

1. Pupil premium strategy statement (primary) Summary information

School	Windmill Primary School				
Academic Year	2019 /20	Total PP budget	97,370.00	Date of most recent PP Review	
Total number of pupils	630	Number of pupils eligible for PP	72	Date for next internal review of this strategy	Nov 2019

2. Current attainment (Year 6 2019)

10 pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% achieving in reading, writing and maths	50%	63%
% making progress in reading	56%	0.2
% making progress in writing	69%	-1.2
% making progress in maths	69%	-0.5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A limited vocabulary on entry to school.
B.	Emotional and mental health issues
C.	Behaviour issues for a small group of children relating to attachment.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Low parental engagement
E.	English as a second language

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the vocabulary of a group of targeted pupils.	The vocabulary that pupils are using in their writing will be more diverse and effective in their choice.
B.	To improve the emotional and mental health of individual pupils.	The pupils will be more emotionally stable and less anxious.
C.	Behaviour issues of specific children across the school addressed.	Fewer behaviour incidents for these pupils.
D.	Increase parental involvement of key families.	The parents are actively engaged in supporting their children's learning.

E.	All EAL pupils have access to the curriculum through language support	Attainment for EAL pupils is equal to those whose first language is English.
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5. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the recall of key number facts across the school.	<ul style="list-style-type: none"> Subscribe to Sundog and Times table Rockstars Run age specific maths workshops for parents. Try to target families eligible for PP. TA training for First Class at Number intervention. 	<ul style="list-style-type: none"> Analysis of KS1 And KS2 maths standard assessment shows that recall of facts is an inhibiting factor for pupils in accessing the problem solving and reasoning aspects of the maths curriculum. There is a higher % of PP pupils whose recall is poor 	<ul style="list-style-type: none"> Regular assessments will track the progress that is being made by pupils with their recall of number facts. School to run parent workshops to support parents at home with helping their children to have recall of key number facts. Embed recall of key number facts into dally teaching practice. 	JD / EW	Dec 2019 / Mar 20 / July 20
To raise attainment in writing through improving speech and communication skills for some pupils. To improve the quality of pupils' spelling	<ul style="list-style-type: none"> Use Talk Boost to support language development. Use TA support to deliver the intervention. Continue to embed book talk and whole class teaching of reading. Implement No Nonsense Spelling. And SPELL strategy 	<ul style="list-style-type: none"> Analysis of data shows that pupils in reception who do not attain expected outcomes in literacy have a language deficit. Pupils at KS2 who don't meet expected levels have a limited vocabulary due to communication issues and limited reading experiences at home. Limited access to books links to poor spelling. 	<ul style="list-style-type: none"> Attainment of all pupils to be assessed at the end of each term. Staff moderation meetings to assess progress in writing across the school. 	Literacy team	Dec 2019 / Mar 20 / July 20
Total budgeted cost					£7000
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all pupils with EAL are able to access the curriculum	1-1 and small group work for pupils whose English isn't proficient enough for them to access the curriculum. Include pupils who need support for grammatical errors as a result of their language.	<ul style="list-style-type: none"> Pupils who enter the school with very low levels of English are unable to access the curriculum without specialist support for a period of time. Analysis of grammatical errors in writing often relate to EAL issues especially in years 4, 5 and 6. 	<ul style="list-style-type: none"> EAL pupils are tracked through the school assessment system. Progress is carefully monitored and recorded for each pupil. 	AH	Dec 19 / March 20/ July 20.
To diminish the attainment gap for all PP pupils.	1-1 tutor and TA support for targeted pupils. 1-2 From Jan '20 split the Year 6 classes into 4 groups for teaching 3X English and Maths sessions per week.	<ul style="list-style-type: none"> Giving targeted support to individual pupils to fill gaps in their learning supports them in accessing their class curriculum more effectively. 	<ul style="list-style-type: none"> The pupils will be assessed pre and post intervention to measure impact. The 1-1 tutor will liaise with the class teacher to identify key gaps to fill. The intervention will be clearly timetabled. 	JD	Dec 19 / March 20/ July 20.
To increase pupils access to high quality texts and language.	Subscribe to Lunchbox Put Arch Readers in Years 1-5	<ul style="list-style-type: none"> Analysis of pupils who are underachieving in English shows that many of them don't have reading support at home and have a limited access to books. Children who read a lot usually have a wide vocabulary on which to draw when writing and have better spelling as they are regularly exposed to a wide variety of words. 	<ul style="list-style-type: none"> The pupils reading and writing assessments will be used as a baseline and to evaluate impact. The Arch readers and Lunchbox lead will be clearly timetabled. 	JW	Dec 19 / March 20/ July 20.
To improve pupils' recall of key number facts to help them in accessing reasoning and problem solving.	<ul style="list-style-type: none"> Subscribe to Sumdog and Times Table Rockstars. Implement the intervention The Power of 2. 1-1 tutor to work with pupils with 	<ul style="list-style-type: none"> Lack of confidence is a key issue in pupils' capacity to tackle new maths challenges. Evidence from previous years shows that all pupils who do this regular intervention improve their recall of key facts and develop much greater confidence with maths. 	<ul style="list-style-type: none"> The pupils will be assessed pre and post the intervention to measure impact. The 1-1 tutor will liaise with the class teacher to identify key gaps to fill. The intervention will be clearly timetabled. 	JD / EW	Dec 19 / March 20/ July 20.

