

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	396
Proportion (%) of pupil premium eligible pupils	71 (18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Suzanne Edwards
Pupil premium lead	Sophie Clent-Green
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99770
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring Fund	£9072 (minus school contribution £2268)
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	£108180 (£114984 with tutor fund)

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Primary School, we organise teaching and learning in order to meet the needs of all of our children to ensure maximum impact.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and should be making accelerated progress.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we strive to ensure that all pupils make good progress, whilst bridging the gap in the levels of attainment between FSM and non-FSM pupils.

Challenges

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

Challenge number	Detail of challenge																		
1	<p>PP children historically do not attain in line with their non PP peers.</p> <table border="1"> <thead> <tr> <th colspan="3">Attainment 2020/21</th> </tr> <tr> <th></th> <th><i>Pupils eligible for PP (Years 1-6)</i></th> <th><i>Pupils not eligible for PP (Years 1-6)</i></th> </tr> </thead> <tbody> <tr> <td>% achieving in line with National expectations in reading, writing & maths</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>% achieving in line with National expectations in reading</td> <td>63%</td> <td>78%</td> </tr> <tr> <td>% achieving in line with National expectations in writing</td> <td>48%</td> <td>70%</td> </tr> <tr> <td>% achieving in line with National expectations in maths</td> <td>51%</td> <td>79%</td> </tr> </tbody> </table>	Attainment 2020/21				<i>Pupils eligible for PP (Years 1-6)</i>	<i>Pupils not eligible for PP (Years 1-6)</i>	% achieving in line with National expectations in reading, writing & maths	47%	65%	% achieving in line with National expectations in reading	63%	78%	% achieving in line with National expectations in writing	48%	70%	% achieving in line with National expectations in maths	51%	79%
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2	PP children are more likely to be dysregulated in class and disrupt their own and others learning due to ACEs.																		
3	PP children have limited experiences outside of the local area.																		
4	PP children attendance figures are below national expectation. Attendance figures 2020-21 for PP pupils was 89.7%																		
5																			

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
<p>Increase attainment and progress in Phonics, Reading, Writing and Maths through targeted intervention and Quality First Teaching (QFT)</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> • <i>Attainment gap between PP and non-PP to be within 5%</i> <p><i>Combined scores to exceed 70% in all classes</i></p>	<p>Develop CPD of staff to ensure delivery of quality interventions to increase impact</p> <p>Teaching staff CPD to be obtained/delivered to improve QFT (80% of teaching to be at least good)</p> <p>Ensure all interventions are purposeful and have impact on progress</p> <p>Regular monitoring of the interventions to review impact</p> <p>Power Maths training to be delivered to all staff to develop skills</p> <p>20-Day challenge to be implemented for all children</p> <p>RWI phonics CPD for all staff to increase consistency of teaching</p> <p>Phonics boosters to be implemented for years 1 & 2 to address missed learning due to COVID</p> <p>CPD for teaching staff to ensure consistency of QFT</p> <p>Most vulnerable pupils receive bespoke small group provision to secure basic literacy and numeracy.</p> <p>Targeted approach provides intensive catch up for pupils in years 3 and 4 who cannot access curriculum due to very low literacy and/or numeracy levels</p> <p>Provision supports other children to learn in an environment that is calm and focused.</p>
<p>To improve pupil behaviour and outcomes through the development of the children's abilities to self-regulate.</p> <p><i>Link to SDP: Behaviour and relations policy supports attachment awareness and ensures consistency across the school</i></p>	<p>Develop CPD of staff to ensure delivery of quality interventions to increase impact</p> <p>Teaching staff CPD to be obtained/delivered to improve QFT (80% of teaching to be at least good)</p> <p>Ensure all interventions are purposeful and have impact on progress</p> <p>Regular monitoring of the interventions to review impact</p> <p>Power Maths training to be delivered to all staff to develop skills</p> <p>20-Day challenge to be implemented for all children</p> <p>RWI phonics CPD for all staff to increase consistency of teaching</p> <p>Phonics boosters to be implemented for years 1 & 2 to address missed learning due to COVID</p> <p>CPD for teaching staff to ensure consistency of QFT</p>
<p>Provide the children with a range of enhanced curriculum opportunities including access to all school trips and visitors. Address cultural capital gaps for PP children by increasing opportunities</p> <p><i>Link to SDP: Parents and school working in partnership to support children's emotional needs</i></p>	<p>EYFS resources purchase in line with Early Excellence approach</p> <p>Early Excellence training for EYFS staff</p> <p>Develop EYFS teams understanding of the new curriculum</p> <p>Provide opportunities for PP children working AT to reach GD (intervention/support to challenge)</p> <p>Provide internal and external opportunities for the children to have an enhanced learning experience</p> <p>Use pupil voice to design curriculum enhancement opportunities</p>

