



Pupil Premium at Wincheap Foundation Primary School

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to enable them reach their potential and to close the gaps between them and their peers. It is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium also provides funding for Looked After Children who have been in the care of the Local Authority. This is because the DfE recognises that good education is vital in improving young people's life opportunities. This is especially the case for children from low-income families, or who are Looked After Children, who historically have been far less likely to leave school with good GCSE results than other children. The Pupil Premium, in providing funding which is additional to the main school budget, is intended to address inequalities by ensuring that resources reach the children who need it most, whatever their academic ability.

The Pupil Premium is also provided to support children and young people with parents in the regular armed forces, to address the emotional and social well-being of the children of service personnel.

Pupil Premium figures for Wincheap Foundation Primary School in recent years have been:

2013/14	£154,174
2014/15	approx £220,000
2015/16	£209,250.12
2016/17	£200,323.32
2017/18	£206,210.00 (projected)

The percentage of pupils in receipt of Pupil Premium funding in our school is currently 31%.

The DfE gives schools the freedom to spend the Pupil Premium as they see fit, based upon their knowledge of their pupils' needs, although schools are accountable for the use of this additional funding:

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' (DfE)

Pupil Premium at Wincheap

'Developing skills for life and celebrating individuality'

At Wincheap, we believe in enabling children to acquire a thirst for life-long learning and we strive for the best possible outcomes for **all** our pupils. Rigorous pupil progress tracking enables us to identify any children, including those eligible for Pupil Premium, who are at risk of falling behind, or indeed have the potential to excel. The work of our pastoral team supports this through close liaison with families and work with individual children. Regular pupil progress reviews allow us to

put intervention strategies in place and monitor their impact to ensure Pupil Premium funding is being used effectively to maximize progress and attainment for disadvantaged pupils.

As a school, the DfE requires us to identify barriers to learning faced by the children in our school who are in receipt of Pupil Premium to ensure we use the funding in ways which will best meet their needs. Although all children are individuals, at Wincheap barriers to future attainment in general terms can include:

- Complex speech, language and communication disorders; 25 children in our Speech and Language Department (SLD) have statements of educational need/Education and Health plans in this area
- Medical, health or development problems often affecting cognitive development
- Social, emotional and mental health difficulties often affecting behaviour
- Sensory and/or physical needs
- Cognition or learning difficulties
- Poorly developed language skills on entry
- Low educational aspirations from some families
- Family backgrounds where academic achievement is low leading to less capacity for parental support
- Varying pre-school experience and education
- The need for family Early Help or Child Protection support in some families
- Poor home learning environments
- Low attendance or persistent absence
- Low self-esteem impacting on attitudes to learning
- Lateness so learning opportunities are regularly missed.

More specifically, analysis of our in-school pupil progress information has identified that in 2017-18:

- Oral language and pre-literacy skills in Reception are generally lower for the pupils eligible for Pupil Premium than for other pupils. This slows reading progress and the development of skills in phonics in subsequent years and adversely affects early progress in writing
- Attainment and progress for disadvantaged children in Year 1 (who did not achieve the GLD in Reception) and for a number of other year groups are lower than that of 'other' children as a result of generally low literacy and maths levels on entry and the fact that it takes a number of years of intensive teaching for them to catch up with their peers
- Children with EHC Plans in our Speech and Language Department, many of whom are eligible for Pupil Premium funding, often have a complex range of other needs affecting their academic progress; attainment of pupils in the SLD impacts on our national test results, depressing headline percentages at KS2 and KS1
- Behaviour, attendance and punctuality issues for a small group of pupils eligible for Pupil Premium have had a detrimental impact on their academic progress
- Issues associated with family circumstances affecting wellbeing and self-esteem have adversely affected learning for a number of children within the Pupil Premium group
- This year, attainment for children in receipt of Pupil Premium (SLD and mainstream) is not as high as that of other children in all subjects in Year 6, in writing and maths in Year 4, and in writing and maths in Year 5
- Some SEN children requiring a high level of SEN support, especially those in the SLD, do not achieve the required standard in phonics by the end of KS1
- For a small group of disadvantaged children in key stage 2, severely challenging behaviour due to social, emotional and mental health difficulties, is having a negative impact on learning.

