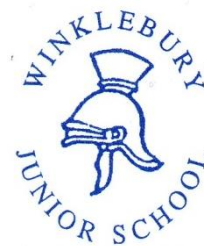


# The Federation of Winklebury Infant and Junior Schools



Pupil Premium Strategy  
September 2016

# What is Pupil Premium?

- The Pupil Premium is an allocation of funds from the government to support children's learning and pastoral needs. Every child in receipt of free school meals (over the previous six years) and/or children of armed service personnel (over the previous three years) and/or children who fulfil criteria as a 'looked after' child receives an allocation of funds. The Head of Federation and Governing Body then decide how the money is used to support the children's education.
- All schools are required to report on the amount of funding received, how this is being used and the impact of the work undertaken.

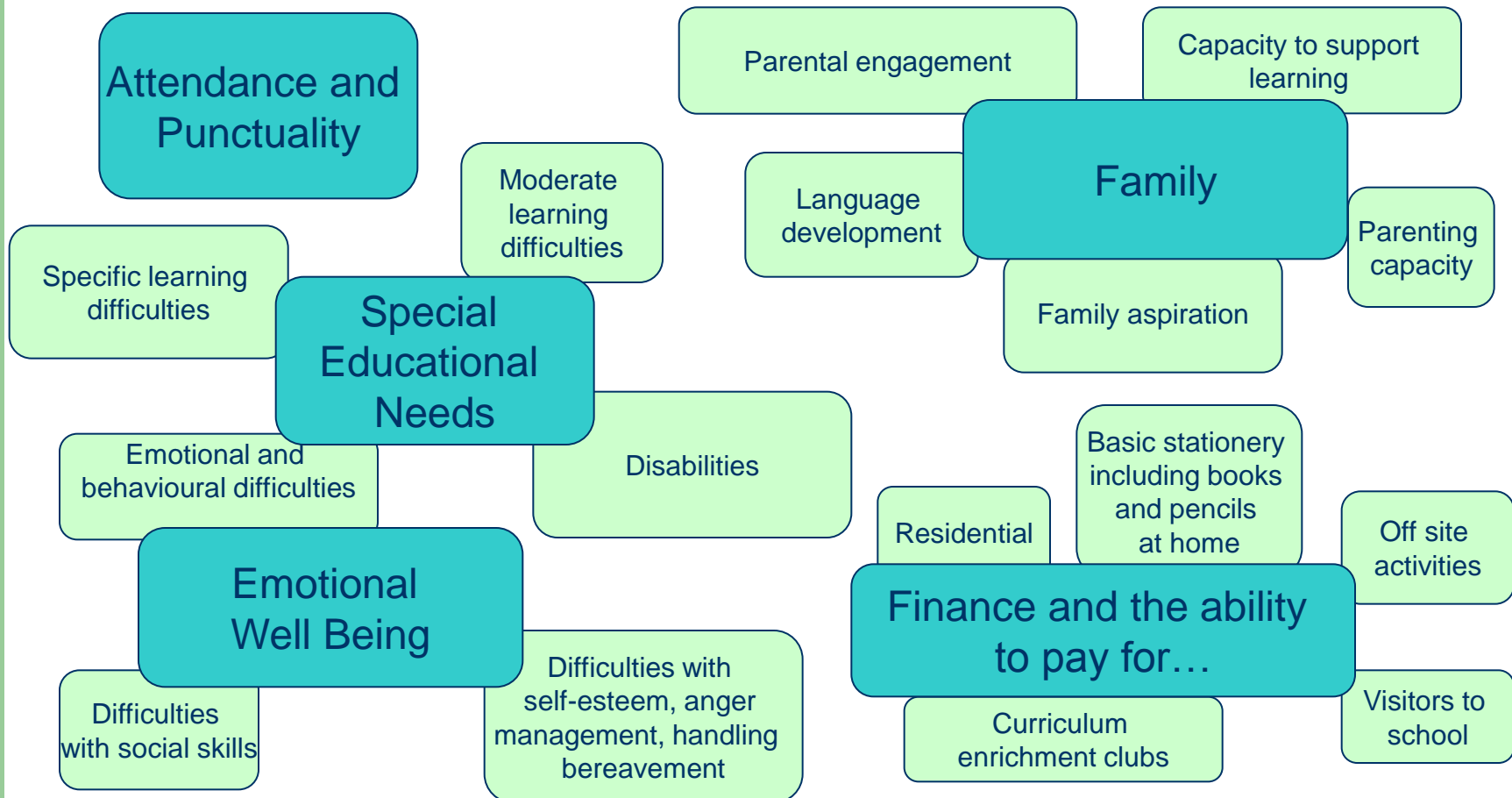
# How much is the Pupil Premium worth?

