

## Pupil Premium Strategy: 2016-17

Estimated Pupil Premium Funding in 2016-17: £128,456

### School Context

<p><b>Diversity</b></p> <p>The school serves a diverse and rich community. 89% of pupils are from minority ethnic families. 69% of pupils speak English as an additional language. At the time of the previous census, there were 26 different languages spoken. The school also has a notable gender imbalance, with 56% boys and 44% girls. We strive to ensure that the curriculum meets the need of the diverse range of pupils in the school, whilst also raising aspirations, challenging stereotypes and promoting equality of opportunity for all pupil groups.</p>	<p><b>Deprivation</b></p> <p>The school serves a community which in-part reflects considerable social and economic challenges. The proportion of disadvantaged pupils is high: 59% of pupils eligible for free school meals (ever 6). The school's IDACI deprivation indicator is 0.54, which is significantly higher than the national average of 0.24. Typically, at any time, more than 10% of pupils at the school have been supported historically or currently by Children's Social Care or through other agencies as a result of an Early Help Assessment.</p>
<p><b>Start Points</b></p> <p>Assessment on entry to the foundation stage shows that high proportions of pupils have poorly developed communication skills, and that a high proportion of those pupils enter the school with attainment which is below or well below developmental milestones for the majority of children.</p> <p><b>Mobility</b></p> <p>The issue of 'low start points' reflects the fact that the school has high mobility and is in the second from bottom quintile for stability. Some children arriving from overseas, with no English and little/no formal education.</p>	<p><b>SEN-D and Vulnerability</b></p> <p>21% of pupils have Special Educational Needs, which is much higher than the national average. A large number of these pupils have speech and language difficulties (more than 50% of SEN pupils). Many of these pupils are also those pupils who are eligible for Pupil Premium Funding.</p> <p>We also currently have a number of pupils who have been permanently excluded at their previous school or who were at serious risk of exclusion and have transferred to Winton through the 'Fair Access' protocol.</p>
<p><b>Roll Numbers</b></p> <p>Following 7 years of declining roll numbers, to as low as 189 pupils in 2013-14, the total number of pupils on roll has increased since 2014. There are currently <b>236</b> pupils on roll including nursery pupils and children in our 2-year old provision. The nursery is currently over-subscribed and has a waiting list. Roll numbers have increased in all year groups, with most year groups being full or close to being full. There is a single year group (Year 6) with an unusually small number of only 16 pupils (though this cohort had only 12 pupils Y4, with 4 pupils entering the class in Y5).</p>	

## Summary of Main Barriers to Learning and Achievement

The school makes no assumptions about any individual pupil or family situation, including for those pupils eligible for the pupil premium. We are also very aware that the context of the school means that just because pupils are not eligible to the pupil premium, they may still face significant challenges and barriers to their educational success and therefore are just as entitled to receive high levels of support in order to thrive at school and in life. In very broad terms, we have found the following barriers are common for a large number of pupils, including those eligible for the Pupil Premium, for whom the school needs to deploy additional resources in order to ensure that they are able to fully engage in their education and achieve well over time:

