



Winchelsea School

Guernsey Road Poole BH12 4LL

| Pupil Premium Grant | | | |
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| Version | 1.4 | Date Set | Sept 2021 |
| Review Cycle | Annually | Review Due | July 2022 |
| Author / Owner | Melonie Searle | | |

Winchelsea School Pupil Premium Report September 2021

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| School Telephone Number | 01202 746240 |
| Name of Pupil Premium Co-Ordinator | Melonie Searle |
| Pupil Premium Governor | Sally Apps |
| Number of Pupils at Winchelsea School | 180 |
| Number of Pupils Pupil Premium Fund | 79 (per DfE schedule plus LAC) 85 (September 2021) |
| Amount of Funding April 2021 (as per DfE schedule) | £95,215 |
| Number of Pupils with service Premium | 0 (September 2021) |
| Number of Pupil Premium Plus Pupils (LAC) | 6 (September 2021) |
| Number of Pupil Premium Interventions | 150 |
| Name of Virtual Headteachers | Kelly Twitchen (BCP) Lisa Linscott (Dorset) Sarah Clark (West Sussex) |

Winchelsea School currently has 52% of pupils in receipt of pupil premium.

It is worth noting that the number of qualifying PPG pupils for whom the school receives payment is driven by census data rather than actual pupils in school. This lag will always create a slight mismatch in year owing to new FSM entitlements and leavers and joiners but especially so where the school is increasing its intake.

Acronyms

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| CICC | Children in Care Champion |
| DfE | Department for Education |
| EEF | Education Endowment Foundation |
| ELSA | Emotional Literacy Support Assistant |
| FSM | Free School Meals |
| IEP | Individual Education Plan |
| LAC | Looked after Children |
| NFER | National Foundation for Educational Research |
| OT | Occupational Therapist |
| P.E.C.S | Picture Exchange Communication System |
| PEP | Personal Education Plan |
| PPA | Pupil Participation Assistant |
| PPCo | Pupil Premium Co-Ordinator |
| PPG | Pupil Premium Grant |
| PPT | Pupil Planned Target |
| SALT | Speech and Language Therapists |
| SEMH | Social, Emotional and Mental Health |
| SLCN | Speech, Language and Communication Needs |
| SLT | Senior Leadership Team |

SCHOOL PPG REPORT 2021 – 2022

| TARGETS | PLAN/STEP | SUCCESS CRITERIA | MONITORING & EVALUATION | COST |
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| <p><u>Ensure High Quality Teaching and Learning</u> and assessment in order to enable disadvantage pupils to achieve in line with their peers. Leadership of the PPG strategy maximises effective of teaching and learning</p> | <p>Staff will be confident in planning and teaching across all subject areas and use data to promote progress.</p> | <p>Good and Outstanding teaching and learning observation outcomes.</p> <p>Evidence of CPD opportunities undertaken by staff.</p> | <p>Lesson observations will show teachers confident in teaching across all subjects.</p> <p>Data freeze and progress meetings/book scrutiny, along with attendance data will highlight progress/lack of progress and the need for extra interventions/strategies.</p> | <p>£1,000</p> |
| <p><u>Speech & Language Therapist and Assistant</u></p> | <p>Increase in communication skills, social skills and confidence.</p> | <p>Children learn through language. Most children learn language through use in functionally relevant contexts.</p> <p>Meeting the needs of all children and especially those with Speech, Language and Communication Needs (SLCN) will therefore require:</p> <ul style="list-style-type: none"> -Modification of the language of all adults who communicate with the child -Differentiation of the language of the curriculum. -The above to be embedded within and throughout the child's day. <p>The role of the Speech and Language Therapist at Winchelsea is to offer specialist support and guidance to school staff and to parents to enable them to moderate their language and teaching to enable the child to access the curriculum and achieve success</p> | <p>Winchelsea SALT will support the school to meet the needs of children with SLCN through:</p> <ul style="list-style-type: none"> -Support to the School Communication/ English lead. -Support in developing a communication friendly school -Training for staff -Development of resources -Assessment of children referred by class teacher. -Demonstration and modelling of therapeutic interventions e.g. P.E.C.S (Picture Exchange Communication System). -Support to staff in delivering therapeutic programmes. -Direct intervention for individual or groups of children where the specialist. | <p>£42,000</p> |