Pupil Premium funding at Wincheap Foundation Primary School is spent principally on targeted interventions by full-time experienced qualified teachers. The higher ratio of staff also allows us to facilitate smaller class sizes and additional sets for English (phonics, reading and writing) and maths at the end of KS1 and KS2 which supports our disadvantaged children in making accelerated progress within core subjects prior to transitions. Funding is used in a number of other additional ways to improve outcomes for disadvantaged children, such as forest school and nurture provision; enabling participation in our Year 6 outdoor adventurous activities residential trip; funding outings to stimulate writing; providing greater access to after school extra-curricular clubs; staff training and pastoral support. Our pastoral team is currently supporting 166 children (Children in Need, Child Protection, Early Help), many of whom are in the disadvantaged group, as part of our work to improve attendance and promote attainment for vulnerable groups.

In 2016 – 17 Pupil Premium was spent on the following at Wincheap:

- Additional qualified teachers and teaching assistants for targeted interventions and to facilitate some smaller groups in English and maths teaching in both key stages (benefits all pupils, but also supports accelerated progress for the disadvantaged through individual or small group interventions planned/taught by teachers)
- Interventions planned/delivered by teachers such as Accelerate, Accelewrite, Trugs, Clever Hands, Fizzy, pre-literacy skills and Letters and Sounds phonics to accelerate progress in reading and writing
- Training for TAs for effective delivery of interventions
- Pastoral support (work includes supporting families with Early Help, Child Protection, Children in Need, Project 95 to boost attendance, initiatives to promote punctuality and address persistent absence)
- Enabling participation for children eligible for Pupil Premium in our Year 6 outdoor adventurous activities residential trip to Carroty Wood (focus on overcoming obstacles, teamwork and developing resilience; children are encouraged to face new challenges, realising that by trying their best they can succeed, which is reflected in positive approaches to learning on return to school and improved self-esteem for many vulnerable pupils)
- Enabling participation for disadvantaged children in our Year 6 summer celebration day (rewards teamwork and effort during the year and celebrates successful achievement at the end of Year 6; this impacts positively on engagement and motivation, particularly for the disadvantaged group)
- Bug Club partner reading scheme where Year 5 children support Year 2 pupils (develops confidence and fluency in reading and phonic approaches through peer support and also boosts early writing skills)
- Additional part-time teachers deployed to support progress, especially for children eligible for Pupil Premium (enabled targeted individual and small group interventions to meet individual learning needs) and to ensure better outcomes in the Y1 Phonics Screening Check so that the majority have reached the required standard by the end of Year 2
- An additional class in Year 6 with a full-time teacher and TA facilitating smaller classes across Year 6 to boost attainment and progress in a year group with a significant proportion of disadvantaged children
- Staff training focused on the development of forest school and nurture provision to be run by qualified teachers so that these provisions will impact positively on learning, behaviour and attendance.

Total expenditure for 2016-17 - more than allocated budget of £200,323.32

The impact of these interventions on Attainment and Progress

Trends in recent years show that disadvantaged pupils in our school make good progress over time to catch up, and the gap narrows by the end of KS2, indicating that our use of Pupil Premium funding principally to provide additional focused teaching is effective. However, in Reception and Year 1 there is still a gap due to the low starting points of a significant proportion from this group. Targeted interventions are in place from Reception onwards and extra capacity is built into KS1 to accelerate progress for disadvantaged children. The impact of this can be seen in our improved proportions of children reaching the expected standard in the Year 1 phonics screening check, with the majority of children achieving the required standard by the end of Y2 and the attainment gap closed in reading, and maths and within one child in writing at the end of KS1 in 2017. Phonics teaching continues in KS2 where needed leading to improved attainment in reading and writing in KS2. We continue to review the use of Pupil Premium funding to build on successful strategies and accelerate progress further. An example of this is our current development of forest school and nurture provision.

Early Years Foundation Stage

In 2016-17, 16 % of children in the Reception were eligible for Pupil Premium.