<b>Low starting points on entry</b>	Typically, a large proportion of pupils enter the school with skills and abilities in key area of development which are below the developmental milestones expected for their age, particularly in the areas of PSED and Language and Communication. For example: in 2015, only 44% of pupils were at the age related milestones in PSED and 59% in Communication and Language. The proportions are much lower for those pupils who have not been in our own nursery setting. This further reflects the fact that Speech, Language and Communication needs are also the most widespread type of SEN across the school.
<b>Poor Attendance</b>	Attendance is an issue which requires ongoing monitoring and intervention. For many years prior to 2013, the school's attendance was typically between 92% and 94.5%. This has now improved significantly. A number of families still need ongoing support and, where necessary, intervention to ensure that overall school attendance sustains the improvement and remains at least broadly in line with or above the national average.
<b>Social and Emotional Needs, including mental health concerns, that could lead to poor behaviour</b>	We have very high standards for behaviour at Winton as seek to create a learning environment in which all pupils can thrive, including those who may require extra support due to social/ emotional difficulties, or be at risk of exclusion. We have invested heavily in the principles of the 'Solihull Approach' which means we are committed to supporting pupils to create positive attachments with others and to self-regulate their behaviour. We believe this will be essential to their success in life! We want them to understand that, wherever possible, they are capable of solving their problems themselves and becoming resilient, confident and aspirational young people!
<b>Lack of access to books / reading opportunities</b>	From home visits for our younger pupils we have that more than half of our pupils when they start the school have had little or no access to books and broad reading opportunities. Inevitably, this disadvantages those pupils from an early stage, as they are typically starting school with much less confidence and interest in reading than would otherwise be the case.
<b>Lack of broader experience and opportunities for 'cultural capital'</b>	Some of our pupils have had very limited experiences of the arts, places in the UK outside of London or a chance to understand many different facets of life in the UK beyond their own immediate experience. As part of our commitment to providing a broad and rich curriculum, we seek to provide our young people with experiences that they might not otherwise have the opportunity to have, for example: farm visits, school journey, visits to parliament, the opportunity to learn musical instruments.

*It should be noted that these are by no means the only barriers and challenges that pupils face and school resources will be deployed as needed, based on evidence, to support pupils to succeed.*

## Winton's Pupil Premium Strategy (How the Funding is Targeted):

Pupil Premium funding is used to benefit all pupil premium children and supports the more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. At Winton we will be using the indicator of those eligible for FSM to ensure that Pupil Premium Funding has the intended impact, but given the schools context, we are also mindful that we may have many pupils who are equally disadvantaged (as a result of family situations or challenging circumstances) who may not meet the criteria for pupil premium, but are just as deserving of support. Therefore, we ensure that our support mechanisms and strategies can, where required, similarly benefit whole cohorts of pupils as well as other identified vulnerable groups and individuals, to ensure all our pupils are given the best possible opportunity to achieve highly.

At Winton our high proportions of FSM pupils have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending, which is targeted as follows:

<b>Using specialist or specific support to improve overall provision</b>	<b>Securing the progress of targeted learners</b>	<b>Minimising the impact of barriers to learning and promoting cultural capital</b>
<ul style="list-style-type: none"> <li>➤ Initiatives to improve quality-first teaching in line with school priorities and the needs of pupils which have been established through analysis of assessment information.</li> <li>➤ Targeted support in key year groups to ensure cohorts of pupils make excellent progress to expected levels or above, including more able, underachieving and disadvantaged pupils</li> <li>➤ Additional provision and support for Y2 and Y6 to secure good or outstanding progress in preparation for National Tests.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Targeted interventions utilising the "Inclusion for Achievement Team" to support all vulnerable or underachieving pupils to make good or outstanding progress.</li> <li>➤ Assessment information is used effectively and regularly, through reviews of pupils' progress, to strategically plan for provision and the deployment of skilled additional adults to provide support for targeted pupils and groups of pupils. Evaluations of interventions, including those funded by the pupil premium, consistently show that these are of a high quality and are having a very positive impact on overcoming barriers and supporting underachieving pupils to make progress.</li> <li>➤ These interventions are also those which are based on clear evidence of their effectiveness, research-based approaches and have proven impact.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deployment of the learning mentor and other key staff to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance.</li> <li>➤ Tailored support for key vulnerable pupils, including pupils with emotional needs and with involvement from Children's Social Care.</li> <li>➤ Opportunities for all pupils, including disadvantaged pupils, to engage in activities which enrich their experience of the arts and increase cultural capital, including: musical instrument tuition; Performing Arts Experiences (including turning school into a production company for one week each year).</li> </ul>

## **Monitoring and Measuring the Impact of the Pupil Premium**

The in-year planning of targeted interventions (based on evaluation of impact) driven by pupil level data and pupil progress review meetings which take place at least termly (or more frequently, where required, for particular individuals, cohorts or interventions). Decisions about which pupils should be subject to which interventions or additional support are made dynamically, according to need, and always on the basis of evidence. Underachieving pupils are identified, as well as those pupils who may benefit from additional input to achieve higher levels. This utilises both assessment information which is generated by the intervention itself as well as assessments of pupils' progress through the school's 'steps' assessment system which measures the progress of pupils in relation to age related expectations.