	Winklebury Infant School	Winklebury Junior School
1 <sup>st</sup> April 2013 to 31 <sup>st</sup> March 2014	£38, 100	£43, 200
1 <sup>st</sup> April 2014 to 31 <sup>st</sup> March 2015	£45, 800	£66, 900
1 <sup>st</sup> April 2015 to 31 <sup>st</sup> March 2016	£43, 860	£71, 880
1 <sup>st</sup> April 2016 to 31 <sup>st</sup> March 2017	£40, 920	£66, 900

# Principles

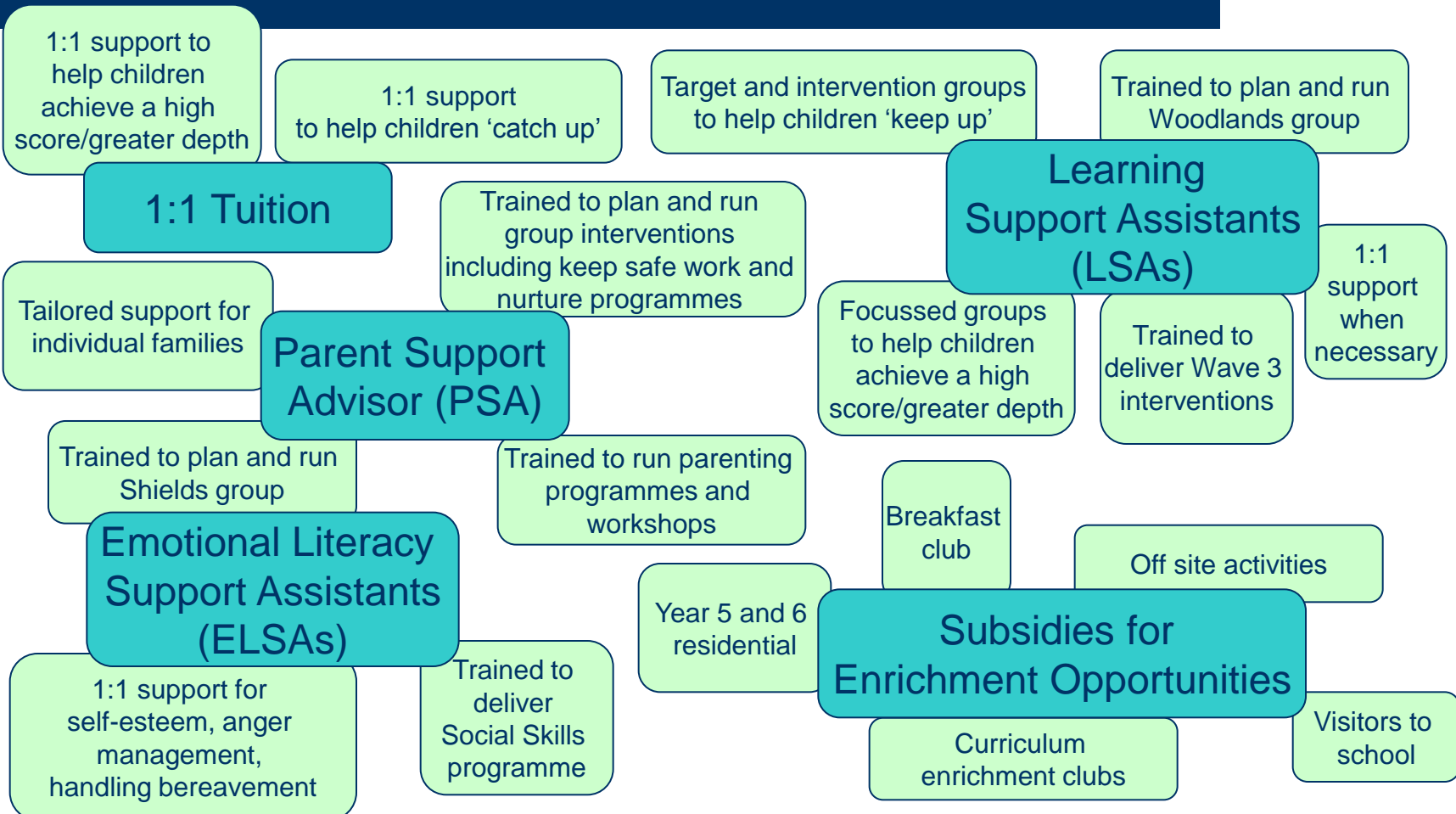
- At the Federation of Winklebury Infant and Junior Schools, we believe:
  - \*that all children have a right to high quality teaching and learning that meets their individual needs;
  - \*that all children have the right to learn in a nurturing environment where they feel a sense of belonging, safety and security.
- We understand that every child is an individual and we will consider the specific needs of every child, including any barriers to learning, when deciding on the type(s) and level of support and intervention to be allocated to that child.

