



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	£194,920.00 (estimate)

The percentage of pupils in receipt of Pupil Premium funding in our school is currently 33.6%.

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
- 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 2016-17:

- 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 in writing for disadvantaged children in KS1 and for current year groups in KS2 is lower than that of 'other' children as a result of generally low literacy 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 Year 6 pupils eligible for Pupil Premium have had a detrimental impact on their academic progress in Year 5
- Issues associated with family circumstances affecting wellbeing and self-esteem have adversely affected learning for a number of children within the Pupil Premium group
- In-year school data shows that higher ability pupils in the SLD and mainstream who are eligible for Pupil Premium are making less progress than other pupils in writing
- Disadvantaged children in current year groups are making less progress in maths than other children
- Attainment for children in receipt of Pupil Premium (SLD and mainstream) is not as high in reading in Years 5 and 6 this year as that of other children
- 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

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 in KS1 and KS2 which supports our disadvantaged children in making accelerated progress within core subjects. Funding is used in a number of other additional ways to improve outcomes for disadvantaged children, such as 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 Manager is currently supporting 78 families and 114 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 2015 – 16 Pupil Premium was spent on the following at Wincheap:

- Additional qualified teachers for targeted interventions and to facilitate 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, Acceleratewrite, Trugs, Clever Hands, Fizzy, pre-literacy skills and Letters and Sounds phonics to accelerate progress in reading and writing
- 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 return day trip to Carroty Wood (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 teacher deployed part-time in EYFS to support progress, especially for children eligible for Pupil Premium (enabled targeted individual and small group interventions to meet individual learning needs)
- Additional teacher deployed part-time in KS1 to ensure better outcomes in the Y1 Phonics Screening Check and ensure the majority have reached the required standard by the end of Year 2
- Trips for children in Year 5 to stimulate ideas for writing (addressed a need identified to reduce the gap in progress between disadvantaged and 'other' pupils by providing real-life experiences to stimulate ideas and prompt creative writing)
- Staff training focused on strategies to improve attainment in writing through using outdoor learning to motivate boys, and to ensure accuracy of assessment of writing in line with the new assessment framework.

Total expenditure for 2015-16 £209,250.12

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, KS1 attainment still shows 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, with phonics teaching continuing 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 review of deployment of teaching assistants. We have many experienced and knowledgeable TAs, trained and skilled in intervention delivery. Rather than allocating TAs to teachers this year, we are auditing skills, deploying TAs more flexibly and effectively in teams for specific interventions, and monitoring impact on pupil progress.

Early Years Foundation Stage

In 2015-16 27 % 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 has risen sharply from 54.5 % in 2015 to 70.6% in 2016, which is 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.

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). By the end of the year last year their attainment in the GLD was above national for 'all' children. Therefore they are making very good progress due to interventions planned/delivered by qualified teachers.

Key Stage 1

Phonics

Although our percentage for 'all' children reaching the required standard in the Year 1 Phonics Screening Check is slightly lower than national, as a result of targeted phonics interventions and small group teaching with an additional teacher in Year 1, the proportion of disadvantaged children at Wincheap attaining the standard has improved dramatically from 45% in 2015 to 75% in 2016.

Our percentage of 'all' children and also for disadvantaged pupils who achieved the required standard by the end of Year 2 dipped in 2016. Figures this year were affected by a number of children in this cohort with Statements of Educational Need/EHC plans who were not able to access the test, of whom the majority were eligible for Pupil Premium.

What this tells us:

Our proportion of children reaching the required standard in phonics at the end of Year 1 is getting closer to the national. Our somewhat lower figure, including for the disadvantaged, 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

2016 Provisional (Source - Kent County Council)						
	Wincheap All Pupils (1 child = 1.5%)	Wincheap Disadvantaged (1 child = 4%)	Kent All Pupils	Kent Disadvantaged	National All Pupils	National Disadvantaged
Reading % expected standard +	80%	66.7%	78.2%	63.6%	74%	N/A
Reading % Greater Depth	32.3%	12.5%	24.6%	12.2%	23.6%	N/A
Writing % expected standard +	70.8%	45.8%	71.3%	55%	65.5%	N/A
Writing % Greater Depth	18.5%	4.2%	15.1%	6.3%	13.3%	N/A
Maths % expected standard +	84.6%	79.2%	77.5%	63.1%	72.6%	N/A
Maths % Greater Depth	24.6%	12.5%	18.5%	8.4%	17.8%	N/A

What this tells us:

In reading in our 2016 end of KS1 national assessments, the attainment at the expected level for disadvantaged pupils was within two children of 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 still shows a gap in comparison with 'other' children, due to the low starting points of a significant proportion from this group. Attainment this year was also 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 is closing (3 year rising trend RAISE 2015) which is replicated in our 2016 Year 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 seen as clearly until the end of KS2. However, we recognise that disadvantaged pupils need to make more rapid progress in KS1 to enable the attainment gap to close more quickly, so this is an area for development in our school improvement planning and within our Pupil Premium funding spending for 2016 – 17.

