

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	Windhill Primary School
Number of pupils in school	257 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Governing Body
Pupil premium lead	Matthew Hedar & Donna Howard
Governor / Trustee lead	Lynn Mathers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,660
Recovery premium funding allocation this academic year	£5434
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	£115,034

Part A: Pupil premium strategy plan

Statement of intent

Every pupil who attends Windhill Primary School is entitled to an excellent education where they achieve their full potential, regardless of their background or barriers to learning. School leaders at Windhill Primary use the pupil premium grant to support the improvement in attainment and readiness for life and learning for all pupils who are underachieving. We prioritise high quality teaching and learning, using the grant to ensure our disadvantaged pupils' access excellent education every day during their time at Windhill. The pupil premium strategy further supports this through targeted interventions and wider opportunities so that their attainment is as close to age related expectations as possible or beyond.

We recognise that disadvantaged children can face a wide range of barriers which may impact their learning. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. Additionally, it looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Remove barriers to learning created by poverty, family circumstances and background
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the full curriculum
- Support our pupil's health and well-being
- Access a range of opportunities to develop their knowledge and understanding of the world around them

We aim to do this through:

- Ensuring teaching & learning opportunities meet the needs of all pupils
- Ensuring appropriate provision is made for all vulnerable pupils, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means not all the children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Phonics attainment
2	Gaps in learning (Reading, writing & maths) following covid pandemic
3	Poor vocabulary on entry to school impacts on attainment and progress, not only in EYFS, but also throughout school
4	Attendance, particularly levels of persistent absence
5	Well-being and mental health

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><i>Challenge 1:</i> <i>Pupils can read fluently by the end of Key Stage One</i></p>	<p>At least 75% of disadvantaged pupils pass the Year 1 Phonics Screening Check</p> <p>At least 85% of disadvantaged pupils pass the PSC by the end of Y2</p>																												
<p><i>Challenge 2 & 3</i> <i>Pupils achieve Age Related Expectations in their year groups (by the end of the current strategy – July 2024)</i></p>	<p>Disadvantaged pupil attainment will rise by 5%-10% in each year from baseline:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>57%</td> <td>39%</td> <td>60%</td> </tr> <tr> <td>Year 2</td> <td>50%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>Year 3</td> <td>48%</td> <td>48%</td> <td>68%</td> </tr> <tr> <td>Year 4</td> <td>47%</td> <td>50%</td> <td>53%</td> </tr> <tr> <td>Year 5</td> <td>57%</td> <td>53%</td> <td>63%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 1	57%	39%	60%	Year 2	50%	50%	55%	Year 3	48%	48%	68%	Year 4	47%	50%	53%	Year 5	57%	53%	63%	Year 6	50%	50%	50%
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<p><i>Challenge 4:</i> <i>Pupils attend school regularly</i></p>	<p>Disadvantaged pupil attendance to be in-line with (or above) national expectation of 95%</p>																												
<p><i>Challenge 5:</i> <i>Pupils are physically & mentally well, with their needs being met appropriately</i></p>	<p>All pupils with social care involvement or identified as vulnerable on the school safeguarding register to have access to in-school pastoral support.</p> <p>The school Mental Health Champion to promote & encourage pupils to talk & discuss their feelings, supported through a range of strategies to meet the needs of all 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

Budgeted cost: £43,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teacher appointed for Key Stage One to allow for smaller classes & more personalised 'at the point of learning' feedback (4x classes of 20 children)</i></p> <p><i>(partially funded through PPG)</i></p>	<p>EEF Toolkit – Smaller Class Sizes has a positive impact of +2 months.</p> <p>We have analysed the needs of our current Key Stage One pupils, and have identified that having smaller classes would allow for more personalised 'at the point of learning' intervention – EEF Toolkit impact of +6 months. The impact of the covid-19 pandemic also meant that the Early Years provision for these cohorts was affected, so an experienced EYFS teacher has moved into this phase to aid transition.</p> <p>In-line with evidence, Windhill Primary does not 'set' or 'stream' based on ability due the negative effect this has for PP children.</p>	1 & 2
<p><i>Additional teacher appointed for Early Years Foundation Stage to allow for smaller classes and more targeted intervention (2x 20 children)</i></p> <p><i>(partially funded through PPG)</i></p>	<p>EEF Toolkit – Smaller Class Sizes has a positive impact of +2 months.</p>	1 & 2
<p><i>Staff CPD and resources for new phonics programme (Essential Letters & Sounds)</i></p>	<p>EEF references cognitive strategies needed such as subject-specific strategies or memorisation techniques. This activity would focus on subject specific strategies for the teaching of phonics. A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-</p>	1

	quality teaching are especially significant for pupils from disadvantaged backgrounds.	
<p><i>High quality CPD for all staff to ensure all pupils receive high quality first teaching every day in every lesson. This will include:</i></p> <ul style="list-style-type: none"> • <i>Staff CPD to further develop writing</i> • <i>Quality moderation processes</i> • <i>Funding to release Literacy Team to support with writing across school</i> • <i>External trainer to ensure staff are confident in their subject knowledge (Jane Pow, focus on vocabulary, phonics)</i> • <i>Purchase of books to support/ inform staff of current and evidence informed practices</i> 	<p>High quality teaching is the most important factor in improving outcomes for disadvantaged pupils – The EEF Guide to the Pupil Premium (2019).</p> <p>We are following recommendations from this report as well as recommendations from Marc Rowland and the 2018 report, ‘Key Drivers of the Disadvantage Gap, Literature Review’ as a basis for our spending of the PPG.</p> <p>This was also highlighted as part of the Sutton Trust’s 2011 Report – the effects of high quality teaching are especially significant for disadvantaged pupils.</p>	1, 2 & 3
<p><i>Member of staff to be trained as Senior Mental Health Lead</i></p>	<p>DFE research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	5

