

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	36%
Academic year that our current pupil premium strategy plan covers	(April 2026- March 2027)
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	G Cherrill
Pupil Premium Lead	M Searle
Governor / Trustee Lead	Alexis Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,000

Part A: Pupil Premium Strategy Plan

Statement of Intent

- All pupils at Winchelsea School have learning difficulties and it is to be expected that they will be working outside their age-related key stage as they progress through the school.
- Winchelsea School believes in the importance of meeting the individual needs of every child through the day-to-day teaching by all staff working within the class team and beyond.
- The academic and social progress of all children is a result of quality teaching, high levels of support and provision matched to need. The additional in terms of staffing, provision and resources and above the day-to-day quality teaching enables disadvantage children to further develop and succeed.
- Pupil Premium funding is used to enhance staffing and provision across the school to provide quality teaching and support within a positive proactive learning environment.

The objectives for this funding are to:

- Raise pupil attainment and achievement.
- Develop confidence and self-esteem whilst improving behaviour.
- Enhance social activities and experiences.
- Small classes with high staffing of (on average) one teacher and three Teaching Assistants, enable targeted and focused support to be given to every child.

To maximise pupils learning we:

- Track the progress of individual children on an ongoing basis to identify any underachievement.
- Identify additional support and interventions required.
- Are aware of the current levels of performance of all children in each class, including disadvantaged children and allocate resources according to individual need.
- Focus on effective teaching and learning through individual and personalised learning programmes incorporating both academic progress and social development.
- Provide additional targeted support across the curriculum and school day as required.
- Incorporate a focus on 'learning to learn' skills as well as basic literacy, maths, personal and social skills.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	All children have an Education, Health and Care Plan (EHCP) and have learning difficulties.
2	Low levels of self-esteem and low self-confidence.
3	Speech, language and communication needs.
4	Low attendance rates for some pupils.
5	Lack of access to experiences in the wider community.
6	Geographical location of family homes to school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
An individualised approach will ensure barriers to learning are identified and the needs of all disadvantaged pupils are fully met, through access to specialised tailored curriculum/resources &/or therapies/ experiences.	Individual needs of all disadvantaged pupils are met and progress against targets is evident. Achievement will be measured against EYFS Profile, Engagement Model, Winchelsea ladders, end of year assessment and EHCP targets
Disadvantaged pupils demonstrate increased levels of self-esteem and self confidence in lessons and beyond.	Pupils will access, take part in and demonstrate enjoyment in a range of enrichment activities on offer.
Attendance meets or exceeds national expectations for PP pupils, particularly considering current National challenges.	Half-termly attendance reports show disadvantaged pupils attending regularly, with improvement and higher levels of attendance for those whose attendance has fallen below 95%.
Disadvantaged pupils are given more opportunities to attend school trips and residential.	Whole school curriculum identifies experiences for children -PP funding supports families to access wider experiences.
Additional barriers are addressed through timely intervention and, where appropriate, alternative activities	Assessments of holistic pupil progress ensure priority intervention pupils are identified and interventions support the learning and where they can close gaps.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily phonics teaching of the programme called Jolly Phonics (we are moving to 'All Aboard' in September 2026)</p>	<p>Jolly Phonics / All Aboard Phonics Programmes are designed around 3 principles-</p> <ol style="list-style-type: none"> 1. Simple, practical and fun to teach. 2. Engaging and supportive for the students. 3. Responsive to individual needs. <p>EEF has found that phonics has a very positive average impact. It is exceptionally beneficial for disadvantage learners.</p> <p>The EEF suggests that phonics is most effective when it is explicitly taught and systematically structured.</p>	<p>1, 2, 3, 4, 5</p>
<p>From September 2026 – Specific intervention linked to 'All Aboard' phonics programme - 'Reading Co Pilot'.</p>	<p>Reading Copilot combines three key elements:</p> <ol style="list-style-type: none"> 1 – A deep knowledge of the potential barriers each student might be facing. 2 – A fast analysis process to determine the changes needed. 3 – A library of trainertext resources to help them build confidence while reading unassisted. <p>A study was undertaken through the open university which involved a cohort of 90 pupils, working 2 or more years behind in reading. 89 pupils caught up within 6 months of starting the Reading Co Pilot intervention.</p> <p>The EEF finds that integrating technology to support reading can be helpful to engage hard to reach children.</p> <p>The EEF suggest a strong reading approach requires a balance between decoding (phonics) and language comprehension.</p>	<p>1,2,3 & 4</p>