In maths in the 2016 end of KS1 national assessments, the attainment at the expected level for disadvantaged pupils was 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

Data regarding closing the gaps with Pupil Premium at KS2, extracted from the Ofsted/DFE RAISEonline 2015 Summary Report (Validated) shows.

2015 National tests				
	Expected progress		More than expected progress	
	Disadvantaged pupils % achieving expected progress	National (other pupils) % achieving expected progress	Disadvantaged pupils % achieving more than expected progress	National (other pupils) % achieving more than expected progress
Reading	92%	92%	33%	33%
Writing	96%	95%	17%	37%
Maths	83%	91%	33%	37%

2016 Provisional Results (Source - Kent County Council)						
	Wincheap All Pupils (1 child = 1.7%)	Wincheap Disadvantaged (1 child = 5%)	Kent All Pupils	Kent Disadvantaged	National All Pupils	National Disadvantaged
Reading/ Writing/maths combined % expected standard	72.9%	60%	58%	41.2%	53%	Not yet released
Reading/ Writing/maths combined % higher standard	16.9%	10%	6%	1.5%	5%	
Reading % expected standard +	81.4%	80%	69%	54.7%	66%	
Reading % High score (110+)	30.5%	20%	21%	10.4%	19%	
Writing % expected standard +	84.7%	80%	80%	67.5%	74%	
Writing % Greater Depth	27.1%	15%	15%	6.1%	15%	
GPS % expected standard +	81.4%	75%	72%	57.2%	72%	
GPS % High score (110+)	30.5%	15%	22%	11.4%	23%	
Maths % expected standard +	81.4%	75%	71%	57.1%	70%	
Maths % High score (110+)	37.3%	25%	17%	7.5%	17%	
Reading Average Scaled Score	105.6	103.9	103	100.3	103	
GPS Average Scaled Score	105.8	103.5	104	101	104	
Maths Average Scaled Score	106.8	104.5	103	100.6	103	

Reading

- The KS2 2016 School Ready Reckoner (RAISEonline) shows that in reading, Wincheap’s progress score for ‘all’ pupils is significantly above national average and the progress of disadvantaged pupils is in line with the national average for ‘all’ pupils

- 60% of Pupil Premium children made above average progress at the end of KS2 compared to 67% of 'other' children in Year 6 in our school (within 2 children)
- The proportion of disadvantaged children reaching the required standard is considerably higher than the national for 'all' pupils and the proportion attaining at the higher standard is in line with national for 'all' pupils
- The average attainment for this group at Wincheap is in line with national for 'all'

Writing

- The KS2 2016 School Ready Reckoner (RAISEonline) shows that in writing, Wincheap's progress score for 'all' pupils is significantly above national average and the progress of disadvantaged pupils is in line with the national average for 'all' pupils
- 65% of Pupil Premium children made above average progress at the end of KS2 compared to 77% of other children in Year 6 in our school
- The proportion of disadvantaged children reaching the required standard is higher than the national for 'all' pupils and the proportion attaining at the higher standard is in line with national for 'all' pupils

Maths

- The KS2 2016 School Ready Reckoner (RAISEonline) shows that in maths, Wincheap's progress score for 'all' pupils is significantly above national average and the progress of disadvantaged pupils is in line with the national average for 'all' pupils
- 55% of Pupil Premium children made above average progress at the end of KS2 compared to 69% of other children in Year 6 at Wincheap
- The proportion of disadvantaged children reaching the required standard is higher than the national for 'all' pupils and the proportion attaining at the higher standard is considerably higher than national for 'all' pupils
- The average attainment for this group at Wincheap is higher than national for 'all'

Grammar, Punctuation and Spelling (GPS)

- 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 by two children out of 20 in this group
- The average attainment for this group at Wincheap is in line with national for 'all'

Combined reading, writing and maths

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

What this tells us:

Although there is no published attainment and achievement data as yet for national 'other' children (September 2016), the fact that attainment at expected level in all subjects and combined for disadvantaged children in our school in 2016 national tests is higher than the national 'all', confirms evidence from previous RAISE 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.

Whilst our results compare very favorably with Kent and national 'all', there is still a gap to be narrowed within school, so we are looking at further steps we can take to reduce the gap across the board.

2016 – 17 Pupil Premium Spending at Wincheap

This year, we are continuing with the approaches listed above from 2015 – 16 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 provision of resources to develop the use of the outdoor classroom to support progress in writing	Regular use of outdoor classroom, enhancing creativity in writing, with the impact on raising attainment evident at regular assessment points
Implementation of a handwriting scheme (CPD and resources) to support progress in writing	An increased number of children able to meet the standards required in handwriting in the new National Curriculum and assessments to attain at expected and greater depth
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	An increase in 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 a nurture group	Improved attainment and progress of identified vulnerable children at regular assessment points
Deployment of an additional teacher part-time 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 January 2017.

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 😊