# Possible Barriers to Learning



Please cross reference our  
'Strategies to Close the Attainment Gap' model.

# Possible Provision



# Evaluating Impact 2015 - 2016

Intervention	Details	School Focus	Cost 2015 – 2016	Impact	Evidence	Sustainability/ Next Steps
PSA	<p>*Tailored support for individual families both at home and in school.</p> <p>*Variety of parental workshops including:</p> <ul style="list-style-type: none"> <li>-anti-bullying,</li> <li>-starting school,</li> <li>-Triple P,</li> <li>-family cooking,</li> <li>-play and learn.</li> </ul>	<p>*FDP 14/15 priority 1.2, 2.3, 3.2, 4.4</p> <p>*FDP 15/16 priority 1.2, 2.3, 3.3, 4.4</p>	<p>£4, 200 (J)</p> <p>£4, 200 (I)</p>	<p>*Families are increasingly confident to engage with school and support their children's learning.</p> <p>*Improved attendance and punctuality.</p> <p>*Improved pupil outcomes.</p>	<p>*Pupil progress and attainment data.</p> <p>*Attendance and punctuality data.</p> <p>*PSA case studies.</p> <p>*Monitoring of 'hard to reach' parents.</p>	To continue.
1:1 Tuition	<p>*1:1 tuition provided by a qualified teacher for children identified as needing to 'catch up' in order to meet Age Related Expectations.</p>	<p>*FDP 14/15 priority 1.2</p> <p>*FDP 15/16 priority 1.2</p>	<p>£16, 300 (J)</p> <p>£6, 410 (I)</p>	<p>*Children receiving 1:1 tuition make better than expected progress.</p>	<p>*Pupil progress and attainment data.</p> <p>*Pupil Progress meetings.</p>	To continue.

