

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	383
Proportion (%) of pupil premium eligible pupils	71 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr Rhys Penny
Pupil premium lead	Mrs Laura Giles
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89600
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring Fund	None
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£89600</b>

# 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
Increase attainment and progress in Phonics, Reading, Writing and Maths through targeted intervention and Quality First Teaching (QFT)	<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>Continuation of additional individual reading time with staff.</p> <p>Regular monitoring of the interventions to review impact</p> <p>RWI phonics CPD for all new staff to maintain consistency of teaching</p> <p>CPD for teaching staff to ensure consistency of QFT</p> <p>Provision supports other children to learn in an environment that is calm and focused.</p>
To improve pupil behaviour and outcomes through the development of the children's abilities to self-regulate.	<p>Continuing use of Zones of Regulation across the school.</p> <p>Consistent use of Behaviour policy across the school.</p> <p>Staff CPD on different behaviour approaches and strategies.</p> <p>Individual plans and provisions for children with specific needs.</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>Develop new 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> <p>Provide opportunities to access extra-curricular activities to support social skills and relationships (peer and sibling)</p>
To increase attendance figures for PP children so they are in line with national	<p>Provide incentives for the children to attend – rewards for achievements in school, topical learning etc.</p> <p>Attendance tracked and poor attendance challenged.</p> <p>Identified adults to support children reluctant to come in</p> <p>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: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Speech and Language therapist time in school targeting pupils.</p> <p>Identify staff who would benefit from further CPD, for example:</p> <ul style="list-style-type: none"> <li>• SALT</li> <li>• Zones of Regulation</li> </ul> <p>Family Support Worker to work with vulnerable families to improve attendance and outcomes</p> <p>Learning Mentor to work with vulnerable children to improve wellbeing and outcomes</p> <p>Senior Mental Health Lead identified and completed appropriate training</p>	<p>SLCN have a knock on effect on emotional well-being, school readiness, literacy and school attainment.</p> <p>All staff are confident delivering appropriate interventions.</p> <p>Attendance and punctuality improves with families feeling supported.</p> <p>Wellbeing improves for all children and therefore school attainment.</p> <p>Mental health of children and staff supported in school to improve attendance, retention and attainment.</p>	<p>1</p>

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

Budgeted cost: £19 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>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>	2
<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>% 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>	3
<p>Before and after school clubs offered as part of the PPF card offer (£100)</p> <p>Attendance lead to monitor PP attendance termly and contact parents to discuss when drops to &lt;94%</p> <p>Morning meet &amp; greet 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>	4

## **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 2022 to 2023 academic year.**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Analysing internal data for each year group has provided the knowledge and evidence to support the positive impact of the spend of pupil premium funding for academic year 2022-2023. This has identified other areas needed.

**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**

Play Therapy, SALT, Educational Psychology, Occupational Therapy

### **Service pupil premium funding (optional)**

*Not applicable*