Targeted academic support

Budgeted cost: £39,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 and small group phonic ‘catch-up’ provision – for all year groups where children cannot yet read fluently</i></p>	<p>There is strong evidence base showing the impact that high quality intervention can have on the outcome of struggling pupils (The EEF Guidance on the PP). Intervention is effective if it is objective and a short-term programme.</p> <p>EEF Toolkit shows that small group and 1:1 tuition can have a positive impact of up to +4-+5 months.</p>	1 & 2

<p><i>Employ additional 'catch-up' teacher – part-funded through School Led Tutoring programme</i></p>	<p>There is strong evidence base showing the impact that high quality intervention can have on the outcome of struggling pupils (The EEF Guidance on the PP). Intervention is effective if it is objective and a short-term programme.</p> <p>EEF Toolkit shows that small group and 1:1 tuition can have a positive impact of up to +4-+5 months.</p>	<p>1 & 2</p>
<p><i>Interventions in Reading, Writing & Maths across school with bespoke programmes and resources, including:</i></p> <ul style="list-style-type: none"> • <i>NELI</i> • <i>TELL</i> • <i>Pre-teach</i> • <i>Reading comprehensions</i> • <i>Guided/ reciprocal reading</i> 	<p>There is strong evidence base showing the impact that high quality intervention can have on the outcome of struggling pupils (The EEF Guidance on the PP). Intervention is effective if it is objective and a short-term programme.</p> <p>EEF Toolkit shows that small group and 1:1 tuition can have a positive impact of up to +4-+5 months.</p>	<p>1 & 2</p>

Wider strategies

Budgeted cost: £31,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SLT release time for Attendance Lead to meet with targeted families as well as office staff to monitor attendance throughout school</i></p>	<p>Good attendance at school will enable children to achieve well and are more likely to reach expected age-related standards.</p> <p>DfE research into school absenteeism shows that a much higher disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their non-disadvantaged peers.</p>	<p>4</p>
<p><i>(This will depend on circumstances and government guidelines due to Covid-19)</i> Parental Engagement Workshops to take place:</p> <ul style="list-style-type: none"> - <i>Supporting children with reading</i> - <i>Phonics</i> - <i>Early Reading</i> 	<p>EEF Toolkit – Parental Engagement - +4 months.</p> <p>In previous years, parent workshops have been poorly attended, especially in KS2 however feedback has been positive and parents have stated that they feel better equipped to support their child's learning.</p>	<p>3</p>

<ul style="list-style-type: none"> - Oracy – EYFS focus including 2-year provision 		
<p><i>Employ Learning Mentor to provide targeted support for pupils through:</i></p> <ul style="list-style-type: none"> - Thrive - Lunchtime mentoring - Early Bird mentoring sessions <p><i>This will ensure that pupils are ready for learning, keeping children within lessons where they will receive quality first teaching</i></p>	<p>EEF Toolkit – behaviour interventions - +4 months.</p> <p>As a school we believe that children should be in classrooms with their peers as this is where they will access quality first teaching. The use of learning mentor to support vulnerable pupils when they are most in need, will enable them to be more ready for learning, keeping them within classrooms.</p>	5
<p><i>Further strategies to support with: attendance (trips, prizes & certificates), enhancing cultural capital (subsidising trips, experiences – theatre groups etc) & funding for Breakfast Club/ After School Clubs</i></p>	<p>Children achieve better if they have experienced something first hand. Providing them with theatre groups and Shakespeare workshops not only brings learning to life, it also enhances pupil motivation which will have a positive impact on attainment and progress.</p> <p>Children will make better progress and attain better results if they attend school regularly. These strategies are used as a way of addressing any issues with attendance.</p>	3, 4 & 5

Total budgeted cost: £115,034

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.

1. 2020-2021 End of Key Stage 2 Data for Pupil Premium Children (15 pupils/ 42%)

	Reading	Writing	Maths	RWM
End of KS2 PP children	53%	40%	53%	40%
End of KS2 Whole class	72%	58%	69%	50%

2. 2020-2021 End of Key Stage 1 Data for Pupil Premium Children (11 pupils/ 44%)

	Reading	Writing	Maths	RWM
End of KS1 PP children	33%	33%	58%	25%
End of KS1 Whole class	44%	41%	59%	37%

*Targets were not met due to the impact of Covid-10 on the children.

3. 2020-2021 Phonics Data for Pupil Premium Children (11 pupils/ 44%)

	PP children	Whole class
Year 2 (December 2020)	73%	68%
By end of Year 2 (June 2021)	91%	80%

4. 2020-2021 GLD Data for Pupil Premium Children in EYFS (15 pupils/ 38%)

	% GLD	All ELGs
Whole Class	53%	48%

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
TT Rockstars	Times Table Rockstars
TELL – phonics ‘catch-up’ programme	
My Maths	Oxford University Press
Reading Eggs	Reading Eggs

Further information (optional)

Our Breakfast Club is heavily subsidised by Windhill Primary School (50p per day) to allow all pupils access to a healthy breakfast

We also provide a wide range of after school activities to all our pupils so they can access new experiences and opportunities.