

Wincheap Foundation Primary School Pupil Premium Strategy Statement

Summary information					
School	Wincheap Foundation Primary School				
Academic Year	2019 -20	Total estimated PP funding	£197,255.00	Date of most recent PP Review	July '19
Total number of pupils	440	Number of pupils eligible for PP	129 (29%) (National 23%)	Date for next full review of this strategy (milestones linked to Pupil Progress Meetings 3 x yearly)	July '20

Attainment for disadvantaged pupils 2018 - 19			
KS2 Cohort 31 PP pupils - Each PP pupil 3.1%	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)
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.

Planned expenditure				
Academic year	2019 - 20			
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	Review dates
<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 	DHT reporting to HT and governors	At Pupil Progress meetings in December 2019 March 2020 July 2020
<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 	DHT reporting to HT and governors	At Pupil Progress meetings in December 2019 March 2020 July 2020

<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 	<p>DHT reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2019 March 2020 July 2020</p>
<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 	<p>English Leader reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2019 March 2020 July 2020</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 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 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 2019 March 2020 July 2020</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 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 	<p>SENCo reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2019 March 2020 July 2020</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"> • 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 	<p>SENCo reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2019 March 2020 July 2020</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 • 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 2019 March 2020 July 2020</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 2019 March 2020 July 2020</p>
Total budgeted cost				£264,689

1. Review of expenditure				
Previous Academic Year 2018 - 19			Total PP Funding	
			£198,880	
Intended outcomes	Actions	Success criteria	Impact	
<p>A.</p> <p>Accelerated progress and improved outcomes in phonics</p>	<ul style="list-style-type: none"> Additional small group teaching in KS1 with a full-time qualified and experienced teacher and TA to support accelerated progress Regular additional phonics interventions to enable twice daily phonics sessions 4 x weekly Bug Club paired reading 4 x weekly Regular monitoring of progress in phonics starting in Reception with catch up interventions in place for those in danger of falling behind 	<ul style="list-style-type: none"> Pupils eligible for PP make rapid progress in phonics so that an increased proportion reaches the expected standard in phonics at the end of Year 1 Interventions and small group teaching impact positively on progress for the current Year 2 PP cohort so an increased proportion reaches the expected standard by the end of KS1 	<ul style="list-style-type: none"> Attainment in the PSC increased to 62% (67% SLD disaggregated) 63% of mainstream PP pupils in Year 2 passed the PSC rising from their 33% pass rate in Year 1 	
<p>B.</p> <p>Greater proportions of pupils eligible for PP achieving 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 Whole school CPD on metacognitive strategies and self-regulated learning Introduction of CPA approach to maths teaching through implementation of Maths No Problem mastery teaching scheme with associated CPD for teachers and TAs to support pupils' deeper understanding and ability to apply their learning to new contexts and to reason and solve problems 	<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 Most-able pupils eligible for PP will achieve the higher standard at the end of KS2 	<ul style="list-style-type: none"> Attainment of PP pupils in reading, writing, maths and combined was strong in comparison with national at the end of KS2 Continued focus is needed to increase the proportion of pupils working at greater depth in writing, which will also impact on the combined measure Year 2 data showed an anticipated cohort-specific dip due to 4 PP pupils with EHC plans impacting on our headline data, combined with complex additional difficulties of a significant proportion of the mainstream PP pupils Small group teaching was also shown to improve attitudes to learning for a significant number with SEND and/or SEMH difficulties enabling better progress The CPA approach to maths has impacted positively on attainment at greater depth in maths 	