The effectiveness of this approach was ratified in a Local Authority School Review (Spring 2016):

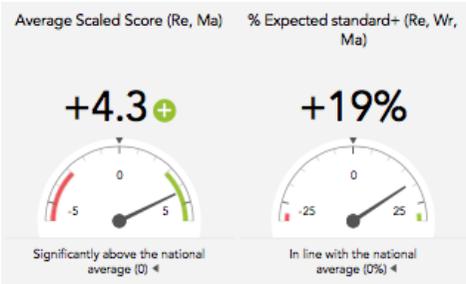
*“Leaders have focused on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. Leaders have secured substantial improvement in progress for disadvantaged pupils.... The offer to disadvantage pupils is across the school and determined by performance data and the tracking of individual pupils through regular Pupil Progress Meetings and the actions of the Inclusion for Achievement Team.”*

*“Central to this the school’s success is the triangulation of pupil progress meetings, performance management and appraisal of all staff, lesson observations and book looks in order to deploy staff based on the needs of pupils. There are individual timetables for each staff member which is reviewed every half term to reflect the changing needs of pupils. Provision is under constant review and it is this rigour that allows pupils to make strong progress from their starting points. Provision is seen in a holistic manner that results in all disadvantaged pupils being in line with their peers.”*

In measuring the impact of interventions and strategies funded through the pupil premium, we always give due regard to the following basic expectations for the achievement and progress and achievement of disadvantaged (and other underachieving) pupils at our school:

- We expect all pupils to achieve highly and to make at least good or better progress from their starting points.
- Disadvantaged pupils are expected to make similar or better progress over time when compared with other pupils across the school.
- Disadvantaged pupils are targeted for attainment so that they achieve at least in-line with or better than the national average attainment at the end of Key Stage 2. In other year groups, where the attainment of disadvantaged pupils is lower, challenging progress and attainment targets should be set so that the gap is closed over the time.
- All pupils, including disadvantaged pupils, are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives, broaden their world view, and engage in experiences which enable them to gain 'cultural capital' as future citizens and therefore be very well prepared for life in modern Britain. This reflects the school motto: "Helping Children to Make their Mark!"