# Evaluating Impact 2015 - 2016

Intervention	Details	School Focus	Cost 2015 - 2016	Impact	Evidence	Sustainability/ Next Steps
ELSA	*Individual support for children identified as needing emotional support including young carers, social skills, anger management and bereavement.	*FDP 14/15 priority 1.2, 2.2, 3.2 *FDP 15/16 priority 1.2, 2.3, 3.3	£5, 500 (J) £5, 500 (I)	*A calm and focussed learning environment. *Children's emotional well being enables them to access learning and make expected progress.	*Pupil progress and attainment data. *Pupil progress meetings *ELSA reports.	To continue.
Woodlands	*Small group support 2 afternoons a week focussed on developing social skills and individual emotional well-being.	*FDP 14/15 priority 1.2, 2.2, 3.2 *FDP 15/16 priority 1.2, 2.3, 3.3	£8, 000 (J)	*A calm and focussed learning environment. *Children have improved social skills and emotional well being.	*Woodlands reports. *Children's progress against individual targets. *Boxall scores.	To continue.
Shields	*Small group weekly sessions aimed at teaching children to keep themselves safe.	*FDP 14/15 priority 1.2, 2.2, 3.2 *FDP 15/16 priority 1.2, 2.3, 3.3	£1, 200 (J) £1, 200 (I)	*Children more emotionally stable and resilient.	*Shields reports. *DSL records.	To continue when children are identified as needing this intervention.



# Evaluating Impact 2015 - 2016

Intervention	Details	School Focus	Cost 2015 - 2016	Impact	Evidence	Sustainability/ Next Steps
Social Skills	*Small group weekly session aimed at developing social skills.	*FDP 14/15 priority 1.2, 2.2, 3.2 *FDP 15/16 priority 1.2, 2.3, 3.3	£1, 700 (J) £1, 100 (I)	*Children's social skills enable them to access learning and make expected progress.	*Pupil progress and attainment data. *Pupil progress meetings *Social skills reports.	To continue.
Target and Intervention	*Small group support aimed at children needing to 'keep up' in order to meet Age Related Expectations.	*FDP 14/15 priority 1.2 *FDP 15/16 priority 1.2	£13, 000 (J) £8, 300 (I)	*The majority of children receiving T and I usually make better progress than their peers.	*Pupil progress and attainment data. *Pupil progress meetings.	To continue.
Wave 3	*Individual support programmes for children with specific learning needs (usually on the SEN register).	*FDP 14/15 priority 1.2 *FDP 15/16 priority 1.2	£9, 000 (J) £5, 500 (I)	*The majority of children make accelerated progress as a result of the intervention.	*SENCO monitoring of interventions.	To continue.

# Evaluating Impact 2015 - 2016

Intervention	Details	School Focus	Cost 2015 - 2016	Impact	Evidence	Sustainability/ Next Steps
1:1 LSA support	For the academic year 2014 – 2015, 1:1 LSA support was provided for 2 children in the juniors and 3 children in the infants with significant emotional and behavioural needs.	*FDP 14/15 priority 1.2, 2.2, 3.2	£9, 100 (J) £19, 250 (I)	*Children are supported to be in school and access learning personalised to their needs.	*SENCO reports. *PLPs. *Progress and attainment data. *Pupil Progress meetings,	This was not necessary 2015 – 2016 for pupil premium children. To continue as necessary.
Breakfast Club	*50% subsidy for breakfast club provision.	*FDP 14/15 priority 1.2, 4.1 *FDP 15/16 priority 1.2, 4.3	£825 (J) £825 (I)	*Improved attendance and punctuality. *Children start school settled and ready to learn.	*Attendance and punctuality data.	To continue.
Off site activities and visitors to school	*Subsidy for off site activities and visitors to school.	*FDP 14/15 priority 1.2, 3.2 *FDP 15/16 priority 1.2, 2.3	£2, 400 (J) £800 (I)	*Children are excited by the curriculum, thereby improving their engagement and rates of progress.	*Curriculum enrichment reports. *Pupil conferencing.	To continue.
Curriculum enrichment	*50% subsidy for 1 enrichment club. *50% subsidy for Year 5 and 6 residential deposit and final payment.	*FDP 14/15 priority 1.2 *FDP 15/16 priority 1.2, 2.3, 3.2	£691 (J) £435 (I)	*Children are given opportunities that otherwise they would not have access to.	*Monitoring of clubs. *Pupil conferencing.	To be reviewed by FGB September 2017.