	Provide opportunities to access extra-curricular activities to support social skills and relationships (peer and sibling)
To increase attendance figures for PP children so they are in line with national (95%)	<p>Provide opportunities to access before school clubs to support attendance</p> <p>Provide incentives for the children to attend – stickers / rewards/certificates</p> <p>Weekly year group trophy to incentivise</p> <p>Meet and greet to be organised for appropriate pupils</p> <p>Identified adults to support children reluctant to come in - SENCo to support children/families with historic low attendance</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:

£750 Training package for Power of Reading

£1800 RWI phonics training for all staff

£4800 for introduction of early excellence resources and training improve learning opportunities and enhance curriculum

£41,320 (Proportion of SENCo salary to provide support for vulnerable pupils + TA costs to deliver interventions)

£400 Employment of SEND specialist to co-ordinate / support set up of bespoke small group literacy and numeracy teaching. (3 days across autumn term 2)

£10 237 (£7110 from Recovery Premium and balance from PP) Fixed term AT to support intervention and therapy deliveries (Nov – July 0.5 fte) in Y1, 3 and 4

£9 702 (£6 804 tuition funding + £2268 school contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Power of reading CPD for all staff to be introduced September '21 to increase expertise to deliver English teaching and intervention – Power of reading is writing scheme of work for whole school teaching</p> <p>Power Maths training (CPD) to be delivered to all staff September training day to increase knowledge and understanding of Power Maths scheme. A number of new staff members unfamiliar with Power Maths</p> <p>Maths interventions to be carried out in each year group by L2 TAs to support progress</p> <p>Year group reading interventions to support fluency and comprehension</p> <p>RWI phonics training for staff to improve consistency of delivery to improve outcomes</p> <p>20-Day challenge to be implemented for all PP children (subject selection based on data)</p> <p>Improve EYFS environment to increase learning opportunities and enhance the curriculum</p> <p>Introduction of Early excellence approach to enhance learning experience, develop independence of learners and create a stimulating environment</p> <p>1 x L2 TA to support intervention delivery in each year group</p> <p>Analysis of year 5 and 6 data to identify priority pupils for recovery tuition in reading and maths</p> <p>11 groups of pupils identified for 1:3 tuition in target subject area for 10 weeks beginning 17th Jan: 2 x 30 minute sessions each week</p> <p>Small group booster sessions in year 6 support target children to achieve greater depth in RWM</p>	<p>Phonics data to be analysed and presented to SLT/Govs</p> <p>Academic data for Reading, writing and maths to increase to in line with national</p> <p>Working records monitoring by SENCo to ensure consistent delivery</p> <p>Diagnostic data review informs targeted teaching in class</p> <p>Benchmark assessment evidences pupil progress in target subject area: pupils securely on track to achieve expected standard in RWM at end of year</p> <p>1 day /week additional teaching capacity in Y6 (Jan – April) subject to successful recruitment</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

£2000 (CPD training for all staff, Regulation station boxes for each class and continuing replenishment, Zones of regulation books to support delivery and Sensory Circuits equipment/resources)

£6000 (1 x L2 TA to deliver the emotional literacy interventions and supervise the children)

£6000 (to provide outside agency support, counselling, play therapy, further EP support)