## 2016-17 Pupil Premium: Summary

Area of Support	Details of Support	Estimated / Projected Cost of Support	Impact/ Evaluation																								
Using specialist or specific support to improve overall provision	➤ Additional support from Deputy Head for Year 6, specifically in Guided Reading, given the substantially higher demands of the new curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between FSM and Non-FSM pupil remains narrow.	£4,000	Year 6 Progress for Reading and Maths (all pupils) :    Year 6 <table border="1" data-bbox="1240 906 2096 1270"> <thead> <tr> <th>Pupils</th> <th>Attainment: Average scales score (Re, Ma)</th> <th>Attainment: % Expected standard+ (Re,Wr,Maths)</th> <th>Progress: Average scales score (Re, Ma,</th> <th>Progress: Attainment: % Expected standard+ (Re,Wr,Maths)</th> </tr> </thead> <tbody> <tr> <td>PP (10 pupils)</td> <td>106.8</td> <td>70%</td> <td>+6.1</td> <td>+31%</td> </tr> <tr> <td>No PP (7 pupils)</td> <td>101.4</td> <td>43%</td> <td>+0.9</td> <td>-3%</td> </tr> </tbody> </table> Year 1 and 2 Phonics Provision: <table border="1" data-bbox="1240 1337 2096 1444"> <thead> <tr> <th>Pupils</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>Non-PP</td> <td>73%</td> <td>100%</td> </tr> </tbody> </table>	Pupils	Attainment: Average scales score (Re, Ma)	Attainment: % Expected standard+ (Re,Wr,Maths)	Progress: Average scales score (Re, Ma,	Progress: Attainment: % Expected standard+ (Re,Wr,Maths)	PP (10 pupils)	106.8	70%	+6.1	+31%	No PP (7 pupils)	101.4	43%	+0.9	-3%	Pupils	Year 1	Year 2	PP	75%	100%	Non-PP	73%	100%
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➤ Additional CPD and support for Year 6 teacher (new to Year Group), with particular emphasis on interim assessment framework and provision/planning for the more able (particularly in GPS)	£2,000	£3,000																									
➤ Additional support from Deputy Head in Year 1 and Year 2 to support and enhance Phonics provision (including support for teachers new to Year Group)	£2,000	£6,840																									
➤ Easter School in year 6 to accelerate progress in maths of targeted learners and disadvantaged pupils.																											
➤ Release time for interim phase leaders to support teaching and learning within phase, raise attainment																											

			<p>All teaching at least good, with substantial support provided for teachers new to the school in order to secure the best possible provision.</p> <p>End of year data:</p> <table border="1"> <thead> <tr> <th rowspan="2">YEA R GRO UP</th> <th colspan="3">READING</th> <th colspan="3">WRITING</th> <th colspan="3">MATHS</th> <th colspan="3">RWM COMBINED</th> </tr> <tr> <th>BE</th> <th>E+</th> <th>G D</th> <th>B</th> <th>E+</th> <th>G D</th> <th>B</th> <th>E+</th> <th>G D</th> <th>BE</th> <th>E+</th> <th>G D</th> </tr> </thead> <tbody> <tr> <td><b>Year</b></td> <td>21</td> <td>79</td> <td>24</td> <td>24</td> <td>76</td> <td>26</td> <td>18</td> <td>82</td> <td>24</td> <td>24</td> <td>76</td> <td>16</td> </tr> <tr> <td><b>Year</b></td> <td>4</td> <td>96</td> <td>35</td> <td>8</td> <td>92</td> <td>15</td> <td>4</td> <td>96</td> <td>27</td> <td>8</td> <td>92</td> <td>8</td> </tr> <tr> <td><b>Year</b></td> <td>4</td> <td>96</td> <td>30</td> <td>4</td> <td>96</td> <td>22</td> <td>4</td> <td>96</td> <td>30</td> <td>4</td> <td>96</td> <td>19</td> </tr> <tr> <td><b>Year</b></td> <td>11</td> <td>89</td> <td>37</td> <td>19</td> <td>82</td> <td>37</td> <td>15</td> <td>85</td> <td>44</td> <td>22</td> <td>78</td> <td>30</td> </tr> <tr> <td><b>Year</b></td> <td>8</td> <td>92</td> <td>35</td> <td>15</td> <td>85</td> <td>27</td> <td>15</td> <td>85</td> <td>31</td> <td>19</td> <td>81</td> <td>23</td> </tr> </tbody> </table>	YEA R GRO UP	READING			WRITING			MATHS			RWM COMBINED			BE	E+	G D	B	E+	G D	B	E+	G D	BE	E+	G D	<b>Year</b>	21	79	24	24	76	26	18	82	24	24	76	16	<b>Year</b>	4	96	35	8	92	15	4	96	27	8	92	8	<b>Year</b>	4	96	30	4	96	22	4	96	30	4	96	19	<b>Year</b>	11	89	37	19	82	37	15	85	44	22	78	30	<b>Year</b>	8	92	35	15	85	27	15	85	31	19	81	23
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<p><b>Securing the progress of targeted learners</b></p>	<ul style="list-style-type: none"> <li>➤ Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in pupil progress meetings).</li> <li>➤ Continuation of interventions with proven impact, including Reading and Maths 'Catch-Up' to ensure early intervention for any pupils falling behind in reading, including those pupils who did not pass phonics test at end of Year 2.</li> <li>➤ Deployment of Inclusion for Achievement Team based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including: <ul style="list-style-type: none"> <li>• Toe-By-Toe: Targeted at pupils with specific literacy difficulties and dyslexia in KS1 and</li> </ul> </li> </ul>	<p>Inclusion for Achievement Team as required, to intervene on basis of evidence and pupil progress outcomes.</p> <p>Approx Cost: £95,000</p>	<p>Accelerated pupil progress from starting points for cohorts and targeted pupils.</p> <p><i>EYFS Provision:</i></p> <table border="1"> <tr> <td><i>Pupils</i></td> <td><i>GLD</i></td> </tr> <tr> <td><i>PP</i></td> <td><i>67%</i></td> </tr> <tr> <td><i>Non – PP</i></td> <td><i>82%</i></td> </tr> </table> <p><i>Catch up:</i> All pupils made accelerated progress therefore closing the gap, on average the reading age increased by 18 months over a nine-month period.</p> <p><i>Year 2 – 100% of those pupils who did not pass the Phonics test in</i></p>	<i>Pupils</i>	<i>GLD</i>	<i>PP</i>	<i>67%</i>	<i>Non – PP</i>	<i>82%</i>																																																																																				
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KS2