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| | | <p>Improving narrative skills in young children with delayed language development.</p> <p>Provision of information and advice to parents to enable them to support their child at home.</p> <p>Evaluation of progress in collaboration with school staff.</p> | | |
| <p><u>Improving pupil outcomes in reading, writing and Maths</u></p> <p>We aim to further develop personalised and effective approaches, including phonics, to teaching reading and spelling in order to improve pupil outcomes when reading and writing.</p> <p>In maths to further develop practical and life skills related problem solving and mastery in numeracy.</p> | <p>Staff will be confident in planning and teaching phonics and other intervention strategies to develop pupils reading and spelling skills and will follow the same approach for maths working on practical life skills mastery in number.</p> <p>There will be a range of intervention strategies available to support pupils' reading and spelling skills when phonics is less successful. This approach will be used for maths as well.</p> <p>Phonics and Maths planning will be revised to ensure it meets the changing needs of Winchelsea pupils.</p> <p>Pupils will be making expected progress in their reading, writing and maths and this can be evidenced and tracked.</p> <p>Pupils will have access to books to promote</p> | <p>EEF trials show that phonics approaches are consistently effective in supporting learners to read.</p> <p>We recognise the value in continuing to revise and adapt our approaches as our school expands to ensure the needs of our learners are met in the best possible way.</p> <p>This strategy forms part of our School Improvement Plan for 2021/2022.</p> <p>The EEF Guide to The Pupil Premium states that 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> | <p>Lesson observations will show teachers confident in teaching phonics and maths and other interventions.</p> <p>1-1 Interventions sessions are monitored by a baseline assessment at the start and then at the end of intervention with a test/assessment to review how much progress has been made.</p> <p>Planning audits will show a range of appropriate interventions being used.</p> <p>Pupils will be observed to be fully engaged in phonics lessons and there will be evidence of them transferring their phonics skills to their other learning e.g. segmenting to spell in topic written work. Teacher confidence questionnaires will demonstrate that confidence has increased.</p> | £3,000 |

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| | reading for pleasure and the use of Dynamo maths for maths activities. | | | |
| <p><u>Effective Management of Performance</u></p> <p>A priority for our staff development, particularly relevant due to our rapid expansion. Leaders, including Class Teachers, will receive training on Managing Performance Effectively (led by Rachel Lambert). This training will be used to inform practice moving forwards and the culture of 'developing staff, preventing conflict, minimising problems and resolving issues' will be embedded across the school.</p> | Leaders will be equipped with the skills to manage the performance of others effectively and therefore staff teams will work together and function well in order to best meet the needs of our pupils. | <p>Over several years, Winchelsea has been going through a process of expansion. We have worked tirelessly to ensure the continuation of our Good provision during this time. We recognise that how well leaders and teachers manage the performance of others can have a significant impact on staff retention, team work and ultimately, pupil progress.</p> <p>The EEF Guide to The Pupil Premium states that 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p> | <p>Collation of feedback forms following the initial training day will show positive feedback. There will be evidence of strategies learnt being embedded into our practice (e.g. Weeding and Feeding Forward). Teaching observations will show cohesive teams, working together.</p> <p>Termly pupil progress meetings will assess all pupil's progress against agreed Pupil Planned Targets (PPTs).</p> | £20,000 |
| <p><u>Tailored Pupil Premium experiences</u></p> <p>A range of tailored one-off opportunities to enhance learning and development.</p> | <p>Increased ability to access the curriculum.</p> <p>Pupils attending/experiencing a wider range of activities.</p> | <p>Past experience at Winchelsea with additional experiences (e.g. theatre, zoo, circus, farm) has enabled many pupils to access opportunities which they may have found a challenge in the wider community.</p> | <p>Photographic evidence showing enjoyment and engagement.</p> <p>Termly pupil progress meetings will assess all pupil's progress against agreed targets (PPT targets as well as targets.</p> <p>Parental feedback.</p> | £3,000 |
| <p><u>Pupil Participation Support</u></p> <p>Team to support Safeguarding and behaviour and collaborate with families and to</p> | <p>Pupil attendance increased.</p> <p>Positive relationships with parents/carers will be fostered and maintained.</p> | <p>Pupils are offered high quality, tailored support from a team who know them well.</p> <p>This has been a successful approach</p> | <p>Welfare Lead to maintain an overview of support and Liaise with class staff, AHTs, SLT/Safeguarding as necessary.</p> | £15,000 |

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| provide tailored support to pupils. | Pupils supported according to individual need. | in the past at Winchelsea. NFER report on supporting the attainment of disadvantaged pupils (2015) showed that more successful schools ensure that they offer strong and emotional support including through working with families. | Pupil Participation Team to liaise with Safeguarding Lead, admin staff responsible for attendance as required. Pupil's welfare needs will be met. | |
| <u>Attendance</u> | Increase in regular school attendance. Monthly attendance reports will show pupils in receipt of PP's attendance to be above 94%. | Department For Education report show a link between regular school attendance and attainment. NFER report on supporting the attainment of disadvantaged pupils (2015) showed that more successful schools respond quickly to poor attendance. Past experience at Winchelsea shows us that regular attendance enables our pupils to feel settled within a stable routine. | Regular attendance reports produced by attendance/office staff, highlighting Strategies are put into place to support persistent absentees in order to improve attendance. | £2,000 |
| <u>Music Therapy</u> Each pupil's referral takes account of their needs and the programme is tailored to those needs. | Musical participation in an activity does not depend on the ability to speak. - It aims to develop emotional, social and communication skills. - It develops the understanding of a given physical environment, instruments and sound making items. - It develops self-esteem. - It develops the sense of their own feelings. - It develops body language, anticipation, turn taking skills. | Increases in self-awareness, awareness of others, listening and concentration, communicative skills and motor coordination. | Target pupils identified by Class Teachers/Music teacher. Music impact will be recorded on the PPG target sheet. | £8,000 |