<p>C.</p> <p>Increasing rates of progress in KS1 and KS2, especially 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 TA support in the SLD. CPD for TAs • Whole staff CPD in dyslexia and strategies for pupils with complex S&L difficulties delivered by a dyslexia specialist and the Speech and Language Therapy team. 	<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 into 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"> • Accelerated progress in phonics for Year 2 pupils • Improved attainment in the PSC • Tracking showed improved attainment for identified PP pupils with SEND taught in small groups • Tracking showed a positive impact in enabling pupils in the SLD to reached personal targets set jointly by teachers and the speech therapy team at termly assessment points
<p>D.</p> <p>Improved SEMH of PP pupils, allowing them to access the curriculum and increase progress and attainment in all subject areas.</p>	<ul style="list-style-type: none"> • Introduction of regular forest school for all year groups with additional sessions for identified vulnerable PP pupils • Implementation of the Cornerstones curriculum with exciting Wow and Innovation learning experiences and trips to support the enrichment of pupils' learning • Input from the Specialist Teaching Service and outreach from local special school to support teachers in effective classroom practice for individual pupils • Provision of in-school counselling with a specialist counsellor and CBT and 1:1 support for identified pupils by pastoral manager • Work with the local well-being hub linked to a local secondary school with workshops for pupils in Years 4, 5 and 6 with a qualified psychologist 	<ul style="list-style-type: none"> • Pupils will have improved SEMH, allowing them to make progress in line with their peers • Input from the Specialist Teaching Service and training sessions will improve staff knowledge and application of strategies • Staff will record behaviour concerns on MyConcern and these will be tracked and analysed throughout the year • The behaviour entries on MyConcern will reduce to show the impact of training and STLS input 	<ul style="list-style-type: none"> • 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 raised attainment at regular assessment points for a number of identified PP pupils • Specialist support and counselling had 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

<p>E.</p> <p>Improved communication and language skills 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 to support progress in the Reception classes provided by: <ul style="list-style-type: none"> ○ 2 qualified and experienced teachers (one F/T and one 0.60 in terms 1 and 2) ○ speech and language link assessments with follow up interventions planned and delivered by a qualified teacher 4 mornings per week ○ An additional F/T apprentice TA • 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 	<ul style="list-style-type: none"> • Children eligible for PP make rapid progress by the end of reception so that most make age-related expectations in communication and language, reading and writing • Interventions and small group teaching impact positively on progress in writing across all phase groups 	<ul style="list-style-type: none"> • The percentage of PP children achieving the GLD increased from 50% in 2017-18 to 67% in 2018-19 • The dip in attainment in writing at the end of KS1 was cohort specific and anticipated although progress was supported for individual pupils through small group teaching and targeted interventions • Tracking shows improved attainment in writing for identified pupils taught in small groups
<p>67% in 2018-19F,</p> <p>Improved attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> • Monitoring and action to improve attendance by attendance officer leading to increased overall PP attendance to 96%+ to bring it in line with ALL pupils • Incentives to improve and maintain good attendance • Pastoral and attendance teams to continually monitor pupils whose attendance falls below 95% with a range of actions to address this effectively • CPD in London for attendance officer on national best practice • Whole school initiatives and incentives/rewards to drive higher percentages of attendance and reduce rates of persistent absence 	<ul style="list-style-type: none"> • Overall PP attendance improves from 94% to 96%+ to bring it into line with the target for ALL pupils. Pastoral and attendance teams to continually monitor and support pupils whose attendance falls below 95% 	<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%) • Attendance for PP pupils remains a school focus
<p>G.</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 	<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 • Increase in PP attendance from 93.9% in 2017 - 18 to 94.4% in 2018-19. The percentage of PP pupils achieving at expected in reading, writing and maths (SLD EHCP disaggregated) was broadly on or above national at the end of KS1 and KS2

<p>H.</p> <p>Greater parental engagement with the school. Families continue to engage with Early Help and Social Services - supported by our pastoral and inclusion teams.</p>	<ul style="list-style-type: none"> • Transition meetings for parents and pupils starting in Reception • Stay and Play Sessions • Regular events encouraging parents into school to celebrate pupils' learning e.g. Cornerstones innovate challenges, sporting events, music events, Rockestra and Festival on the Field, annual nativity and Y6 productions • Signposting to Children's Centres, Early Help and other sources of support • DSLs and pastoral and inclusion teams continue to actively identify and support families with complex needs. Continued high-quality liaison with a range of families and children's services 	<ul style="list-style-type: none"> • Increase in the rates of attendance at parents' evenings, stay and play, Cornerstones innovation challenge events and other events to which parents are invited • DSLs and pastoral and inclusion teams continue to actively identify and support families with complex needs • Continued high-quality liaison with a range of families and children's service 	<ul style="list-style-type: none"> • Effective home/school partnerships increased the amount of support that some vulnerable pupils received to enable them to access and engage with learning more fully • Impact seen in strong end of KS2 progress and attainment
			<p style="text-align: right;">Overall Total Expenditure £211,681</p>