- Socially Speaking Groups: Targeted at pupils in EYFS, KS1 and KS2 with SLCN and Social Communication difficulties impacting on learning in core subjects.
- Time to Talk Groups for pupils with lower than expected language and communication skills.
- Catch Up Literacy for pupils with specific literacy difficulties and struggling to read.
- Phonics Intervention for pupils who did not pass the national KS1 phonics test in Y1 and Y2.
- Precision Teaching Probe intervention for pupils who struggle with reading and spelling.
- Catch Up Maths for pupils, including SEN pupils, who are struggling with basic number skills and EAL pupils who require more structured mathematical language support as described by Gibbons (1991): 'The language of the playground is not the language associated with learning in mathematics'.
- Targeted handwriting and spelling programmes for pupils with fine motor control difficulties and specific literacy difficulties including dyslexia.
- 'Pupil Prescription' interventions for targeted pupils in Year 6 (based on pupil data and weekly teacher assessment).

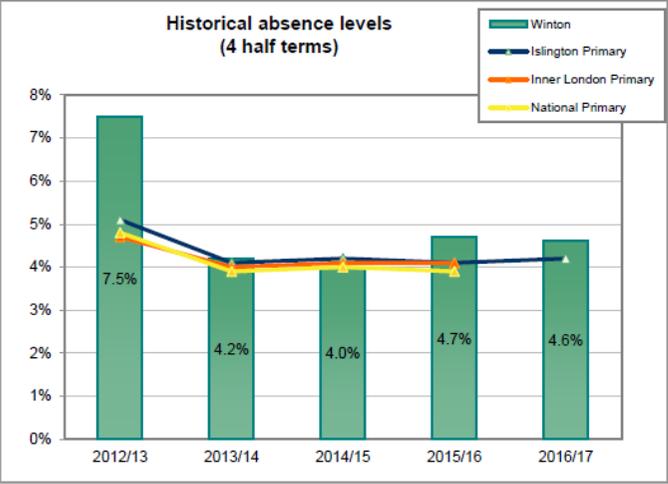
year 1. Passed in Year 2 due to high quality intervention from the Inclusion for Achievement team.

