

## Pupil Premium Report Winsor Primary School

Total pupils on roll	621
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Financial Year	Amount of Pupil Premium Funding
2013-2014	£141,044
2014-2015	£189,800 Revised (193,158.00)
2015-16	£203,280
2016-2017	£223,080

	2016-2017
Number of FSM Pupils Eligible for Pupil Premium	169
Number of looked after children eligible for Pupil Premium	0

## 2016-17

The school has a deprivation indicator of 0.48 (national 0.24) which is in the highest quintile (RoL p9). Although our pupil premium funding is allocated from our free school meal numbers, it is targeted to close achievement gaps that may be associated with high levels of social deprivation. A significant number of our families require pastoral support, subsequently, pupil premium funding is used to address these barriers.

<u>Pupil Premium used for</u>	<u>Projected amount allocated to the intervention/ action (£)</u>	<u>New or continued</u>	<u>Summary of Intervention/ Action</u>	<u>Intended Outcome</u>	<u>Monitored</u>	<u>Results &amp; Effect</u> December 16 July 17
HLTAs	£20,000	Continued	Targeted and personalised interventions.	Children to make sustained and rapid progress.	Learning walks Data analysis Lesson observations	HLTAs continue to release CTs for mentoring. HLTAs also target catch up sessions each Friday morning in LKS2. Progress of PP children matches that of none PP children. HLTAs have supported cover for Assertive Mentoring. End of KS2 expected progress for PP children is Reading:45%(all 45%) Writing:52% (51%) Maths:71% (60%)
School Counsellor	£11,700	Continued	To meet the needs of children	Increased resilience of	Regular feedback	10-20% of PP children access School Counsellor provision.

			<p>experiencing behavioural, social and/or emotional difficulties. Whole school</p>	<p>pupils and raised attainment levels.</p>	<p>meetings with the Inclusion Manager Feedback from class teachers Pupil conference</p>	<p>Parents and children have given positive feedback regarding the sessions. Over the year 20-30% of PP children have accessed the school counsellor. Targets and outcomes are personal and confidential to the child. Children report that they feel the sessions are beneficial and are meeting their targets.</p>
<p><b>Assertive Mentoring</b></p>	<p>£8000</p>	<p>New</p>	<p>Training for all staff provided by Assertive Mentoring team. Purchase of resources and required stationary for full roll out. Regular mentoring sessions for all children. Frequent skills checks closely aligned to assessment materials. Whole school.</p>	<p>To narrow the gap for underperforming children against their peers and national expectations.</p>	<p>Data analysis Prevalence of PP children in mentoring. Mentoring logs.</p>	<p>All Yr groups have made progress towards their end of Year targets. The number of children who have not made expected progress in Autumn 16 is lower than Autumn 15.  Due to staffing shortages- additional teachers have been allocated to class. As outstanding practitioners they work alongside colleagues to improve quality first teaching and differentiation for PP children. The overall number of teachers</p>
<p><b>Additional teachers in targeted Yr groups to reduce class sizes.</b></p>	<p>£70,500</p>	<p>Continued/ Adapted</p>	<p><b>Yr 6</b> 1 x Teacher (0.5) <b>Yr 5</b> 1 x Teacher (0.5) <b>Yr 4</b> 1 x Teacher (0.5) <b>Yr 3</b> 1 x Teacher (0.5) <b>Yr 2</b></p>	<p>To narrow the gap for underperforming children against their peers and national expectations. Children are making increased levels of progress</p>	<p>Data analysis Lesson observations Learning walks</p>	<p>Due to staffing shortages- additional teachers have been allocated to class. As outstanding practitioners they work alongside colleagues to improve quality first teaching and differentiation for PP children. The overall number of teachers</p>

			1x Teacher <b>Yr R</b> 1 x Teacher (0.5) Cover for mentoring sessions resulting in children having a better awareness of their targets and how to improve.	over the intervention.		rated good or better increased from Autumn 16 to Summer 17.
<b>Attendance Officer</b>	£3000	Continued	Rigorous and transparent procedures (monitoring attendance, first day callers, regular meetings with borough attendance officer, targeting key families, swift and severe action to ensure sustainability) Whole school.	School attendance figures Continue to rise. Persistent absences to decrease.	Attendance Data analysis	18 out of 169 PP children are on the persistent absence list. This is 10% of that population and higher than the whole school average. At 15% PA only 7 children remain on the list.
<b>RWI 'Fresh Start' Teaching Assistants Intervention (KS2)</b>	£3400	Continued	33 week program of additional reading and writing sessions for struggling readers and writers.	To ensure they are at the expected level for secondary school.	Learning walks Data analysis Lesson observations	RWI Fresh Start has not been delivered and has been replaced by an alternative Wave 3 intervention. In Yr3, 30% of PP children access this provision. In Yr4, 35% of PP children access this provision. In Yr5, 46% of PP children access this provision.
<b>Family Support</b>	£20,000	Continued	To work with 'vulnerable'	Families and home	Inclusion	The FSW has

