

Winchelsea



All Individuals Matter

PUPIL PREMIUM FUNDING REPORT

Allocation for 2020/21: £81,135

FSM and Ever 6 £52,455 (39 x £1,345),

Service Premium £9,920 (32 x £310)

Post LAC £18,760 (8 x £2,345)

Early Years deprivation funding - 2 children

£173.68 for Spring 2020)

At Winchelsea Primary school we want all our children to achieve their potential. We do this by providing access to high quality teaching and learning, supplemented by a detailed enhancement programme and extra activities, external agencies or additional staff to support vulnerable learners as and when required. This includes more discreet enhancements such as pastoral care and family liaison when appropriate.

The school's governing board monitors the spending of Pupil Premium funding at regular finance committee meetings at least six times a year and the assessment committee monitors the impact on pupil outcomes throughout the year. The expenditure is allocated according to need within the areas described in this funding report and a spreadsheet maintained by the School Business Manager shows exact figures.

Intervention support/ enhancement provision

Children have regular access to intervention support within an enhancement programme on a one-to-one basis or in small groups to narrow the gap in attainment in reading, writing and numeracy. Two staff are employed in this specific role under the direction of the school's SLT and SEN Co-ordinator and children are identified through teachers' action plans which are completed at the end of each term using up-to-date assessment data analysis to plan for the next. Children are identified who may be underperforming or are showing difficulties in given areas but also those children who are of higher ability who may benefit from accelerated learning programmes. School analysis shows that there are a number of children who are eligible for the Pupil Premium funding who fall into this category and therefore Pupil Premium money is used to support both aspects of the school's SEN and Gifted and Talented provision. Pupil Premium children are tracked closely and clearly accounted for in action plans and reports. The literacy and numeracy leaders analyse data, monitor teaching and learning and produce reports on this provision. Some funding is used to provide classroom release for this to take place. The Governors' Assessment Committee meets regularly to monitor progress in this area.

Health and Wellbeing Mentor

The school is developing the role of a health and wellbeing mentor to support children who need emotional support through family break up, grief and loss, trauma or who find social inclusion difficult. This member of staff has completed ELSA training to strengthen her knowledge and skills. This has been developed strongly over the last two years and is becoming embedded as part of our provision.

Initially this was a temporary position but this member of staff is now employed permanently and is working two days in school and this is possible through the use of funding. This area of mental health is a growing concern and impacts greatly on children's ability to access school and therefore learning. Many Pupil Premium children and their families are identified in benefitting from this support, hence the use of funding to support its development. New resources are needed for this initiative which are purchased through this additional funding. The school is developing a specific sensory area within the library of the school for children to be able to work in a more appropriate setting which enables a higher level of privacy for some of the sensitive discussions and work that can take place.

Pupil: adult ratios

Winchelsea is a community school with strength in its pastoral care. The school knows its pupils well and classes with higher staff numbers enable children to receive more personalised, individual attention. Many children from the identified vulnerable groups that access this funding benefit from this organisation. In order to maintain this provision Pupil Premium money has supported the school's budget in being able to employ an extra teacher to strengthen EYFS provision to ensure that progress is accelerated early and strong teaching assistant support in the Early Years setting where our youngest pupils can get the best start possible to their education, thus hoping to prevent vulnerable children falling behind early in the basic skills of reading and writing. The implementation of additional staffing has been possible through the use of deprivation or Early Years Pupil Premium funding. The impact of this provision is evident in greatly improved phonics results as well as good progress in Early Years profiles. Governors have also recognised the value of support staff and have extended their working hours to give every class two extra afternoons of support every week. Where some Key Stage 2 classes are exceeding 30 pupils this provision has been extended further to provide additional support.

Curriculum enhancement/extended provision

The school has developed a creative curriculum and believes that children benefit greatly from experiential learning opportunities, whether these are trips beyond the school or visitors within it such as theatre companies or experiences such as the Science Dome. Pupil Premium money has been used to subsidise opportunities for individuals to access these opportunities where funding may have been an obstacle e.g. London Theatre trip or PGL activity week. The impact on pupil progress has been shown through the increased engagement of pupils. By experiencing these events they gain wider knowledge which they can use to relate to other areas of learning such as history, ultimately aiding literacy skills. Children are also supported with funding to take up music tuition if necessary as this has been found to increase self-esteem and confidence in a wider sense and provide an opportunity to develop a talent/skill that may otherwise have not been possible.

Family support

The school builds strong relationships with pupils' families and provides family support in many guises. When there has been a high level of interest we have run courses in school, enabling parents and grandparents to work with their children in school to develop new skills. Courses have been in key areas such as reading at home but also in other less curriculum-based areas such as help with sleep programmes for children who are affected by poor sleep routines or parenting courses to support parents with behaviour management. These have often focussed on specific groups who fall within the Pupil Premium funding categories such as literacy skills for those with English as a second language, phonics development, e-safety awareness and computer skills for those who may not have access to this facility at home. Evidence of impact has shown that parents feel able to support their children more confidently at home thus enabling them to work with the school e.g. through homework provision to improve progress. We also provide parent workshops in every class throughout school at least three times a year across each term to support and strengthen the home-school links that ultimately support pupil progress. Our SENCo as well as other key staff will be released from school wherever possible to attend paediatrician referrals of meetings with other agencies which parents value highly as they appreciate the support and views which can help to provide a holistic view of a child's strengths and difficulties to enable us to work together in the best interests of the child.