# Closing the Attainment Gap Year R 2015 - 2016

		Start of Year R	2016 Gap End of Year R
Reading	Working at ARE	-53%	-35%
	Working at Greater Depth within ARE	-29%	-28%
Writing	Working at ARE	-49%	-32%
	Working at Greater Depth within ARE	-12%	-31%
Maths	Working at ARE	-60%	-35%
	Working at Greater Depth within ARE	-15%	-29%

Please note:

Start of Year R data shows percentage of children in the emerging 40 – 60 month age-stage band and secure 40 – 60 month age-stage band.

End of Year R data shows the percentage of children who met the ELG and exceeded the ELG in reading, writing and number.

# Closing the Attainment Gap

## Year 1 2015 - 2016

		2015 Gap End of Year R	2016 Gap End of Year 1
Reading	Working at ARE	-25%	+7%
	Working at Greater Depth within ARE	-20%	-18%
Writing	Working at ARE	-17%	+7%
	Working at Greater Depth within ARE	-5%	-24%
Maths	Working at ARE	-24%	+9%
	Working at Greater Depth within ARE	-13%	-28%

Please note:

End of Year R data shows the percentage of children who met the ELG and exceeded the ELG in reading, writing and number.

# Closing the Attainment Gap

## Year 2 2015 - 2016

		2014 Gap End of Year R	2015 Gap End of Year 1	2016 Gap End of Year 2
Reading	Working at ARE	-23%	-14%	-20%
	Working at Greater Depth within ARE	-15%	-25%	-1%
Writing	Working at ARE	-43%	-5%	-16%
	Working at Greater Depth within ARE	-10%	-12%	-13%
Maths	Working at ARE	-40%	-16%	-18%
	Working at Greater Depth within ARE	-2%	-22%	-28%

Please note:

End of Year R data shows the percentage of children who met the ELG and exceeded the ELG in reading, writing and number.

# Closing the Attainment Gap

## Year 3 2015 - 2016

		2015 Gap End of KS1	2016 Gap End of Year 3
Reading	Working at ARE	-16%	-12%
	Working at Greater Depth within ARE	-16%	-10%
Writing	Working at ARE	-16%	-3%
	Working at Greater Depth within ARE	-6%	-12%
Maths	Working at ARE	+4%	-6%
	Working at Greater Depth within ARE	-1%	+5%

Please note:

End of Key Stage 1 data shows the percentage of children who achieved L2b and L3 in reading, writing and maths.

# Closing the Attainment Gap

## Year 4 2015 - 2016

		2014 Gap End of KS1	2015 Gap End of Year 3	2016 Gap End of Year 4
Reading	Working at ARE	-22%	-11%	-9%
	Working at Greater Depth within ARE	-22%	-4%	-9%
Writing	Working at ARE	-16%	-17%	+25%
	Working at Greater Depth within ARE	+4%	+17%	+3%
Maths	Working at ARE	-11%	-6%	+5%
	Working at Greater Depth within ARE	-19%	+6%	+7%

Please note:

End of Key Stage 1 data shows the percentage of children who achieved L2b and L3 in reading, writing and maths,

End of Year 3 data shows the percentage of children who achieved L2a and L3b in reading, writing and maths.

# Closing the Attainment Gap Year 5 2015 - 2016

		2013 Gap End of KS1	2014 Gap End of Year 3	2015 Gap End of Year 4	2016 Gap End of Year 5
Reading	Working at ARE	-12%	-4%	-6%	-8%
	Working at Greater Depth within ARE	-15%	-28%	-17%	+3%
Writing	Working at ARE	-20%	-14%	-20%	-18%
	Working at Greater Depth within ARE	-13%	-14%	-10%	+7%
Maths	Working at ARE	-5%	-12%	-30%	+1%
	Working at Greater Depth within ARE	-7%	-1%	0%	+18%

Please note:

End of Key Stage 1 data shows the percentage of children who achieved L2b and L3 in reading, writing and maths,

End of Year 3 data shows the percentage of children who achieved L2a and L3b in reading, writing and maths.

