

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	382
Proportion (%) of pupil premium eligible pupils	71 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr Rhys Penny
Pupil premium lead	Mrs Laura Giles
Governor / Trustee lead	Mr Andy Lakatos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90267
Recovery premium funding allocation this academic year	£9425
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	£99692

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.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

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	PP children historically do not attain in line with their non-PP peers. PP children, as a group, are not making as rapid progress in core subjects compared to their non-PP peers.
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.

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>1. Increase attainment and progress in Phonics, Reading, Writing and Maths through targeted intervention and Quality First Teaching (QFT)</p>	<p>Develop CPD of staff to ensure delivery of quality interventions to increase impact Teaching staff CPD to be obtained/delivered to improve QFT (80% of teaching to be at least good) Ensure all interventions are purposeful and have impact on progress. Additional reading time. Introduction of White Rose maths and Talk for Writing across the school with training and support for all staff. Regular monitoring of the interventions to review impact RWI phonics CPD for all staff to increase consistency of teaching CPD for teaching staff to ensure consistency of QFT Provision supports other children to learn in an environment that is calm and focused.</p>
<p>2. To improve pupil behaviour and outcomes through the development of the children's abilities to self-regulate.</p>	<p>Introduction of Zones of Regulation across the school. New Behaviour policy introduced creating consistency across the school. Individual plans for children with specific needs.</p>
<p>3. 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>Provide opportunities for PP children working AT to reach GD (intervention/support to challenge) Provide internal and external opportunities for the children to have an enhanced learning experience Use pupil voice to design curriculum enhancement opportunities Provide opportunities to access extra-curricular activities to support social skills and relationships (peer and sibling)</p>
<p>4. To increase attendance figures for PP children so they are in line with national</p>	<p>Provide incentives for the children to attend – rewards for achievements in school, topical learning etc. Attendance tracked and poor attendance challenged. Identified adults to support children reluctant to come in Family Support Worker 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing Training for whole staff	<p>Evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives (EEF)</p> <p>Therefore, supporting the improved story telling skills for pupils with the use of story mapping and increased amount of language to support.</p>	1
Handwriting Training for whole staff	<p>Primary school pupils' writing skills – including spelling, handwriting, and typing – need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving their writing. (EEF)</p> <p>Gross and fine motor skills have been affected since the growing use of technology for both pleasure and enhance learning. Pupils pencil grip, writing fluency and handwriting</p>	1
White Rose maths subscription	<p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught (EEF)</p>	1

	Change in practical curriculum with resources to scaffold learning to support improved outcomes for pupils	
Additional Speech and Language therapist time in school targeting pupils.	Speech and Language is one of the main barriers to pupil progress. To develop early speech and language skills.	1
Identify staff who would benefit from further CPD, for example: • SALT • Zones of Regulation	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. (EEF) Staff to feel skilled and confident to deliver interventions.	1

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

Budgeted cost: £43,764.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Zones of regulation as a whole school approach to supporting children's ability to self-regulate</p> <p>Purchase the Zones of regulation books for each year group to support behaviour management</p> <p>Regulation stations to be set up in each year group to give the children a safe space to regulate their emotions</p> <p>Sensory circuits to be put onto walls/corridors to encourage self-regulation</p> <p>Staff training to be implemented to ensure consistent approach (CT/TA/LTS)</p>	<p>The report's recommendations include teaching SEL skills explicitly and integrating them into everyday classroom practice. (EEF)</p> <p>Data analysis of incidents reported – hotspot areas/children identified for pastoral/wellbeing support</p>	2

<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</p> <p>Emotional literacy programmes to be delivered in the nurture space to support reintegration to playground (linked to Zones of regulation)</p>	<p>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.</p> <p>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.</p> <p>Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy. (EEF)</p> <p>Social skill and support activities for pupils who may struggle with friendships or managing their feelings and behaviours</p>	<p>3</p>
<p>Provide a learning experience/off-site curriculum enhancement opportunity for the children to address cultural capital gaps. Therefore, offer further support PPF families to attend any additional trips e.g., residential trips</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>Enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education (EEF)</p> <p>Children who can follow their hobbies and passions without finance being a barrier, will be able to foster their love for extra-curricular activities.</p> <p>% Engagement to be monitored data to be monitored termly – those who have engaged in spending vs academic/wellbeing data Wellbeing and academic data for identified pupils to be analysed – attendance figures to be considered as evidence of impact</p>	<p>3</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>Termly monitoring of attendance figures – regular contact with parents of the children whose attendance has dropped</p> <p>Attendance monitoring will identify improvements in attendance figures for specific children</p>	<p>4</p>

<p>Purchase of age appropriate and ability texts for pupils to keep and build their own library at home.</p>	<p>Books to be purchased for each child each term to support reading at home and will allow children to build their own library of reading for pleasure texts at home.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>(EEF)</p>	<p>1</p>
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Total budgeted cost: £ 108,764.50

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 2021 to 2022 academic year.

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Enrichment: The pupils who were still able to participate in enrichment opportunities continued to be engaged with their learning and progress has been seen. With the additional opportunities, will ensure greater progress due to the knowledge, vocabulary, and experiences they will gain.

Well-being and Engagement: Regular communication from staff with pupils and families ensured and promoted continued and increased engagement within academic learning. The family support worker and SLT continued to engage with hard-to-reach families to ensure the correct support was put in place. Well-being was at the heart of everyday learning. The Zones of Regulation, mindfulness was planned into the weekly timetable.

Learning mentor and Family Support Worker support 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 Times Tables Rock Stars and funding for trips including Y3 and 6 residential improved pupil access to core and wider curriculum

Externally provided programmes

Tutoring

Service pupil premium funding (optional)

Not applicable