Pastoral care/ nurture groups/ support from outside agencies

The school provides excellent pastoral care and has used funding to access support from other agencies such as CAMHS who have delivered nurture groups such as the SMILES programme. Children who are vulnerable in this area such as Looked After Children have been able to access this service to support

their emotional development which has often impacted on their ability to make academic progress. Similarly, Armed Forces children may need access to this type of support at relevant times. The school cannot plan for this provision but is always alert to children's changing circumstances and responds swiftly to address issues as they arise. The impact of this provision shows that children's learning is less disrupted which can affect the attainment and progress of pupils over limited periods of time. We have also put in place a key member of staff with responsibility for Services pupils to support issues surrounding parent absence from home due to deployment, transition into and out of school due to relocation and emotional and social well-being around issues that arise for Service personnel in their roles.

Parent Support Advisors/ Education Welfare Officers

The school has accessed these services when particular children and their families have highlighted specific concerns. These services are bought in by school on a needs basis and Pupil Premium funding money has been able to support costs. A small number of Pupil Premium children have occasionally displayed issues with attendance which therefore ultimately affects the opportunities to make appropriate progress and therefore support in this area has impacted on specific pupils' progress once attendance is improved.

Free school meals/breakfast club

The school continues to seek ways to encourage parents and carers to supply the relevant information to access eligibility for free school meals with discretion. The School Business Manager regularly sends out letters and makes all new pupils aware of this provision when they first register at the school. The school provides hot meals through working with a local provider and this is an excellent provision to encourage take up. However, it requires extra staffing and funding has been used to subsidise midday supervisor cover. A successful breakfast club has also been signposted to families and has been subsidised to support children from low income families. Currently breakfast club is run on a needs basis but this has become extremely popular and extra staffing due to numbers has been put in place. The breakfast club has shown an impact on attendance for some pupils but also teachers have reported that children are more alert and able to sustain concentration in order to make more progress in attainment when they have had a healthy start to the day.

Technology development

The school has invested in ipads/ digital cameras and other technology as part of the development of our creative curriculum. This has been shown to have an impact on pupil attainment through engagement and enjoyment of all pupils' learning experiences. Specific applications can be accessed which will support intervention/enhancement work in specific areas such as spelling/phonics, EAL, numeracy and reading. We also use them to collaborate with other schools through web-based activities such as our Twitter feature and website and intend to develop the use of Microsoft Teams which may be particularly supportive of Services pupils when a parent may be away from home. Children may then be able to work on the same activities alongside children of similar abilities in other schools on tasks such as problem solving, especially for children of higher ability. The school is also developing the school's website so that parents and children can also access learning opportunities at home to practice and consolidate knowledge and skills practiced in school. We have established and embedded Mathletics online using Pupil Premium money which is showing considerable impact on the confidence and mental maths abilities of children throughout school. Similarly, we have also invested in Spellodrome which is a similar style programme as we identified through assessment that spelling support would be beneficial for a number of pupils throughout school. For 2020/21 we are introduced Accelerated Reader across school which is a very detailed system which will enable us to monitor and support the progress of children in reading. This system will allocate all of our literature in school to a levelled system which will enable children to access a wide range of both fiction and non-fiction at an appropriate level for their ability. The additional feature we have invested in is a library of online books which children will be able to access at home and this includes a feature where children can hear the books being read to them whilst following the text and this will support children where parents may find it difficult to help their children. We have identified that a lot of children identified for Pupil Premium funding have poor access to reading literature and we are confident that this new system will have a positive impact on their progress. Due to impact of Covid-19 we are also aware that we need to develop our technology systems to provide remote learning opportunities and this will be invested in over the course of the academic year.

Training/ Professional development

The school ensures that all staff within school are enabled to provide the best provision for all pupils. Not only is teaching expected to be at least consistently good but with a view to providing outstanding learning opportunities for all children but also the support given by all staff, from learning support assistants to midday supervisors, in order to support all aspects of a child's experiences in school. Therefore, training needs to be regular and appropriate to meet the varying needs of pupils and courses are accessed and funded accordingly. Dyslexia and Autism outreach INSET twilight courses are an example of how funding has supported staff training and professional development as well as Positive Handling for all staff. Staff also identify their own areas for development through thorough and regular performance management reviews and courses are accessed externally. Through this individual staff have accessed specific and specialised training in areas such as dyslexia and the use of Makaton to support children with individual special needs. Pupil Premium funding is used to support some costs as staff training will ultimately have a direct effect on the higher quality of provision of teaching and learning. As a result Winchelsea has a highly qualified and high quality staff who are all strongly effective in supporting children of all abilities and those with specific needs.