	poor recall of number facts.				
Total budgeted cost					£25,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the mental health of pupils	Employ a play therapist to support pupils who have emotional issues. To have a regular Learning Mentor who supports pupils undergoing an emotional time and to support attendance issues. ELSA intervention	<ul style="list-style-type: none"> Pupil progress meetings often show that the key barrier to learning for some children is their emotional wellbeing linked to trauma in their lives. 	<ul style="list-style-type: none"> The progress of pupils is measured through the Strengths' and Weaknesses questionnaire both pre and post intervention. 	JA/CH	After each 10 week intervention
To give pupils access to wider learning opportunities.	To fund residential visits in Year 4 and 6 so that any pupil can attend regardless of their capacity to pay.	<ul style="list-style-type: none"> Residential visits increase pupils' capacity to be independent and to extend their life experiences. 	<ul style="list-style-type: none"> All pupils who request support for their visit will be funded if they are in receipt of PP funding. 	JD	July 20
To ensure a smooth transition into school each morning.	Provide Breakfast Club,	<ul style="list-style-type: none"> Evidence shows that pupils who start school with a good breakfast and a settled transition into school are more able to settle to their learning. 	<ul style="list-style-type: none"> The behaviour of these pupils will be tracked through the school tracking system to see if there is an improvement in their behaviour after Breakfast Club. 	CH / AH	Dec 19 / March 20/ July 20.
To support pupils with gaining confidence through attendance at clubs.	Identify pupils who would benefit with attending wider curriculum clubs.	<ul style="list-style-type: none"> Low self-esteem can be a barrier to pupils' learning. Clubs can be a way of improving a child's confidence. 	<ul style="list-style-type: none"> Monitor the impact through observation of individual pupils and through their classroom progress. 	Class teachers	Dec 19 / March 20/ July 20.
Total budgeted cost					£60,000

