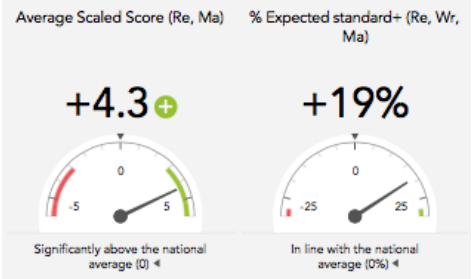


Pupil Premium: 2016-17

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) : 																												
	➤ 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																													
	➤ 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)	£3,000																													
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	➤ Easter School in year 6 to accelerate progress in maths of targeted learners and disadvantaged pupils.	£6,840																													
➤ Release time for interim phase leaders to support teaching and learning within phase, raise attainment			Year 6 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Pupils</th> <th style="width: 20%;">Attainment: Average scales score (Re, Ma)</th> <th style="width: 20%;">Attainment: % Expected standard+ (Re,Wr,Mat hs)</th> <th style="width: 15%;">Progress: Average scales score (Re, Ma,</th> <th style="width: 15%;">Progress: % Expected standard+ (Re,Wr,Mat hs)</th> </tr> </thead> <tbody> <tr> <td>PP (10 pupils)</td> <td style="text-align: center;">106.8</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">+6.1</td> <td style="text-align: center;">+31%</td> </tr> <tr> <td>No PP (7 pupils)</td> <td style="text-align: center;">101.4</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">+0.9</td> <td style="text-align: center;">-3%</td> </tr> </tbody> </table> Year 1 and 2 Phonics Provision: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Pupils</th> <th style="width: 35%;">Year 1</th> <th style="width: 35%;">Year 2</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Non-PP</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>					Pupils	Attainment: Average scales score (Re, Ma)	Attainment: % Expected standard+ (Re,Wr,Mat hs)	Progress: Average scales score (Re, Ma,	Progress: % Expected standard+ (Re,Wr,Mat hs)	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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			<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>Year</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>Year</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>Year</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>Year</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>Year</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	Year	21	79	24	24	76	26	18	82	24	24	76	16	Year	4	96	35	8	92	15	4	96	27	8	92	8	Year	4	96	30	4	96	22	4	96	30	4	96	19	Year	11	89	37	19	82	37	15	85	44	22	78	30	Year	8	92	35	15	85	27	15	85	31	19	81	23
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<p>Securing the progress of targeted learners</p>	<ul style="list-style-type: none"> ➤ Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in pupil progress meetings). ➤ 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. ➤ 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"> • Toe-By-Toe: Targeted at pupils with specific literacy difficulties and dyslexia in KS1 and KS2 • Socially Speaking Groups: Targeted at pupils 	<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 year 1. Passed in Year 2 due to high quality intervention from the Inclusion for Achievement team.</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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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).

Progress:

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

Attainment (at secure standard):

<i>Pupils</i>	<i>Reading</i>	<i>Writing</i>	<i>Mathematics</i>
Year 1			
<i>PP</i>	69%	75%	69%
<i>Non PP</i>	56%	57%	65%
Year 2			
<i>PP</i>	82%	82%	82%
<i>Non PP</i>	80%	67%	80%
Year 3			
<i>PP</i>	81%	75%	88%
<i>Non PP</i>	62%	69%	54%
Year 4			
<i>PP</i>	81%	81%	81%
<i>Non PP</i>	80%	80%	70%

		<table border="1"> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>77%</td> <td>77%</td> <td>69%</td> <td></td> </tr> <tr> <td>Non PP</td> <td>73%</td> <td>54%</td> <td>67%</td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>90%</td> <td>80%</td> <td>90%</td> <td></td> </tr> <tr> <td>Non PP</td> <td>67%</td> <td>67%</td> <td>67%</td> <td></td> </tr> </table>				Year 5					PP	77%	77%	69%		Non PP	73%	54%	67%		Year 6					PP	90%	80%	90%		Non PP	67%	67%	67%	
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<p>Minimising the impact of barriers to learning and promoting cultural capital</p>	<ul style="list-style-type: none"> ➤ 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. ➤ Investment in additional EWO support, as needed, to ensure attendance strategy is sustained, particularly targeting disadvantaged and vulnerable pupils. 	<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> <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>4.1%</td> <td>4.1%</td> <td>4.1%</td> </tr> <tr> <td>2015/16</td> <td>4.7%</td> <td>4.1%</td> <td>4.1%</td> <td>4.1%</td> </tr> <tr> <td>2016/17</td> <td>4.6%</td> <td>4.1%</td> <td>4.1%</td> <td>4.1%</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%	4.1%	4.1%	4.1%	2015/16	4.7%	4.1%	4.1%	4.1%	2016/17	4.6%	4.1%	4.1%	4.1%
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2016/17	4.6%	4.1%	4.1%	4.1%																															
<ul style="list-style-type: none"> ➤ Employment of parent liaison worker to: <ul style="list-style-type: none"> ▪ Support parent relationships with the school, including organisation of coffee morning to help parents to engage with their child's learning ▪ Open the library (and encourage pupils and parents to attend) out of school hours. 	<p>£2,000</p>	<p>Over the school year, 18 parent coffee mornings were run by a 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:</p>																																	

			<p>"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."</p> <p>Year 6 pupil: "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."</p>
	➤ Subsidy of school journey in Year 6 so that disadvantaged pupils are able to attend	£2,500	<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>
	➤ Small Steps for Big Change programme for parents – Healthy Eating and Food	£2,000	<p>10 parents attended across the course.</p> <p>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. "</p> <p>A parent from Reception: "I have found out new things that I didn't know. It will change how I cook at home."</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"> • help children become more willing and able to question, reason, construct arguments and collaborate with others. • support pupils to become more confident speaking publicly in groups and expressing their ideas, further enhancing pupil voice. 	£7,000	<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.</p> <p>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>

	<ul style="list-style-type: none"> 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). 		<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..."</i>. 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).</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>http://www.arts-insight.com/?page_id=354</p>
<p>Estimated Pupil Premium Funding</p>		<p>£128,456</p>	
<p>Estimated / Projected Total Cost</p>		<p>£131,840</p>	
<p><i>Additional funding from school budget</i></p>		<p>£3,384</p>	