End of Year 4 data shows the percentage of children who achieved L3b and L4c in reading, writing and maths.



# Closing the Attainment Gap

## Year 6 2015 - 2016

		2012 Gap End of KS1	2013 Gap End of Year 3	2014 Gap End of Year 4	2015 Gap End of Year 5	2016 Gap End of Year 6
Reading	Working at ARE	-53%	-13%	-27%	-9%	0%
	Working at Greater Depth within ARE	-61%	-27%	-29%	-30%	-11%
Writing	Working at ARE	-67%	-9%	-22%	-9%	-11%
	Working at Greater Depth within ARE	-28%	-48%	-24%	-20%	-21%
Maths	Working at ARE	-53%	-12	-22%	-13%	-6%
	Working at Greater Depth within ARE	-42%	-28%	-28%	-26%	-14%

Please note:

End of Key Stage 1 data shows the percentage of children who achieved L2b and L3 in reading, writing and maths,

End of Year 3 data shows the percentage of children who achieved L2a and L3b in reading, writing and maths.

End of Year 4 data shows the percentage of children who achieved L3b and L4c in reading, writing and maths.

End of Year 5 data shows the percentage of children who achieved L3a and L4b in reading, writing and maths.

# End of Key Stage 1 Outcomes 2016

		2014 Gap	2015 Gap	2016 outcome for PP	2016 outcome for non PP	2016 Gap
Reading	Expected Standard (L2b)	-22%	-14%	67%	87%	-20%
	Greater Depth (L3)	-22%	-16%	33%	34%	-1%
Writing	Expected Standard (L2b)	-16%	-16%	67%	83%	-16%
	Greater Depth (L3)	+4%	-6%	17%	30%	-13%
Maths	Expected Standard (L2b)	-15%	+4%	67%	85%	-18%
	Greater Depth (L3)	-14%	-1%	8%	36%	-28%
Combined	Expected Standard (L2b)	-22%	-14%	50%	79%	-29%
	Greater Depth (L3)	+1%	0%	8%	23%	-15%

# End of Key Stage 2 Outcomes 2016

		2014 Gap	2015 Gap	2016 outcome for PP	2016 outcome for non PP	2016 Gap
Reading	Expected Standard (L4)	-12%	-1%	66.7%	66.7%	0.0%
	High Score (L5)	-21%	-4%	8.3%	19.0%	-10.7%
	Average Scaled Score			99.7	103.3	-3.6
Writing	Expected Standard (L4)	-25%	-9%	75.0%	85.7%	-10.7%
	Greater Depth (L5)	-13%	-13%	16.7%	38.1%	-21.4%
EGPS	Expected Standard (L4)	-25%	-3%	75.0%	95.2%	-20.2%
	High Score (L5)	+3%	+1%	33.3%	28.6%	+4.7%
	Average Scaled Score			103.5	107.1	-3.6
Maths	Expected Standard (L4)	-12%	+7%	75.0%	81.0%	-6.0%
	High Score (L5)	-9%	-24%	0.0%	14.3%	-14.3%
	Average Scaled Score			102.3	105.2	2.7
Combined	Expected Standard (L4)	-25%	+5%	58.3%	61.9%	-3.6%
	High Score (L5)	0%	+13%	0.0%	9.5%	-9.5%

# Attendance Data 2014 - 2016

	Winklebury Infant School All Children	Winklebury Infant School Pupil Premium	Winklebury Junior School All Children	Winklebury Junior School Pupil Premium
September 2014 – July 2015	95.6%	94.4%	95.2%	94.0%
September 2015 – July 2016	96.8%	95.7%	96.5%	95.8%
Difference	+1.3%	+1.3%	+1.3%	+1.8%