The proportion of children eligible for Pupil Premium who achieved a Good Level of Development rose sharply from 54.5 % in 2015 to 70.6% in 2016, which was above the national for 'all children', due to targeted interventions and the deployment of an extra part time teacher to support good progress in the reception classes in 2015-16, particularly for disadvantaged children. However it dipped to 30% in 2017. Whilst this is disappointing, we believe it to be cohort specific, with a smaller number of pupils eligible for PP (10), of whom the majority had very low starting points combined with SEN (including 1 child with an EHC Plan from the SLD) or complex social and emotional difficulties relating to home backgrounds . Progress of the disadvantaged group in Reception will be carefully monitored this year with targeted interventions in place to accelerate catch up as needed.

What this tells us:

In the main, our baseline assessment indicates that disadvantaged children in the Early Years enter the school below national expectations (particularly in Literacy). Progress of the disadvantaged group in Year 1 will be carefully monitored this year with targeted interventions planned and delivered by qualified teachers to accelerate catch up as needed. In Reception, early and continued monitoring will highlight children who will need to make accelerated progress over the course of the year to replicate the very good progress made in 2016.

Key Stage 1

Phonics

Our percentage for 'all' children reaching the required standard in the Year 1 Phonics Screening Check has historically been slightly lower than national. However, as a result of targeted phonics interventions and small group teaching with some additional teaching in Year 1, the proportion of disadvantaged children at Wincheap attaining the standard has improved dramatically from 45% in 2015 to 68.2% in 2017 with the percentage for 'all' pupils at just above national..

Our percentage of 'all' children and also for disadvantaged pupils who achieved the required standard by the end of Year 2 was in line with national in 2017. Our figures are affected every year by a number of children with Statements of Educational Need/EHC plans who are not able to access the test, of whom many are eligible for Pupil Premium.

What this tells us:

Our proportion of children reaching the required standard in phonics at the end of Year 1(83%) is now just above national. Our somewhat lower figure for the disadvantaged (71%), reflects the deprivation index of the school and the low starting points on entry to the Foundation Stage of a significant number of children, particularly from the Pupil Premium Group. Targeted interventions for disadvantaged pupils are ensuring good progress from low starting points.

In recent years, the majority of mainstream children have achieved the required standard by the end of Y2 as a result of continued interventions and smaller group teaching throughout Year 2 which support in narrowing the attainment gap. Phonics teaching continues in KS2 where needed, leading to improved attainment in KS2. Training for relevant staff in raising attainment in phonics for SEN will be provided from Pupil Premium funding this year, as well as specifically targeted interventions to facilitate accelerated catch up for this group.

End of Key Stage 1

2017 Provisional (Source - Kent County Council)						
	Wincheap All Pupils (1 child = 1.6%)	Wincheap Disadvantaged (1 child = 7.7%)	Kent All Pupils	Kent Disadvantaged	National All Pupils	National Disadvantaged
Reading % expected standard +	82%	85%	79%	65%	76%	N/A
Reading % Greater Depth	34%	34%	26%	13%	25%	N/A
Writing % expected standard +	79%	77%	72%	57%	68%	N/A
Writing % Greater Depth	20%	8%	17%	8%	16%	N/A
Maths % expected standard +	87%	92%	78%	65%	75%	N/A
Maths % Greater Depth	26%	15%	21%	10%	21%	N/A

What this tells us:

In reading in our 2017 end of KS1 national assessments, the attainment at the expected level for disadvantaged pupils exceeded the national for 'all' children. Provision, such as Bug Club, Accelerated, Attack Reading, focussed Letters and Sounds phonics interventions and teacher interventions to consolidate learning, has impacted positively on improved attainment for this group.