Progress:

Pupils	Reading	Writing	Mathematics
<b>Year 1</b>			
PP	4.0	4.3	3.4
Non PP	4.5	4.7	4.3
<b>Year 2</b>			
PP	3.9	4.3	3.7
Non PP	3.9	3.7	3.9
<b>Year 3</b>			
PP	4.2	4.1	4.1
Non PP	3.9	4.0	4.0
<b>Year 4</b>			
PP	4.4	4.4	4.4
Non PP	4.5	4.4	4.0
<b>Year 5</b>			
PP	3.7	4.2	4.4
Non PP	4.2	4.3	5.3
<b>Year 6</b>			
PP	4.2	6.4	8.3
Non PP	5.5	9.5	5.7

Attainment (at secure standard):

Pupils	Reading	Writing	Mathematics
<b>Year 1</b>			
PP	69%	75%	69%
Non PP	56%	57%	65%
<b>Year 2</b>			
PP	82%	82%	82%

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<p><b>Minimising the impact of barriers to learning and promoting cultural capital</b></p>	<ul style="list-style-type: none"> <li>➤ Continued deployment of learning mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems.</li> <li>➤ Investment in additional EWO support, as needed, to ensure attendance strategy is sustained, particularly targeting disadvantaged and vulnerable pupils.</li> </ul>	<p>Member of IFA Team</p> <p>£4,500</p>	<p>Winton's attendance for 2016-17: 96.1%</p> <p>Winton's absence for the first four half terms of 2016/17 was 4.6%. This is lower than it was in 2015/16.</p>  <p>The chart displays historical absence levels for four half terms from 2012/13 to 2016/17. Winton's absence levels are shown as green bars, while other schools are shown as lines with markers. Winton's absence levels are 7.5% (2012/13), 4.2% (2013/14), 4.0% (2014/15), 4.7% (2015/16), and 4.6% (2016/17). Other schools' absence levels are generally lower than Winton's, with National Primary showing the lowest absence levels.</p> <table border="1"> <caption>Historical absence levels (4 half terms)</caption> <thead> <tr> <th>Year</th> <th>Winton</th> <th>Islington Primary</th> <th>Inner London Primary</th> <th>National Primary</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>7.5%</td> <td>5.0%</td> <td>4.8%</td> <td>4.8%</td> </tr> <tr> <td>2013/14</td> <td>4.2%</td> <td>4.0%</td> <td>4.0%</td> <td>4.0%</td> </tr> <tr> <td>2014/15</td> <td>4.0%</td> <td>4.0%</td> <td>4.0%</td> <td>4.0%</td> </tr> <tr> <td>2015/16</td> <td>4.7%</td> <td>4.0%</td> <td>4.0%</td> <td>4.0%</td> </tr> <tr> <td>2016/17</td> <td>4.6%</td> <td>4.0%</td> <td>4.0%</td> <td>4.0%</td> </tr> </tbody> </table>	Year	Winton	Islington Primary	Inner London Primary	National Primary	2012/13	7.5%	5.0%	4.8%	4.8%	2013/14	4.2%	4.0%	4.0%	4.0%	2014/15	4.0%	4.0%	4.0%	4.0%	2015/16	4.7%	4.0%	4.0%	4.0%	2016/17	4.6%	4.0%	4.0%	4.0%																						
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	<ul style="list-style-type: none"> <li>➤ Employment of parent liaison worker to:</li> </ul>	<p>£2,000</p>	<p>Over the school year, 18 parent coffee mornings were run by a</p>																																																				