<p><b>Worker</b></p>			<p>families to identify and remove barriers affecting in school performance. FSW to implement a 'Whole Child Attribute' to support early intervention for these families.</p>	<p>environments are empowered to support learning and education.</p>	<p>team meeting minutes. 'Family Star' outcomes are met. Manager Feedback from class teachers Pupil conference</p>	<p>established Early Help Records for all children referred. The FSW has led training on Triple P that is available to all families.</p> <p>Early Help for PP children continues to be recorded. A number of families with children's services involvement have been stepped down due to improvements. A small proportion of those with EHR advance to CS. The FSW has led training and supported workshops to get parents back into work. Specific funding has been used for uniform, travel cards and other additional purchases.</p>
<p><b>3 x Learning Mentors and Pastoral Lead</b></p>	<p>£30,000</p>	<p>Continued with increased capacity</p>	<p>LMs to monitor behaviour for learning and removing barriers to learning. LMs to work with vulnerable families. Monitoring pupils well-being and raising families aspirations. Whole school.</p>	<p>Increased behaviour for learning. Raised achievement</p>	<p>Monitoring of behaviour logs Pupil conference Parent feedback Lesson observation</p>	<p>Learning Mentor impact has been limited to a small number of children with specific needs. LM's have a caseload of which 20% are PP children. Reflection logs are monitored and there is a slight decrease in the number compared to same period 15/16.</p>

						Overall reflections are down approximately 200 less in 16/17 compared to 15/16 LMs have supported the successful reintegration of pupils from RIET. LMs have been able to fulfil there support programme over the summer term and have begun to implement a nurture provision.
<b>Speech &amp; Language Therapist</b>	£6000	Continued	Target PP children with communications needs. Develop Earliest Intervention practice. Ensure consistency from all staff in the teaching and learning of communication skills. Whole school	Children within early years setting make good and better progress in early communication skills.	Data tracking	The school SALT has completed assessments for all children referred. A significant number of these are in EYFS and/or on the PP list. The SALT has modelled and monitored programmes for children ensuring high quality delivery. The EYFS GLD for Winsor is higher than national. 78.6% of children in Reception achieved the expected level in speaking.
<b>Oral language interventions  (Talking for Success KS1) Box Clever</b>	£10,000	New	Design, implement and establish Language provision across the school. Upskill staff to accurately assess language skills and language levels, particularly, advanced bilingual learners.	Good language levels should benefit across all subjects and allow children to meet expectations for the higher levels.	Data tracking Teacher and parent surveys comparison	Language Leader is non class based 3 x mornings each week for language intervention/assessment/working alongside staff. This time has

(EYFS)					before and after intervention.	been protected in the Autumn term
<b>Subsidising Educational Visits</b>	£12000	New	Subsidise educational visits to make them accessible to all pupils. Cover costs when necessary. Provide experiences for pupils to broaden and enhance the curriculum.	No children have been omitted from educational visits for financial reasons. Pupils learning supported and access to the curriculum more meaningful resulting in motivated and enthused learners throughout the school.	Attendance of educational visits  Educational visits evaluations.	Each Yr group has offered a range of visits to complement their curriculum in the Autumn term. Costs have been minimised. Only children withdrawn by their parents have missed visits.  The number of children attending visits has continued to be the large majority. The school has subsidised the overall cost of visits to make it affordable for all families these include 'The Lion King' a visit to Chalkwell Beach and London Dungeons. Families unable to pay have not been excluded- these

						costs have also been met by PP budget.
<b>Fight for Peace</b>	£3000	New	Martial arts, self-esteem and self control workshops, targeted intervention (lunchtimes) Parent information sessions. Targeted groups- vulnerable, transition and at risk of exclusion.	Classroom disruptions are limited. Persistent behaviour difficulties are reduced. Improved self esteem and self control for young children.	Reflection data Exclusion data Child entry and exit surveys.	Due for Summer term  Not completed
<b>Easter School</b>	£4,200	Continued	Additional teaching sessions available for targeted children who are under attaining or not making progress in their learning during the Easter holidays.	Attainment and progress of PP children to increase in Y2 and 6.	Data tracking	End of KS2 expected progress for PP children is Reading:45% (all 45%) Writing:52% (51%) Maths:71% (60%)  Pupil Premium who achieved a higher level at KS2 than at KS1 are; Reading 13% Writing: 32% Maths: 29%
<b>Breakfast Club</b>	£2000	New	Subsidised places for vulnerable pupils.	Punctuality for vulnerable pupils is improved. Behaviour issues are reduced and transitions into school are calm.	Attendance and Punctuality Data Attainment/progress Attendance	A number of children and siblings access subsidised places. Vulnerable families are targeted and this has improved punctuality in



					and Punctuality Data Attainment/ progress	individual cases.  As of July 2017, 6 children currently attend breakfast club funded by PP. This number varies with some children attending for a short or time capped period.
Total	£223,080					

**Monitoring**

Carried out by the Deputy Head Teacher, Head Teacher and Governors.