KS1 attainment in writing for disadvantaged children rose dramatically from 45.8% in 2016 to 77% which is above national for 'all' pupils in 2017. We are delighted with this increase which has

resulted from an intensive focus on accelerating writing progress for this group in KS1. Historically, lower attainment for the disadvantaged has been due to the low starting points of a significant proportion from this group. Attainment has also been affected by a number of children from the SLD also eligible for Pupil Premium whose writing development is impeded by their speech, language and communication disorders. Children in receipt of pupil premium make very good progress over time at Wincheap so that the gap in attainment at the end of KS2 between Pupil Premium pupils and others at expected is closing (3 year rising trend RAISE 2015) which was replicated in our 2016 and 2017 Year 6 SATS results. In KS1, interventions target disadvantaged pupils to put the foundations in place to enable good or better progress in KS2. These focus on speaking and listening, pre-literacy, fine motor skills, phonics and early reading and emotional literacy to develop positive attitudes to learning and which are the building blocks for success in writing. These are effective in enabling subsequent progress and reducing the gap from low starting points in the early years, although the impact is not always seen as clearly until the end of KS2. However, we recognised that disadvantaged pupils needed to make more rapid progress in KS1 to enable the attainment gap to close more quickly, so this has been a successful focus for school improvement which we will consolidate over time.

In maths in the 2017 end of KS1 national assessments, the attainment at the expected level for disadvantaged pupils was significantly higher than the national for 'all' children as a result of successful targeted teacher-led maths interventions and additional small sets in KS1 which will continue this year.

Results at KS2

2017 Provisional Results (Source - Kent County Council)						
	Wincheap All Pupils (1 child = 1.6%)	Wincheap Disadvantaged (1 child = 3.8%)	Kent All Pupils	Kent Disadvantaged	National All Pupils	National Disadvantaged
Reading/ Writing/maths combined % expected standard	77%	72%	64%	48%	61%	Not yet released
Reading/ Writing/maths combined % higher standard	14%	4%	9%	3%	9%	
Reading % expected standard +	83%	80%	74%	61%	71%	
Reading % High score (110+)	28%	12%	27%	16%	25%	
Writing % expected standard +	82%	80%	80%	68%	76%	
Writing % Greater Depth	19%	4%	19%	10%	18%	
GPS % expected standard +	75%	60%	76%	62%	77%	
GPS % High score (110+)	22%	8%	30%	17%	31%	
Maths % expected standard +	83%	80%	76%	62%	75%	
Maths % High score (110+)	34%	12%	23%	11%	23%	
Reading Average Scaled Score	106.4	103.3	105	101.7	104	
GPS Average Scaled Score	105.2	102	106	102.8	106	
Maths Average Scaled Score	106.6	103	104	101.3	104	

Reading

- In 2017 in reading, Wincheap's progress score for 'all' pupils is above national average (+1.93) and the progress of disadvantaged pupils is +0.97, above the national progress of 'other' non-disadvantaged children (+0.33)

- The proportion of disadvantaged children reaching the expected standard is considerably higher than the national for 'all' pupils and the proportion attaining at the higher standard is below national for 'all' pupils
- The average scaled score for this group at Wincheap is in line with national for 'all'

Writing

- In 2017 in writing, Wincheap's progress score for 'all' pupils is in line with the national average (+0.95) and the progress of disadvantaged pupils is +1.02, above the national progress of 'other' non-disadvantaged children (+0.17)
- The proportion of disadvantaged children reaching the expected standard is higher than the national for 'all' pupils and the proportion attaining at the higher standard is lower than national for 'all' pupils

Maths

- In 2017 in maths, Wincheap's progress score for 'all' pupils is above the national average (+2.25) and the progress of disadvantaged pupils is +1.11, above the national progress of 'other' non-disadvantaged children (+0.28)
- The proportion of disadvantaged children reaching the expected standard is higher than the national for 'all' pupils and the proportion attaining at the higher standard is lower than national for 'all' pupils
- The average scaled score for this group at Wincheap is in line with national for 'all'

Grammar, Punctuation and Spelling (GPS)

- The proportion of disadvantaged children reaching the expected standard is slightly lower (within one child) than the national for 'all' pupils and the proportion attaining at the higher standard is lower than national for 'all' pupils
- The average scaled score for this group at Wincheap is lower than national for 'all'

Combined reading, writing and maths

- The proportion of disadvantaged children reaching the expected standard is considerably higher than the national for 'all' pupils and the proportion attaining at the higher standard is lower than the national for 'all' pupils

What this tells us:

Attainment at expected level in reading, writing, maths and combined for disadvantaged children in our school in 2017 national tests was higher than the national 'all' and the progress score for disadvantaged pupils was above national in reading, writing and maths. This confirms evidence from previous national data that disadvantaged children in our school make very good progress over time from generally low starting points.