<ul style="list-style-type: none"> <li>▪ Support parent relationships with the school, including organisation of coffee morning to help parents to engage with their child's learning</li> <li>▪ Open the library (and encourage pupils and parents to attend) out of school hours.</li> </ul>		<p>combination of staff and the parent liaison worker. On average 11 parents per coffee morning. Parents for the first time organised a Summer term fayre which raised £1000 for the school library.</p> <p>The library was opened regularly to the whole school, pupils also found the chance to take part in the Islington Reading Road Map: Year 5 pupil: <i>"I think this is one of the best challenges I've ever done. I really love reading. I'm glad there's this challenge, it's help me to get into different types of authors and books and makes me feel more me. It makes me feel better about me and brings out who I am."</i></p> <p>Year 6 pupil: <i>"The challenge told me not to judge a book by it's cover because I used to just look at the book and when I went into reading random books it was fun. I hadn't read in a long time and it brought me back into the reading world."</i></p>
<ul style="list-style-type: none"> <li>➤ Subsidy of school journey in Year 6 so that disadvantaged pupils are able to attend</li> </ul>	<p>£2,500</p>	<p>Opportunity to engage in wide range of enrichment experiences which has positive impact on pupils understanding of team-work and life skills (linked to expectation that they take on greater responsibility at school).</p>
<ul style="list-style-type: none"> <li>➤ Small Steps for Big Change programme for parents – Healthy Eating and Food</li> </ul>	<p>£2,000</p>	<p>10 parents attended across the course.</p> <p><i>A parent from the 2 year old provision: "I have paid for courses like this before but this has been the best I have been on. I have learned so much. "</i></p> <p><i>A parent from Reception: "I have found out new things that I didn't know. It will change how I cook at home."</i></p> <p>Course to run twice in 2017-18 – Spring and Summer term</p>

	<p>➤ Philosophy for Children and Growth Mindsets - CPD and training for whole staff to:</p> <ul style="list-style-type: none"> <li>• help children become more willing and able to question, reason, construct arguments and collaborate with others.</li> <li>• support pupils to become more confident speaking publicly in groups and expressing their ideas, further enhancing pupil voice.</li> <li>• encourage pupils to be critical, consider multiple perspectives and to think more deeply about a variety of issues and stimuli in such a way that will also support their learning in other subjects, such as in reading comprehension (the skills of inference and questioning author's intent) and when reasoning mathematically (considering a range of answers to a problem).</li> </ul>	<p>£7,000</p>	<p>To further extend and deepen the already strong culture of pupil voice and critical thinking which ensures excellent personal development and wellbeing for all pupils – regardless of personal context or levels of disadvantage. Critical thinking directly supports inference skills in Reading, helping the school to sustain current Reading outcomes for PP pupils (who make progress similar to or better than other pupils nationally).</p> <p>Completed Bronze award – 2016-17 Evidence from Bronze portfolio: <i>Children are beginning to resolve social conflicts using terms like, "I disagree with you, because..." and "I see what you're saying, but I think..."". These caring and collaborative, yet critical conversation stems are encouraging children to be more diplomatic and considerate towards each other (and in their view of themselves).</i></p> <p>Silver application for 2017/18</p>
	<p>➤ Continued investment in enrichment opportunities for the creative arts, to increase opportunities for all pupils (including disadvantaged pupils) to gain cultural capital and experience of the arts. This includes Musical Instrument Tuition for pupils in KS2 and 'Performance Week' whereby the school is transformed into a professional theatre company.</p>	<p>£4,000</p>	<p>All pupils, including those in receipt of the Pupil Premium, learn and achieve exceptional well, through a broad, balanced and enriched curriculum. Engagement and standards of learning for are high - with no significant disparities between PP and Non-PP pupils.</p> <p>Performance week <i>'Arts Insight is a wonderful organisation. As soon as Laura and Dan enter the building the children's faces light up. They know that it will be a magical week, every child has the opportunity to excel and through Laura and Dan's skilful directions the cast produce magnificent performances. It is not just front of house that love every moment – it is every child from the stage managers to the marketing team. I didn't think the show could get better this year but it did –you are both an inspiration'</i></p> <p><a href="http://www.arts-insight.com/?page_id=354">http://www.arts-insight.com/?page_id=354</a></p>
<p><b>Estimated Pupil Premium Funding</b></p>		<p><b>£128,456</b></p>	
<p><b>Estimated / Projected Total Cost</b></p>		<p><b>£131,840</b></p>	
<p><i>Additional funding from school budget</i></p>		<p>£3,384</p>	