<p>Handwriting intervention called 'Speed Up'.</p>	<p>Speed Up is a structured, multi-sensory activity programme designed to help children improve slow, illegible, or non-fluent handwriting. Developed by leading paediatric occupational therapist Dr. Lois Addy, it targets the root causes of writing difficulties rather than just focusing on repetitive tracing and copying.</p> <p>EEF research strongly supports the principles behind such an intervention. The EEF emphasizes that fast, fluent handwriting and spelling are vital for cognitive development, freeing up a child's working memory for higher-level composition and planning.</p>	<p>1,2,3, 4 & 5</p>
<p>Higher Discoverers / Early Enquirers - Shape Coding support for spoken grammar and sentence structure (as part of speaking and listening)</p>	<p>Shape Coding is a speech and language visual grammar framework. It helps individuals with language disorders understand and build spoken or written sentences.</p> <p>Research by Dr. Susan Ebbels, uses shapes for syntax, colours for word classes, and arrows for verb tense/agreement, enabling users to independently structure language and self-correct.</p> <p>EEF research supports the underlying pedagogical principles of Shape Coding.</p>	<p>1,2,3,4 & 5</p>
<p>Explorers / Discoverers - high-tech AAC in each classroom and SaLT support to upskill teachers and TAs to model high-tech AAC (iPads with Clicker Communicator)</p>	<p>Alternative and Augmentative Communication (AAC) devices enable those who have lost the ability to speak, or have not developed speech, to communicate.</p> <p>EEF advocates for the use of Alternative and Augmentative Communication (AAC) as part of inclusive, "Five-a-day" teaching strategies for pupils with Special Educational Needs and Disabilities.</p> <p>To ensure an AAC strategy is successful, the EEF stresses the importance of effective implementation, which includes thorough staff training and close collaboration with speech and language therapists.</p>	<p>1,2,3,4 & 5</p>
<p>All staff will receive ongoing training and development of pedagogy to sustain quality first teaching and curriculum development/enrichment across the school.</p>	<p>Excellent teaching has the greatest impact on the outcomes of disadvantaged students, so this must be a priority. Principles of 'what makes great teaching' to be followed and applied to CPD strategy planning (Sutton Trust research).</p>	<p>1,2,3,4 & 5</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions- Pupils not making expected progress will receive targeted interventions, based on personal need, within their class, 1-1 or class grouping.	<p>The EEF has found that small group tuition is effective and is most likely to have a higher positive effect when targeted at pupil's specific needs and that 'Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues.</p> <p>At Winchelsea School, we recognise that our pupils learn best when taking part in interventions with the staff and pupils they know well which has led to the decision to provide interventions within the pupils' own class groups.</p>	1,2, 3 & 4
Interventions to support dyslexia called 'Toe by Toe'	<p>Toe by Toe is a structured, phonics-based reading manual explicitly designed for children who struggle with reading, particularly those with dyslexia.</p> <p>Research by EEF highlights that <i>Toe by Toe</i> achieves positive impacts on reading accuracy and improvements in comprehension.</p>	1,2,3 & 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison officer to advise and collaborate with families and the Pupil Participation team to provide tailored support to pupils and families.	<p>Pupils are offered high quality, tailored support from the Pupil Participation team who know them well. This has been a successful approach in the past at Winchelsea School. 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</p>	1,2,3,4,5 & 6
Specialised Tailored Resources	<p>We recognise that individual pupils require individual support and approaches to their learning at times.</p>	1, 2, 3 & 4

<p>A budget for each child in receipt of PP that enhances their access to the thematic curriculum. Purchases can be in the form of physical resources or additional therapies/experiences or assessments.</p>	<p>This approach enables us to tailor resources and experiences to pupils based on need. NFER report on supporting the attainment of disadvantaged pupils (2015) showed that more successful schools ensure that they provide support for individual learning needs.</p>	
<p>To provide subsidised educational visits, visitors and residential trips for all children</p>	<p>School to subsidise trips and costs to remove any financial barriers. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Attendance support</p>	<p>EEF (2020) suggest that ongoing support and communication with parents regarding attendance is vital. The DfE report shows a link between regular school attendance and attainment. An NFER report on supporting the attainment of disadvantaged pupils (2015) showed that more successful schools respond quickly to poor attendance.</p>	<p>1, 2,3,4 & 5</p>

Total budgeted cost: £109,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/2026 academic year using our own internal assessments.