Success in progress and attainment for our pupils eligible for Pupil Premium funding is due to successful provision for this group throughout KS1 and KS2 such as additional and smaller setting groups, teacher-led interventions, initiatives to improve attendance and punctuality, activities and trips promoting positive attitudes to learning, continuing professional development of staff and pastoral support.

In 2017, attainment at greater depth for disadvantaged pupils dipped compared to last year in all subjects. This was anticipated and was cohort specific. In this year group there were a very large number of disadvantaged children with significant social and emotional difficulties being supported

by the pastoral manager, four who had been in care and a significant number who joined the school late in KS2. In addition, two children from the SLD with EHC plans who were eligible for PP form part of the cohort, impacting negatively on attainment.

Success in progress and attainment for disadvantaged pupils at expected is due to successful provision throughout KS1 and KS2. Whilst our SATs results for 'all' compare very favourably with national 'all' at expected, there is still a gap to be closed for PP pupils, especially at greater depth, so our improvement planning includes further steps to diminish the difference in attainment by the end of KS2 between disadvantaged and 'other' children nationally.

2017 – 18 Pupil Premium Spending at Wincheap

This year, we are continuing with the approaches listed above from 2016 – 17 as these have had a successful impact on raising attainment and narrowing the gap for disadvantaged children in our school. In addition we will be implementing the following:

Provision	How impact will be measured
Staff training for phonics for children with SEN/D and specialized phonics interventions for this group	Improved progress in phonics for SEN/D children at regular assessment points
Staff CPD and rolling out the forest school curriculum to all disadvantaged children to support learning, attendance and engagement with school	Regular use of forest school, enhancing attendance, punctuality, engagement and progress with the impact on raising attainment evident at regular assessment points
Implementation of a nurture provision to support progress for disadvantaged children with social, emotional and mental health difficulties	An increased number of children able to meet Boxall targets
Enabling participation in extra-curricular and sporting activities for targeted children to promote attendance, self-esteem and well-being which will contribute to their progress in school	The progress of disadvantaged pupils will be commensurate with that of 'other' pupils in our school at regular assessment points; Improved attendance and punctuality for children eligible for Pupil Premium
Further development of Pupil Voice and its impact on progress for disadvantaged children	Children, including those in receipt of Pupil Premium, to be more involved in the decision-making processes in school with a linked impact on progress at regular assessment points
Targeted teacher-led interventions in writing in KS1	Consolidation of the proportion of disadvantaged pupils reaching the expected standard and working at greater depth in writing in the end of KS1 national tests
Introduction of an attendance team	Improved attendance supporting attainment and progress of identified vulnerable children at regular assessment points
Deployment of additional teaching assistants in the SLD to facilitate interventions and accelerate progress, particularly for disadvantaged children	Improved progress in reading, writing and maths for SEN/D children at regular assessment points

The impact of Pupil Premium funding spending and our strategy will be reviewed in March 2018.

How can parents and carers contribute to the success of the Pupil Premium scheme?

Parental support is crucial to children's success in education. If you would like any help or advice on how to support your child's learning, please speak to any of their teachers or come and ask at the school office and we will direct you to people in our team who will be very happy to help.

Parents' evenings are an excellent way to discuss your child's progress, any interventions in place and ways of supporting learning at home. We have been delighted with the overwhelming attendance at recent parents' evenings and at our open evenings for maths and English.

If your child is eligible for free school meals or is in KS1 and able to have a free lunch as part of the Universal Free School Meals scheme, it is enormously helpful to us if you register your child for free school meals even if they will have a packed lunch. This has a direct impact on the funding we receive and the level of educational support we can provide for children in our school.

Your child might be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit.

Our school office will be happy to advise or help with your application 😊