

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Windmill Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lynn Knapp
Pupil premium lead	Andy Howe
Governor / Trustee lead	Roz Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,950.00
Recovery premium funding allocation this academic year	£3016.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,955.25

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:-:

- oral language, and vocabulary
- English as an additional language.
- Self-confidence and resilience when facing challenge.
- Mental health and anxiety
- Gaps in learning due to lockdown in Covid.
- Attendance and punctuality

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our expectation at Windmill Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers, writers, mathematicians and lifelong learners. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. The approaches we have adopted complement each other to help pupils to excel..

To ensure they are effective we will:-

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At Windmill Primary School, we have adopted a tiered approach to Pupil Premium spending (as recommended by the EEF) which allows us to focus on a series of targeted strategies which will have the greatest impact.

- Teaching
- Targeted academic support
- Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.
2	<p>There is an attainment gap between pupils who are disadvantaged and non-disadvantaged in reading and writing. Analysis of tracking data July 2022 shows that this is the pattern in all year groups but greatest in Year 2 and 3. In year 2 0% (4 pupils) met ARE at the end of year 2 compared to 83% of non-disadvantaged pupils in reading. In writing 0% of disadvantaged pupils met ARE compared to 63% of non-disadvantaged.</p> <p>In Year 3 29% (2 of the 7 pupils) of disadvantaged pupils met ARE compared to 66% of non-disadvantaged pupils in reading. The % of disadvantaged pupils meeting ARE in writing was 29% (2 of 7 pupils) compared to 66% of non-disadvantaged.</p> <p>Progress in reading in years 2 and 3 for the disadvantaged was good with 100% making expected progress. In writing 75% of the disadvantaged pupils made at least expected progress, 25% made accelerated progress. In Year 3 100% of disadvantaged pupils made expected progress.</p>
3	50% of the disadvantaged pupils have English as an additional language. For some pupils this impacted on them accessing on-line learning in the partial lockdowns.
4	60% of the pupils have been identified as lacking self-confidence and resilience due to emotional barriers that they have to learning.
5	Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.
6	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>The overall attendance % for disadvantaged pupils 2021/22 was 92.6% compared to non-disadvantaged pupils which was 94.6%</p>

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
Improved oral language for disadvantaged* pupils.	Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school to no more

	than 5%. This is within a context of high attainment for all.
Improved vocabulary for disadvantaged pupils	Standardised vocabulary test scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%. They should also be benchmarked against age-related expectations. This is within a context of high attainment for all.
All disadvantaged pupils leave Windmill as strong readers	.KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%. Pupils are assessed against the national standard using the NFER reading test and fluency reading test. to inform the next steps. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5% at Windmill Primary School.
All disadvantaged pupils leave Windmill as strong writers:. They have the skills:- <ul style="list-style-type: none"> • Effective use of punctuation and grammar to control their sentence structure. • Rich vocabulary to implement in writing. • Have a range of strategies , based on phonics and word patterns to use when spelling words. 	Teacher assessment of pupils' writing demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school to no more than 5%. This is within a context of high attainment for all.
Disadvantaged pupils whose barrier to high attainment is their capacity to read and write English make better than expected progress to close the gap between them and their peers.	Teacher assessment and standardised tests show that the attainment gap between disadvantaged pupils / EAL and non-disadvantaged / EAL pupils is no more than 5% in reading and writing.
For all of the disadvantaged pupils to have a high level of self confidence and resilience that supports them in taking risks with learning.	Teacher assessment and standardised tests show that the attainment gap between disadvantaged pupils and non-disadvantaged pupils is no more than 5% in reading and writing.
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is at least 95% each half term. In the 2020 academic year the figure was 91.4%. compared to 96.1% for non-disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have membership to The National College to ensure access to high quality CPD for all staff members	Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,,3,4,5
Instructional Coaching to develop teacher expertise in supporting lower attaining pupils.	Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment	1, 2, 3
Embedding dialogic teaching across school. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.	Home Page Research Schools Network Dialogic Teaching EEF (educationendowmentfoundation.org.uk)	1,2,3,

<p>Embedding reciprocal reading as part of a whole school reading approach. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p>	<p>Preparing_Literacy_Guidance_2018.pdf (educationendowmentfoundation.org.uk) Literacy_KS1_Guidance_Report_2020.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3</p>
<p>To embed metacognitive approaches to teaching across the school.</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

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

Budgeted cost: £40,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Boost ICan.</p>	<p>https://ican.org.uk/talk-boost/ 1 Additional phoni</p>	<p>1.</p>
<p>Targeted interventions across the school, such as Project X Code Accelerated Reader Word Wasp / Toe by Toe</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p>	<p>1 2 , 5</p>
<p>Pre and Post-teaching across the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1 2 3 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
To provide targeted support for pupils whose first language isn't English and for whom this is a barrier to their attainment and progress.	https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/	3
To provide regular 1-1 support for reading using ARCH volunteer Readers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4
To use metacognitive teaching strategies to support deeper learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5,6

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

Budgeted cost: £14,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted nurture support for individuals whose barrier to learning is anxiety and emotional needs.	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
To ensure equality of access for disadvantaged pupils to access school day visits /residential visits	https://www.yesfutures.org/post/2018/04/10/the-importance-of-residential-trips#:~:text=Residential%20trips%20lead%20to%20improved,such%20as%20confidence%20and%20resilience.	1, 4,
Free Breakfast club place for key pupils and families who need support with attendance and punctuality.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme	5, 6

Contingency fund for acute issues to be responsive.	<i>Resources set aside for needs not yet identified. Our experience tells us this is important to be able</i>	
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Total budgeted cost: £ 72,870

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Progress

- Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance in reading, writing and maths improved in the last academic year in line with our strategy goals. In reading 100% of disadvantaged pupils made at least expected progress with 25% making accelerated progress. In writing 100% of pupils made at least expected progress with 50% making accelerated progress. In maths 100% of disadvantaged pupils made at least expected progress with 25% making accelerated progress.

Attainment

Phonics Screening

- 5 of the 13 pupils in receipt of pupil premium achieved the passmark in phonics. Of the 8 pupils who didn't attain the expected standard, 6 have EAL as their learning barrier..

Key Stage 1

- Of the 3 pupils who are in receipt of pupils premium, none of them attained ARE in either reading or writing. 2 of them attained ARE in maths.

Key Stage 2

Of the 4 pupils who were in receipt of pupil premium 3 of them attained ARE in reading and writing. Two of them attained ARE in maths.

Attendance.

- In 2020 /21 the gap between pupil premium pupils and non-pupil premium pupils was 5.7%. In the academic year 2021 /22 the gap was reduced to 2%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk Boost	Ican

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.