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| <p><u>Occupational Therapy</u> Each pupil/class referral takes account of their needs and the programme is tailored to those needs.</p> | <ul style="list-style-type: none"> - It aims to develop emotional, social and communication skills. - It develops the understanding of a given physical environment. - It develops self esteem. - It develops the sense of their own feelings. - It develops body language, anticipation, turn taking skills. - Overall better body posture and hand writing. | <p>Increases in self-awareness, awareness of others, listening and concentration, communicative skills and motor coordination.</p> | <p>Target pupils identified by Class Teachers/OT. Outcomes monitored by OT written report which is shared with the pupil's class team and the PP Lead detailing outcomes for pupils who have taken part in OT sessions. These are shared with class staff to ensure that skills are embedded and transferred across learning areas.</p> | <p>£8,000</p> |
| <p><u>After school clubs</u> The clubs have a different focus for each half term, examples include cookery skills, sensory art, fine motor skills and outdoor skills. Each half term's focus will be tailored to the individual children attending. Small groups of pupils in receipt of Pupil Premium, offered in rotation each half term.</p> | <p>Nuffield Foundation Report (Dr Emily Tanner & Prof Liz Todd, 2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular</p> | <p>Increase in attainment of PPT's or Assessment targets.</p> | <p>Monitoring and Evaluation system-targets relating to particular club theme and pupil. Increase in attainment of IEP or Assessment Tree targets.</p> | <p>£3,000</p> |
| <p><u>Residential</u> (given the specific needs of our cohort, a higher proportion of costs are for staffing and transport) Subsidised week residential for Year 10 & 11 pupils in receipt of pupil premium. Participation in a range of team building, confidence and leadership activities.</p> | <p>Increases in PSHE skills (as relevant to each individual pupil), social and life experiences.</p> | <p>The Paul Hamlyn Foundation published its final report in May 2015 into its 'Learning Away' experiment. Both at the secondary and primary level, relationships were improved by the residential experience. In long term follow up at Key Stage 2, for example, 79% of children felt that they knew their teachers better, and 71% claimed that</p> | <p>Pupil's wellbeing and safety are continuously monitored throughout the residential, ensuring that they receive tailored support to suit their needs whilst simultaneously encouraging independence and risk taking within a safe environment. There will be photographic evidence showing engagement of pupils in residential activities.</p> | <p>£2,500</p> |

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| | | <p>they had better relationships with their peers as a result of the residential.</p> <p>Past experience at Winchelsea has taught us that pupils gain confidence from attending the residential trip. Pupil's range of social experiences are widened.</p> <p>Subsidising the trip for pupils in receipt of PP makes the trip viable for all pupils who wish to attend.</p> | | |
| <p><u>Pupil Participation Assistant - Behaviour Management</u> Targeted behaviour strategies are in place for pupils where required.</p> | <p>Pupils will achieve their annual targets Attainment against PPT targets.</p> <p>Pupils will remain engaged in their learning.</p> <p>The number of challenging behaviour incidents will decrease.</p> | <p>A number of Education Endowment Foundation (EEF) trials have shown that effective deployment of support assistants can have a positive impact.</p> <p>Our past experience at Winchelsea has shown that 1:1/2:1 support for some pupils has a positive effect on pupil outcomes and can also positively affect the outcomes of the rest of the class as pupils remain focused.</p> | <p>Pupil's behaviour plans will be reviewed at least 1/2 termly or as required. This will ensure that 1:1/2:1 support is targeted in the areas most in need.</p> <p>Termly pupil progress meetings will assess all pupil's progress against agreed targets (PPT targets).</p> | £20,000 |
| <p><u>1:1 targeted intervention for CIC pupils.</u></p> | <p>Weekly 1-1 session of 1hr with CICC.</p> <p>PPA to look into all areas of experiences of school +/-/SEMH And will be responsible for implementation to support the pupil.</p> | <p>LAC pupils will receive 1 – 1 sessions from a PPA that is detached from the class specific to that individual's needs.</p> <p>Work carried out will inform the PEP and will be supported by the class team.</p> | <p>LAC referral form completed and updated every 1-1 session by PPA to inform PEP/PPG spend.</p> | £5,000 |

£132,500

This represent an additional investment of £37,285 on our Pupil Premium pupils.