100% of KS4 and KS5 pupils achieved at least one accredited qualification. These ranged from Entry Level Certificates and Functional Skills in Maths and English including L1 and L2. ASDAN Personal Progress at E1 and D of E Bronze and Silver Award.

As result of the implementation of our individualised approach in combination with our thematic curriculum, quality first teaching and vigorous data captures, progress meeting and interventions, we are seeing a good level of achievement across the school. This internal data shows that a large number of our vulnerable pupils are exceeding the targets set at the beginning of the academic year in English and Maths. FIGURE- Helen

Disadvantaged pupils continue to have a targeted amount of time working with the Pupil Premium Champion, either 1-1 or in a small group. During this time, disadvantaged pupils work towards specific targets, derived from referrals from their class teachers or as a result of professional discussions during progress meetings. 100% of pupils have achieved their GAS Goal targets as a result of working with the Pupil Premium Champion.

A positive example of this is that one pupil took part in the Year 6 English SATs with appropriate access arrangements and support.

Whole school attendance for 2025/206 was 91.6%. This is higher than the national and just below the local average for special schools. Attendance for disadvantaged pupils was 90.3%. Attendance process and procedures, are in line with our Attendance Policy is managed by our Attendance officer at Winchelsea. To improve attendance for vulnerable pupils, we provide online tutoring for English and Maths. We ensure we are in regular contact with parents and carers as well as the local authority to support attendance in school. Through the Arbor App, parents and carers have access to their child's attendance data at all times. The intervention team work across all satellite provisions to provide pre-teaching, build confidence and embed strategies and curriculum knowledge.

Consistent and rigorous action in line with school policy and local government policy is having a positive impact on outcomes for disadvantaged pupils and whole school data, which evidence an upward trend over time. The school conducts termly progress meetings with the assessment lead, curriculum leads and class teachers as well as regular meetings with the intervention team to track and monitor pupil progress, including focussed discussions on the progress of disadvantaged pupils. Drop-in sessions, book scrutiny and meetings with curriculum leads, the teaching team and the intervention team supports targets to be embedded across the curriculum and impacts overall progress.

We continue to develop a whole school pro-active approach, ensuring attendance is considered as important as safeguarding, taking action before pupil attendance drops below 95%. We continue to work closely, in collaboration with our parents and carers, the LA

attendance officer each ½ term, educating parents around the importance of good school attendance and the negative impact that school absence can have on pupil development and progress. Part of the on-going work with parents and carers, involves our attendance officer and or our Family liaison worker and or our Pupil Participation team supporting families, home visits, which continue to impact positively on improved attendance for individual pupils.

As an additional tool to help support academic progress and help disadvantaged pupils achieve their full potential, specialist resources and equipment have been supplied where required. These resources and equipment are a valuable tool to help pupils build resilience and independence with their learning, with such resources being used independently without reliance on classroom staff support. Resources have included reading pens, writing slopes, colour overlays and a range of handwriting pens and pencil grips. The school has also provided ipads with specific applications to support communication and vocabulary use.

If a Dyslexia diagnosis is suspected, a pre-Dyslexia screening is carried out before requesting a full Dyslexia assessment. The same process is followed for Dyscalculia as for Dyslexia. 4 pupils have accessed the pre-Dyslexia screening which has led to 1 full Dyscalculia assessment.

We provide a broad range of opportunities to support access to activities that our vulnerable pupils may not otherwise be able to experience. These include, Duke of Edinburgh awards, visits to our surrounding area and curriculum related locations, such as Winchester Science Museum. Through evaluations and feedback from staff and pupils, these opportunities have enabled disadvantaged pupils to further develop their communication skills, self-confidence and skills for life.