H</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"> • Pastoral and attendance teams continually monitor and support pupils whose attendance falls below 95% with a range of actions to address this effectively • Specific monitoring and support for identified pupils following COVID-19 • Incentives to improve and maintain good attendance • CPD for attendance and pastoral team on best practice for improving attendance 	<ul style="list-style-type: none"> • Overall PP attendance improves from 94.4% to 96%+ to bring it into line with the target for ALL pupils 	<p>HT reporting to governors</p>	<p>At Pupil Progress meetings in December 2020 March 2021 July 2021</p>
<p>I</p> <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 to be allocated to subsidise Cornerstones Wow moments and innovate challenges, participation in sports clubs and tournaments, school outings and the Year 6 week-long residential trip to ensure equal access for PP pupils • Additional targeted subsidies for PP pupils 	<ul style="list-style-type: none"> • Equal participation in residential trips, events, activities and extra-curricular activities • Regular monitoring led by SLT of participation in events and visits shows equal participation rates for disadvantaged pupils compared with 'other' pupils • PASS survey reflects individuals' and groups' engagement with learning and attitudes to school 	<p>HT reporting to governors</p>	<p>At Pupil Progress meetings in December 2020 March 2021 July 2021</p>
Total budgeted cost				£264,689

1. Review of expenditure

Previous Academic Year 2019 – 20		Total PP Funding		£198,405
Intended outcomes	Actions	Success criteria	Impact	
<p>A.</p> <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>	<ul style="list-style-type: none"> Work in collaboration with the DfE English Hub Training for all staff Release time for DHT to become reading leader and drive improvement Additional small group teaching in KS1 with a full-time qualified and experienced teacher and additional TA capacity to support accelerated progress Regular additional phonics interventions to enable twice daily phonics sessions or targeted interventions 4 x weekly for the lowest 20% Bug Club paired reading Regular monitoring of progress in phonics starting in reception with catch up interventions in place for those in danger of falling behind Purchase additional books and resources closely matched to pupils' phonics knowledge 	<ul style="list-style-type: none"> Outcomes in reading for PP pupils are in line with those of 'others' in the PSC and in early years Consistent assessments and tracking systems in place for reading and phonics which accurately monitor pupils' progress and attainment A rigorous and sequential approach to the teaching of reading develops pupils' confidence, fluency and enjoyment in reading and impacts positively on raised attainment Reading books are closely matched to pupils' phonics knowledge Gaps in attainment are addressed quickly and effectively through interventions resulting in improved attainment for targeted pupils 	<ul style="list-style-type: none"> No PSC data as a result of COVID-19 Consistent assessments and tracking in place by March 2020 across the school enabling effective groupings to ensure teaching is closely matched to pupils' stage of learning Intensive work with the DfE English Hub well underway to by March to support a more rigorous and systematic whole-school approach to phonics teaching Additional reading books purchased and reading scheme reorganised so books and resources match pupils phonics knowledge Training completed in February for a number of staff with the DfE English Hub to support the lowest 20% in reading To be consolidated in 2020 - 21 	
<p>B.</p> <p>Improved communication and language and early literacy skills for PP pupils, leading to faster reading and writing progress in KS1 and in subsequent years</p>	<ul style="list-style-type: none"> Additional capacity in reception provided by a qualified teacher to complete Speech and Language Link assessments and targeted interventions 4 x weekly Additional small group teaching in each phase group with a full-time qualified and experienced teacher and TA in each group to support accelerated progress in phonics, reading and writing A focus on developing language and vocabulary throughout the curriculum and staff CPD to support this Forest school sessions and the Cornerstones curriculum for all year groups with Wow moments and innovate challenges with opportunities to stimulate writing 	<ul style="list-style-type: none"> Children eligible for PP make rapid progress by the end of reception so that most make ARE in communication and language, reading and writing Interventions and small group teaching impact positively on progress in writing across all phase groups Focus on teachers reading to children will lead to improved vocabulary and comprehension 	<ul style="list-style-type: none"> No attainment data for 2019 – 20 Programme of targeted interventions in place across the school following Speech and Language Link assessments beginning to have an impact by March 2020 Additional small group teaching impacting positively on accelerated progress as evidenced by in school data and pupil progress meetings in terms 2 and 4 Monitoring showed increasing emphasis on language and vocabulary in classrooms To be consolidated in 2020 - 21 	