6. Review of expenditure				
Previous Academic Year		2018 /19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the recall of key number facts across the school.	<ul style="list-style-type: none"> Give out maths parent pack to all Reception children. Subscribe to Sundog 	<p>The % of pupils attaining expected standard in maths increased at end of KS1 from 83% in 2018 to 84% in 2019.</p> <p>The % of pupils attaining expected standard in maths increased at end of KS2 from 81% in 2018 to 86% in 2019.</p> <p>The % of PP pupils at end of KS2 meeting the expected standard in maths increased from 69% in 2018 to 75% in 2019.</p>	<p>This increase in attainment indicates that strategies employed were successful in raising attainment for both non PP and PP pupils across the school.</p> <p>These strategies will continue in 2019 /20</p>	£3250
To raise attainment in writing through improving speech and communication skills for some pupils.	<ul style="list-style-type: none"> Train staff to deliver Talk Boost intervention. Read, Write Inc training for Reception / Year 1 staff. Use TA support to deliver the intervention. 	<p>78% of Reception pupils attained GLD overall. The % of pupils attaining GLD in Reception in writing was 81%, in reading was 83% and in speaking was 95% - all above the national average and an increase from 2018.</p> <p>92 % of pupils passed the phonic screening in Year 1.</p> <p>89% of pupils in Year 2 passed their phonics test. This was an increase of 7% on the previous year, this reflected the cohort. Progress for pupils within the year was good. All 7 of the PP children in Y2 passed their phonics screening check.</p> <p>The attainment scores show that the strategies employed were successful in raising attainment. For PP pupils.</p>	<p>Boosting vocabulary has a positive impact on outcomes in Reception and Year 1 in terms of raising attainment. Maintain this intervention.</p> <p>The rigour of Read, Write Inc had a positive impact on pupils' progress and attainment.</p>	£3520
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To ensure that all pupils with EAL are able to access the curriculum	1-1 and small group work for pupils whose English isn't proficient enough for them to access the curriculum. Include pupils who needs support for grammatical errors as a result of their language.	. Only 1 pupil was EAL and PP in Y6. This pupil attained expected standard in all areas. The support the pupils get for EAL is very effective and attainment of EAL pupils is in line with or higher than non EAL pupils.	Focussed 1-1 and small group EAL support is very effective in helping EAL pupils to access the curriculum. Maintain this intervention.	£10,934
To diminish the attainment gap for all pp pupils.	One to one tutor and TA support for targeted pupils. Assistant Head to teach in year 6 Jan '19 to May '19 4x mornings a week to accelerate progress for pupils at risk of not attaining the expected level. Numskills interventions for Year 2 pupils.	7 of the 12 PP pupils that had 1-1 for writing attained the expected standard. 5 of the 7 pupils that had 1-1 tuition for reading attained the expected standard. 7 of the 8 PP pupils who had 1-1 for maths attained the expected standard.	This 1-1 tuition was effective in supporting pupils with meeting the expected standard. Maintain the intervention.	£36,096
To increase pupils access to high quality texts and language.	Subscribe to Lunchbox Put Arch Readers in o Years 1-5	The % of pupils in KS1 attaining expected standard in reading had decreased by 5%; from 88% in 2018 to 83% in 2019. All PP pupils in Year 2 met the expected standard in reading. The % of pupils at end of KS2 meeting the expected standard in reading in 2019 was 76%. The % of PP pupils attaining the expected level in reading was 50%.	ARCH readers are good value for money and pupils who work with them make good progress. The Lunchbox Club is successful in increasing the breadth of reading that pupils in Year 5 do. This strategy is aimed at PP pupils. Maintain the strategies,	£3110
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the mental health of pupils	Employ a play therapist to support pupils who have emotional issues. To have a regular Learning mentor who supports pupils undergoing an emotional time and to	A high % of pupils making slower progress have been identified as having emotional needs which are impacted on their academic progress. The progress of pupils who have been supported through supporting their mental health increases as a result of this intervention.	This intervention is successful in raising progress and attainment as it build pupils self- confidence and gives strategies for them to employ when they are feeling stressed. Maintain these interventions.	£30220

	support attendance issues. Inside out intervention			
To give pupils access to wider learning opportunities.	To fund residential visits in Year 4 and 6 so that any pupil can attend regardless of their capacity to pay.	This intervention enables PP pupils to take part in residential visits. The impact of these is huge in terms of increasing independence and confidence.	This intervention is value for money due to the positive impact that it has the more vulnerable pupils. Maintain the intervention.	£4722
To ensure a smooth transition into school each morning.	Provide Breakfast Club,	This has had a positive impact of pupils who struggle to transition into school. It also ensures that these pupils have a good breakfast which helps them to maintain concentration.	Breakfast Club support is an important intervention and should be maintained.	£800
To support pupils with gaining confidence through attendance at clubs.	Identify pupils who would benefit with attending wider curriculum clubs.	Accessing after school clubs, enabling pupils to learn new skills has been very effective in raising confidence.	Maintain this provision.	£575

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk