

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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)	2023 -2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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	£86,790
Recovery premium funding allocation this academic year	£0
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	£86,790

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 challenges.
- 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. This is impacting on attainment in reading and writing.
2	16 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 and the deficit is still being seen in their learning. It also impacts on attainment in reading and writing due to vocabulary deficit and differences in the grammatical structure of different languages.
3	60% of the pupils have been identified as lacking self-confidence and resilience due to emotional barriers that they have to learning.
4	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. The gaps are greatest in the current year 3s and 5s.
5	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. The overall attendance % for disadvantaged pupils 2022/23 was 90.72% compared to non-disadvantaged pupils which was 95.9%

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 and vocabulary 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. 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	Year 1 and 2 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their

	<p>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.</p> <p>End of Key Stage 2 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.</p>
<p>All disadvantaged pupils leave Windmill as strong writers:. They have the skills:-</p> <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. 	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>For all of the disadvantaged pupils to have a high level of self confidence and resilience that supports them in taking risks with learning.</p>	<p>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.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils is in line with non-disadvantaged pupils.</p>

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: £32,315

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
Effective feedback being used to accelerate progress for all pupils.- training and instructional coaching to develop this skill.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1,2,3,4
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,
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,
Embedding reciprocal reading as part of a whole school reading approach. This will include professional development, instructional coaching and teacher release time working with internal expertise.	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	1,2,3

There will be a sharp focus on supporting early career teachers here, complimenting the ECF.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-rep	
To embed metacognitive approaches to teaching across the school.	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2,3,

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

Budgeted cost: £40,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost ICan.	https://ican.org.uk/talk-boost/ Additional phonics - Fresh Start	1, 2
Targeted interventions across the school, such as Project X Code Read,Write, Inc intervention / Toe by Toe	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	1 2, 4
Pre and Post-teaching across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3
To provide targeted support for pupils whose first language isn't English and for	https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/	2

whom this is a barrier to their attainment and progress through a support teacher.		
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, 3
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,

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

Budgeted cost: £14,714

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/national-school-breakfast-programme	4. 5,
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>	

Total budgeted cost: £86,686

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress		
Each outcome had been evaluated for progress throughout 2022 /23 and highlighted the strengths and identified areas that still need to be addressed.		
Intended Outcome	Strengths	Areas for Development
Improved oral language for disadvantaged* pupils.	There are lots of opportunities for pupils to talk in lessons. This is evidenced through monitoring of lessons. Progress for pupils in interventions to support oral language make good progress.	Continue with an emphasis on developing oral language through:- <ul style="list-style-type: none"> ● targeted interventions ● talk based lessons with specific focus on high frequency words. ● Additional support for pupils who have vocabulary gaps due to EAL.
Improved vocabulary for disadvantaged pupils	Vocabulary work is built in across the curriculum. Monitoring of writing and discussions with pupils show that they are retaining taught vocabulary and using it in their writing.	Continue with the current strategies of traffic lights . goldilocks words and specific talk based interventions.
All disadvantaged pupils leave Windmill as strong readers	Progress in Year 6 was good with 85% of the disadvantaged pupils making accelerated progress. 100% made at latest expected progress. This compared to 48% of non-disadvantaged pupils making accelerated progress.	In the end of KS2 Sats 38% of the disadvantaged pupils attained ARE compared to 79% of non-disadvantaged pupils Attainment needs to be further accelerated to ensure that the attainment gap is closed.
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. 	Progress in writing for disadvantaged pupils was in line with that of non-disadvantaged with 100 % making at least expected progress and 14% making accelerated progress.	The attainment gap between non-disadvantaged and disadvantaged pupils was too high with only 29% of disadvantaged pupils meeting ARE compared to 61% of non-disadvantaged pupils.

<ul style="list-style-type: none"> • Rich vocabulary to implement in writing. • Have a range of strategies , based on phonics and word patterns to use when spelling words. 	<p>Analysis of pupils’ writing shows that the pupils are being adventurous with their vocabulary choices.</p> <p>All disadvantaged pupils who were asked about writing said that they enjoyed writing.</p>	<p>Accurate punctuation of sentences is the biggest barrier to pupils meeting ARE in writing.</p>
<p>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.</p>	<p>Pupils who join the school with no English make rapid progress with their spoken English.</p> <p>Progress in core subjects is good for pupils who are disadvantaged and EAL . 75% made at least expected progress and 31% made accelerated progress in reading, 78% of disadvantaged pupils made at least expected in writing and 13% made accelerated progress. In maths 100% of pupils made at latest expected progress with 25% making accelerated progress. These figures are very similar to the data for pupils who are non-disadvantaged and EAL.</p>	<p>Across the school there are 16 pupils who are both disadvantaged and EAL. Only 37% of these pupils attained ARE in reading and 13% of them in writing. This compares to 59% of pupils who are non-disadvantaged and EAL who attained ARE in reading. In writing it was 80%</p> <p>For pupils with EAL tenses and grammatical features, as well as accurate use of punctuation are a limiting factor and this is a target for future actions.</p>
<p>For all of the disadvantaged pupils to have a high level of self confidence and resilience that supports them in taking risks with learning.</p>	<p>17 of the 61 children received additional support from the pastoral support team. This was targeted at improving self confidence and resilience. Pupil interviews with these pupils show that they value the intervention and can say that it supports them in managing their emotions.</p>	<p>Continue with current provision. Other pupils have been identified as needing support in 2023 /24.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>Of the 61 pupils who are disadvantaged 72% had good attendance.</p>	<p>The overall attendance of disadvantaged pupils was significantly lower at 90.72% than that of non-disadvantaged pupils whose attendance was 95.3%</p> <p>Of the 28% whose</p>

		<p>attendance was below 90% 18% had valid reasons their lower attendance and fell just under the 90% threshold, 8% of the pupils had low attendance due to SEND needs.</p> <p>Attendance needs to continue to be a target for the disadvantaged pupils.</p>
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Overall Outcomes Linked to Data

Attainment

Phonics Screening

- 2 of the 5 pupils in receipt of pupil premium achieved the passmark in phonics. Of the 3 pupils who didn't attain the expected standard, 1 child was disapplied due to his SEND needs, 1 child has EAL as their learning barrier and 1 has other SEND needs.

Key Stage 1

- Of the 15 pupils who are in receipt of pupil premium, 6 of them attained ARE in reading and 5 attained ARE in writing. 5 of them attained ARE in maths.

End of Key Stage 2

- Of the 7 pupils who were in receipt of pupil premium 5 of them attained ARE in reading and 2 of the 7 attained the expected level in writing. Six of them attained ARE in maths.

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.