Staffing in key roles

Pupil Premium money has been used to provide a percentage of the costs for staff in key roles who provide much of the support outlined in this report. Winchelsea has two SEN Co-ordinators, one in each Key Stage and two intervention support/ enhancement assistants who have specific direct contact with pupils and families who are eligible for funding. This includes providing them with additional time to oversee the progress and effectiveness of programmes of support in school and liaise with class teachers and parents to ensure a package of support that is suitable for each individual. They monitor action plans and provision mapping to provide detailed reports for the Head teacher and governing board to ensure that funding is being used to provide the maximum impact possible.

School resources

The school invests in a wide range of extra resources to support the classroom learning as and when appropriate. Examples of this include resources to support language development for EAL pupils, new books to extend learning for higher ability pupils, new intervention/enhancement programmes to support learning in literacy and development and a variety of equipment such as emotion cards/stones for behavioural support work. A number of Pupil Premium children display difficulties with dyslexia and therefore the school has bought a screening programme and resources to support them in the classroom. We have also invested in a Boxall profiling package to aid the swift identification of needs to access external professional guidance.

Evaluating the impact of the use of the Pupil Premium funding

Winchelsea has thorough tracking systems in place that monitor academic progress in reading, writing, spelling, grammar and punctuation, phonics, numeracy and science. Vulnerable groups can be clearly followed, and teachers regularly review intervention support/ enhancement needs to enable provision to be specific and effective. These tracking grids generate matrices which show the specific groups and monitor whether they are on target for every year group throughout school. At any given time in the year these can be accessed by staff, SMT, SEN, subject co-ordinators and governors to track the progress of these children. Every term when these are updated with assessment results teachers use the information to write action plans and complete detailed, individualised provision mapping to identify the necessary interventions/ enhancements that may be necessary to implement in the following term.

The school also has detailed pastoral tracking grids and safeguarding features on every weekly staff meeting agenda and at every governors' meeting. This enables vulnerable children to be highlighted immediately and support to be put in place straightaway which may or may not require specific funding. ASP data shows that the school enables children from these vulnerable groups to make good progress which we believe is due to the provision detailed in this report. However, it is clear that Pupil Premium funding money is only a small contributory amount in supporting the considerable costs of maintaining this provision and in no way covers the full expense of the support that Winchelsea commits to for the benefit of its pupils and their families.

As there is no concrete data from SATs/ phonics screening/ EYFS outcomes due to the impact of COVID 19 the data from the previous year is included in this report to evidence how school provision has impacted on pupils' ability to achieve in core subjects.

Analysis of Results 2018-19

Key Stage 2 results

<u>KS2 May 2019</u>	<u>Reading</u>	<u>SPAG</u>	<u>Writing</u>	<u>Maths</u>
National percentage reaching age related expectations	73%	77%	78%	78%
Scaled score	104.4	106.2	NA	105
Lincolnshire percentage reaching age related expectations	68%	74%	75%	71%
Scaled score	103.3	105.2	NA	104
Winchelsea percentage reaching age related expectations	73%	88%	77%	73%
Scaled score	104.7	109.9	NA	105.1

Our Key Stage 2 results are very strong and show that provision enables pupils to achieve results that are generally in line with or in many cases well above national and local averages.

Our disadvantaged pupils (9 from a cohort of 26 with 5 FSM) made good progress from Key Stage 1 in reading and maths but more work needs to be done on writing next year, compared with scores locally and nationally listed below:

Reading progress score for FSM +0.7 compared to -2.1 locally and -0.7 nationally.

Writing progress score for FSM of -5.5 compared to -1.2 locally and -0.6 nationally.

Maths progress score for FSM of +1.7 compared to -1.9 locally and -0.9 nationally.

Key Stage 1 results

<u>KS1 May 2019</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
National	74.9%	69.2%	75.6%
Lincolnshire	71%	66.6%	72.9%
Winchelsea	55.2%	48.3%	72.4%

The chart shows that there is a significant differential for this cohort in reading and writing which will need to be addressed as the children move into Key Stage 2. Provision will be put in place through enhancement provision and the action plans implemented in the next academic year.

Key Stage 1 Phonics results

<u>KS1 May 2019</u>	<u>End of Year 1</u>	<u>Average Point Score</u>
National	81.9%	33.8
Lincolnshire	80.6%	33.6
Winchelsea	76.7%	32.5

These results are only slightly below the local averages. These reflect a cohort with identified needs that are being addressed and by the time pupils reach the end of Year 2 we expect results in phonics to be

good as historically the school data has shown no differences in attainment between disadvantaged children and the rest of the cohort.

[Early Years Foundation Stage profile results](#)

<u>EYFS 2019</u>	<u>% achieved a good level of development</u>	<u>Average total point score</u>	<u>% reaching at least expected standard</u>
National	71.8%	31.6	70.7%
Lincolnshire	69.6%	34.3	69.0%
Winchelsea	66.7%	37.5	66.7%

Provision in the Early Years Foundation stage of Winchelsea is strong but these lower results reflect the abilities of this specific cohort which is poorer than previous years and well above national averages. The average point score is higher than local and national averages and this shows there is a wide gap between higher ability pupils and those with a high level of need. Action plans and provision mapping within school show how those pupils are identified and support put in place as they move into Year 1.