# Future Plans 2016 - 2017

Intervention	Details	School Focus	Cost 2016 – 2017	Expected Impact
PSA	*Tailored support for individual families both at home and in school. *Variety of parental workshops.	*FDP 16/17 priority 4.4	£4, 200 (J) £4, 200 (I)	*Improved attendance and punctuality data for specific children. *Increase in parental attendance at parental consultations, curriculum workshops, etc.
1:1 Tuition	*1:1 tuition for children needing support to achieve Age Related Expectations or achieve a high score/greater depth.	*FDP 16/17 priority 1.1, 1.2	£15, 630 (J) £13, 430 (I)	*Increase in percentage of children meeting Age Related Expectations. *Increase in percentage of children achieving a high score/greater depth.
ELSA	*Individual support for children identified as needing emotional support including young carers, social skills, anger management and bereavement.	*FDP 16/17 priority 1.2, 2.2, 3.2	£5, 500 (J) £5, 500 (I)	*A calm and focussed learning environment. *Children's emotional well being enables them to access learning and make expected progress.
Woodlands	*Small group support 2 afternoons a week focussed on developing social skills and individual emotional well-being.	*FDP 14/15 priority 1.2, 2.2, 3.2 *FDP 15/16 priority 1.2, 2.3, 3.3	£8, 000 (J)	*A calm and focussed learning environment. *Children have improved social skills and emotional well being.

# Future Plans 2016 - 2017

Intervention	Details	School Focus	Cost 2016 – 2017	Expected Impact
Shields	*Small group weekly sessions aimed at teaching children to keep themselves safe.	*FDP 16/17 priority 1.2, 2.2, 3.2	£1, 200 (J) £1, 200 (I)	*Children more emotionally stable and resilient.
Social Skills	*Small group weekly session aimed at developing social skills.	*FDP 16/17 priority 1.2, 2.2, 3.2	£1, 700 (J) £1, 100 (I)	*Children's social skills enable them to access learning and make expected progress.
Target and Intervention	*Small group support aimed at children needing to 'keep up' in order to meet Age Related Expectations.	*FDP 16/17 priority 1.2	£13, 000 (J) £8, 300 (I)	*Increase in percentage of children meeting Age Related Expectations.
Wave 3	*Individual support programmes for children with specific learning needs (usually on the SEN register).	*FDP 16/17 priority 1.2	£9, 000 (J) £5, 500 (I)	*The majority of children make accelerated progress as a result of the intervention.
1:1 LSA support	1:1 LSA support for children with significant emotional and behavioural needs.	*FDP 16/17 priority 1.2, 2.2, 3.2	£11, 230 (J) £11, 230 (I)	*Children are supported to be in school and access learning personalised to their needs.

# Future Plans 2016 - 2017

Intervention	Details	School Focus	Cost 2016 – 2017	Expected Impact
Breakfast Club	*50% subsidy for breakfast club provision.	*FDP 16/17 priority 1.2, 4.3	£825 (J) £825 (I)	*Improved attendance and punctuality data for specific children. *Children start school settled and ready to learn.
Off site activities and visitors to school	*Subsidy for off site activities and visitors to school.	*FDP 16/17 priority 2.2, 3.2	£2, 400 (J) £800 (I)	*Children are excited by the curriculum, thereby improving their engagement and rates of progress.
Curriculum enrichment	*50% subsidy for 1 enrichment club. *50% subsidy for Year 5 and 6 residential deposit and final payment.	*FDP 16/17 priority 1.2, 2.2, 3.2	£800 (J) £500 (I)	*Children are given opportunities that otherwise they would not have access to.

## Further Information

All matters relating to the use of Pupil Premium funds for individual children are treated with discretion and in confidence.

For more information on the Pupil Premium, please visit:  
[www.education.gov.uk/schools/pupilsupport/premium](http://www.education.gov.uk/schools/pupilsupport/premium)

Date of next Pupil Premium Strategy Review: Sept 2017