<p>C</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"> Additional small group teaching in each phase group in KS2 with a qualified and experienced teacher and TA in each group to support accelerated progress in phonics, reading and writing Work with the DfE English Hub to support progress through a consistent whole-school approach to phonics teaching and 1:1 targeted interventions 	<ul style="list-style-type: none"> Reading progress for KS2 pupils who did not reach ARE expectations in phonics at the end of KS1 is accelerated through continued systematic teaching of phonics and targeted interventions Interventions and small group teaching impact positively on progress for the current Year 3 PP cohort so an increased proportion reaches the expected standard by the end of KS2 	<ul style="list-style-type: none"> No attainment data for 2019 – 20 Consistent assessments and tracking in place by March 2020 across the school enabling effective groupings to ensure teaching is closely matched to pupils' stage of learning Intensive work with the DfE English Hub well underway to by March to support a more rigorous whole-school approach to phonics teaching Training completed in February with the DfE English Hub for a number of staff to support the lowest 20% in reading To be consolidated in 2020 - 21 	

<p>D</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"> • Implementation of No Nonsense Spelling and Grammar programmes across KS1 and KS2 • Impact monitored through introduction of formal assessment in GPS 3 x yearly 	<ul style="list-style-type: none"> • Increased focus on GPS will raise attainment for PP pupils in writing so that increased proportions are working at ARE comparing favourably with 'others' • Effective implementation and assessment of No Nonsense Spelling and Grammar demonstrate a higher proportion of PP pupils in all year groups achieving ARE in GPS 	<ul style="list-style-type: none"> • No attainment data for 2019 – 20 • Formal assessment of GPS in place for first assessment point in term 2 • New teaching scheme successfully introduced and linked to termly assessments following CPD • To be consolidated in 2020 - 21
<p>E</p> <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"> • Additional small group teaching in each phase group with a full-time qualified and experienced teacher and TA in each group to support accelerated progress • Embed CPA approach to maths teaching and trial a new method of assessment across the school fully aligned to the Maths No Problem mastery teaching scheme to ensure increased robustness of tracking • Whole school focus on metacognitive strategies and self-regulated learning to support PP pupils in line with EEF research on effective strategies • Work with the English hub to drive improvement in 	<ul style="list-style-type: none"> • Pupils eligible for PP across the school make equally good or better progress compared with 'other' pupils and the gap in attainment is narrowed, particularly in KS1 • Most-able PP pupils will consistently achieve the higher standard at the end of KS2 with an increased percentage in writing • Rigorous teaching of phonics incorporating spelling will show a positive impact on attainment in writing 	<ul style="list-style-type: none"> • No attainment data for 2019 – 20 • Additional small group teaching impacting positively on accelerated progress as evidenced by in school data and pupil progress meetings in terms 2 and 4 • To be consolidated in 2020 - 21
<p>F</p> <p>Increasing rates of progress in KS1 and KS2 for PP pupils with SEND in mainstream as well as for those with severe and complex speech, language and communication difficulties in the SLD</p>	<ul style="list-style-type: none"> • Many PP pupils with additional needs taught in the additional small teaching groups in each phase group, taught by a full-time qualified and experienced teacher and TA in each group to support accelerated progress • Teachers work in conjunction with speech therapists to plan learning and track progress • Additional specialist trained TA support in the SLD to provide additional capacity for interventions planned by teachers and Speech and Language therapists through higher staffing ratios • CPD for Teachers and TAs from SALT team • Staff CPD in dyslexia and strategies