£22,100 (Allocated 85 x £260 for PPF cards. Currently 74 chn, planned for growth due to possible new starters and/or change in circumstances)

£4000 (allocated to provide enhancement for the children to improve wellbeing and social interaction through training of play leaders and sports coaching at lunchtime)

£7500 (3 x groups to access Equestrian therapy)

£2500 (Allocated to support those children who need to attend breakfast club to support attendance and purchase incentive rewards)

£1000 (2 adults, 5 days per week x 30 mins) – meet and greet

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Zones of regulation as a whole school approach to supporting children’s ability to self-regulate Purchase the Zones of regulation books for each year group to support behaviour management Regulation stations to be set up in each year group to give the children a safe space to regulate their emotions Sensory circuits to be put onto walls/corridors to encourage self-regulation Staff training to be implemented to ensure consistent approach (CT/TA/LTS)</p> <p>Launch lunchtime nurture space/group for children who struggle to access the playground and manage emotions – a number of PP/vulnerable pupils struggle to access the playground successfully Emotional literacy programmes to be delivered in the nurture space to support reintegration to playground (linked to Zones of regulation)</p> <p>Provide counselling, Play therapy or any other additional outside agency wellbeing/emotional support where required for vulnerable pupils To support additional needs of PPF pupils/families To offer further support PPF families to attend any additional trips e.g. residential trips</p>	<p>Data analysis of incidents reported – hotspot areas/children identified for pastoral/wellbeing support</p> <p>Boxall analysis to assess impact of intervention Number of behaviour incidents for nurture space attendees to reduce</p> <p>Boxall/wellbeing monitoring and analysis of outcome/progress</p>	<p>2</p>
<p>Support families to access school uniform, trips and extra-curricular activities to develop sense of belonging and social skills. Increased access to ALL trips to enhance curriculum experience. EEF research shows that children who feel that they belong and are equal function well within the school environment and it improves their wellbeing.</p> <p>Provide a learning experience/off-site curriculum enhancement opportunity for the children to address cultural capital gaps</p> <p>Equestrian experience programme to support vulnerable pupils to develop empathy and social skills</p>	<p>% engagement to be monitored data to be monitored termly – those who have engaged in spending vs academic/wellbeing data</p> <p>Area of need identified across the school to inform decision and then follow data to be analysed to assess impact</p> <p>Wellbeing and academic data for identified pupils to be analysed – attendance figures to be considered as evidence of impact</p>	<p>3</p>
<p>Weekly year group attendance award to be introduced to raise profile of good attendance (trophy for winning year group) Introduce a reward for children who have 100% attendance (stickers/certificates) Before and after school clubs offered as part of the PPF card offer (£100)</p>	<p>Termly monitoring of attendance figures – regular contact with parents of the children whose attendance has dropped</p>	<p>4</p>

<p>Offer of free breakfast club to PP pupils under 94% attendance (initial 6 week offer to improve attendance)</p> <p>Attendance lead to monitor PP attendance termly and contact parents to discuss when drops to >94%</p> <p>Morning meet & greet in the sensory garden/room 8:30 – 8:50 each morning for identified pupils</p>	<p>Attendance monitoring will identify improvements in attendance figures for specific children</p>	
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Total budgeted cost: £ 120,109 (minus school contribution of 2,268 for tuition) 117.841

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Investment in talk for writing: strengthened teaching of writing and supported engagement / progress of PP children

NELI training and resources for EYFS staff, speech and language 1:1 support and PIXL therapy interventions addressed gaps / barriers in learning and improved engagement / progress of PP learners

Learning mentor and Family Support Worker supported return to school, improved attendance and regulation of priority PP learners; investment in Play Therapy has improved attendance and engagement of target pupils

Pupil Premium card and funding for pupils to access Oxford Owl reading, Times Tables Rock Stars and funding for Y3 and 6 residential improved pupil access to core and wider curriculum

Externally provided programmes

Not applicable

Service pupil premium funding (optional)

Not applicable