for pupils with complex S&L difficulties delivered by a dyslexia specialist support the progress of identified pupils and those from the SLD who integrate into mainstream for some of their learning 	<ul style="list-style-type: none"> • All disadvantaged pupils with SEND/ S& L difficulties make rapid progress in line with targets at regular assessment points and a greater proportion meets age-related expectations • Pupils with multiple needs swiftly identified and support plans put in place • Interventions put into practice to support these pupils have effective impact and this is shown in the data tracking system 	<ul style="list-style-type: none"> • No attainment data for 2019 – 20 • Tracking showed improved attainment for identified PP pupils with SEND taught in small groups in terms 2 and 4 • Tracking showed a positive impact in enabling pupils in the SLD to reach personal targets set jointly by teachers and the speech therapy team at termly assessment points in terms 2 and 4 • To be consolidated in 2020 - 21
<p>G</p> <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>	<ul style="list-style-type: none"> • Creation of an inclusion team with capacity to support pupils throughout the day, including before school and at unstructured times • Inclusion team led by SENCo and overseen by HT to ensure responsive and immediate support for specific individuals • Staffed by two full-time specialist trained TAs • Liaison with Specialist Teaching Service and LA inclusion team for staff CPD on effective application of strategies • Provision of in-school counselling with a specialist counsellor 	<ul style="list-style-type: none"> • Introduction of an inclusion team with a dedicated nurture room supports readiness to learn, and tracking of reported behaviour concerns on MyConcern will show a reduction in incidents for targeted pupils • Improved readiness to learn for targeted pupils allows them to make progress in line with their peers 	<ul style="list-style-type: none"> • Inclusion team and dedicated nurture room in place in September impacting positively on the number of incidences of challenging behaviour and exclusions • Specialist support and counselling having a significant effect on a small but significant number of pupils with SEMH difficulties who were at risk of exclusion with clear improvements in SEMH demonstrated in Boxall follow-up assessments • To be consolidated in 2020 - 21

<p>H</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"> • Pastoral and attendance teams continually monitor and support pupils whose attendance falls below 95% with a range of actions to address this effectively • Incentives to improve and maintain good attendance • CPD for attendance and pastoral team on best practice for improving attendance 	<ul style="list-style-type: none"> • Overall PP attendance improves from 94.4% to 96%+ to bring it into line with the target for ALL pupils 	<ul style="list-style-type: none"> • PP attendance increased from 93.9% in 2017 – 18 to 94.4% in 2018-19, broadly in line with national figures • Persistent absence for disadvantaged pupils is 16.4% (national 15.7%) • Regular monitoring and support for PP attendance in 2019 – 20 in school to bring into line with the target for ALL pupils • Monitoring showed that regular use of forest school and rich learning experiences through Cornerstones impacted positively on improving attendance, punctuality and engagement with learning resulting in improved attendance for a number of identified PP pupils • Attendance for PP pupils remains a focus in 2020 - 21
<p>I</p> <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 to be allocated to subsidise Cornerstones Wow moments and innovate challenges, participation in sports clubs and tournaments, school outings and the Year 6 week-long residential trip to ensure equal access for PP pupils • Additional targeted subsidies for PP pupils 	<ul style="list-style-type: none"> • Equal participation in residential trips, events, activities and extra-curricular activities • Regular monitoring led by SLT of participation in events and visits shows equal participation rates for disadvantaged pupils compared with 'other' pupils • PASS survey reflects individuals' and groups' engagement with learning and attitudes to school 	<ul style="list-style-type: none"> • Monitoring showed increased participation in extra-curricular activities of PP pupils with all PP pupils able to attend the Y6 residential trip • Increased participation in other broader opportunities within the curriculum and as extra-curricular activities impacted positively on improved attendance, resilience and engagement for identified PP pupils resulting in better progress at termly assessment points • To be consolidated in 2020 - 21
			<p style="text-align: right;">Overall Total Expenditure £211,681</p>