Pupil premium strategy statement (2024-2027) Windhill Primary School – Reviewed November 2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	257 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	31.4% (94) Targeted PP + 12.1% (36) Expanded PP Total = 43.3% (130)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025 √
	June 2026 √
	June 2027
Statement authorised by	Governing Body
Pupil premium lead	Matthew Hedar
Governor / Trustee lead	Lynn Mathers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,840
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*	£177,840

WINDHILL PRIMARY SCHOOL

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	*Improving reading outcomes with disadvantaged pupils and raising the attainment of disadvantaged children in phonics outcomes.*
2	*Tackling disadvantaged pupil's attendance/late arrival and lowering the number of persistent absentees.*
3	*Pupil well-being & mental health – Supporting pupils and parents with support regarding wellbeing & mental health*
4	*Underdeveloped oracy skills and gaps in vocabulary throughout school but is evident strongly within disadvantaged pupils.*

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
Challenge 1: *Pupils can read fluently by the end of Key Stage One*	At least 75% of disadvantaged pupils pass the Year 1 Phonics Screening Check At least 85% of disadvantaged pupils pass the PSC by the end of Y2
Challenge 1 & 4: *Pupils leave school at the expected standard for reading, writing & maths by the end of Key Stage 2*	Outcomes by the end of Key Stage Two show that more than 75% of disadvantaged pupils meet the expected standard.
Challenge 2: *Pupils attend school regularly*	Disadvantaged pupil attendance to be in-line with (or above) national expectation of 95%
Challenge 3: *Pupils are physically & mentally well, with their needs being met appropriately*	All pupils with social care involvement or identified as vulnerable on the school safeguarding register to have access to in-school pastoral support. 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 (case studies) At least 60% of disadvantaged pupils attend extra-curricular activities

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £92,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a reviewed structured approach to reading including: -Purchase of new phonics programme: Read, Write, Inc -Daily leadership release time for phonics leader to coach RWI teachers -Leadership time to monitor reading across school -Pupil Progress meetings to monitor impact -Staff CPD linked to the teaching of reading, including weekly RWI coaching meeting	Reading comprehension strategies are high impact on average *(+6 months)*. Alongside phonics it is a crucial component of early reading instruction. Teachers are aware of the importance to identify appropriate level text difficulty to provide appropriate context to practice the skill, engage with the text and challenge to improve reading comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Purchase 'Learning WalkThrus' online CPD tool to implement consistent pedagogies throughout school with the aim of reducing cognitive overload for pupils' learning. -Focus on: retrieval learning, pupil participation in lessons, and behaviour management. -Use of oracy strategies (Think, Pair, Share & No Hands Up) to embed talk for learning	The EEF state that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantaged gap. The professional development programme built using WalkThrus is supported by: • evidence from cognitive science which provides a clear model for learning • evidence from the study of effective professional development	1, 4

Implement an Oracy framework -Attendance at Oracy Network sessions -Time with external consultant to develop oracy toolkit and staff CPD	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Staff, when trained, will effectively be able to support children who enter school behind their advantaged peers.	4
Staff CPD including: - Fluency project & strategies - Phonics – additional CDP with RWI consultant - Reading strategies - Mental health and well-being – leadership time with WMiM staff - Oracy Hub (RWM Doncaster) - Moderation - Mixed age-group classes - Network meetings - NPQs - ECT programme (release time) - EEF Guidance to Inclusive Teaching - ELKLAN communication (whole staff)	The EEF state that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantaged gap. After using data to identify our school's priorities, all teachers and teaching assistants are provided with tailored professional development training on strategies to effectively support learners – particularly in phonics and reading fluency (in accordance with the EEF, 2023). Providing TA staff with the appropriate training necessary to deliver high quality intervention sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Being able to support smaller class sizes by introducing mixed aged classes support the school in accelerating progress across each phase. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 3, 4,
Inclusion Manager to be released for 2 days per week and Learning Mentors to be employed (x2) to support pupils and families (mental health and well-being) *Liaise with 'With Me In Mind' colleagues*	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.	3

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

Budgeted cost: £62,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions: - Phonics 1:1 tutoring - Purchase and staff training for implementation of Fresh Start RWI tutoring - HfL fluency programme - Targeted KS2 reading intervention - 1:1 daily readers - Reading boosters - Launchpad to Literacy phonics support	Guidance EEF reports – teaching toolkit: Reading comprehension Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	1, 4
Thrive intervention programme/ Learning Mentor sessions to support children and families with mental health and wellbeing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Evidence suggests mentoring is likely to have a positive impact on attainment. These positive effects tend not to be sustained once the mentoring stops so we take care to ensure that all benefits are not lost.	3
Staff training for Forest School to develop this as a whole school initiative and intervention for targeted pupils	Evidence shows that outdoor activities such as Forest School has a positive impact on pupil's confidence, independence and development of language skills: Forest Schools: impact on young children in England and Wales - Forest Research	2, 3, 4
Additional staff in school to training as specialist speech and language leaders across school:	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.	2, 3, 4

ELKLAN training as part of PINs programme -Access training -Identify and track key groups/ children -Deliver targeted intervention *Use of Launchpad to Literacy to support targeted communication & language intervention*	EEF Toolkit shows that small group and 1:1 tuition can have a positive impact of up to +4-+5 months.	
Attendance Leader in school: -Meetings with targeted families (personal Support Plans) -Complete paperwork and ensure policies are implemented -Monitoring & updating other leaders -Ownership of new initiatives -Attendance at network meetings to share good practice and learn from others	Good attendance at school will enable children to achieve well and are more likely to reach expected age-related standards. 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.	2

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

Budgeted cost: £22,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two Thrive practitioners will support the most vulnerable pupils to regulate and develop strategies to cope both in and out of school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Evidence suggests mentoring is likely to have a positive impact on attainment. These positive effects tend not to be sustained once the mentoring stops so we take care to ensure that all benefits are not lost.	2, 3
Further strategies to support with: attendance (trips,	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	2

prizes & certificates), enhancing cultural capital (subsidising trips, experiences at Christmas time, experiences – theatre groups etc) & funding for After School Clubs	also enhances pupil motivation which will have a positive impact on attainment and progress. 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	
Additional costs to support with the implementation of Free Breakfast Club	Hunger makes it hard to concentrate, and a child who's hungry at 9am isn't in a position to learn. Early evidence from the DfE's early adopter scheme shows improved punctuality and attendance, and a calmer start to the school day. Independent research backs this up: Institute for Fiscal Studies analysis of a breakfast programme in disadvantaged schools found it delivered academic benefits similar to universal free school meals, and significantly improved behaviour, concentration and attendance, at around a tenth of the cost per pupil	2, 3

Total budgeted cost: £177,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The end of the academic year for 2025-2026 saw the end of the previous Pupil Premium Strategy. Below is a review of the intended outcomes:

Intended outcome	Success criteria	November 2026 review
Challenge 1: *Pupils can read fluently by the end of Key Stage One*	At least 75% of disadvantaged pupils pass the Year 1 Phonics Screening Check At least 85% of disadvantaged pupils pass the PSC by the end of Y2	End of 25-26 = 50% By the end of Y2 (2026) 84.2% of PP children had passed the PSC.
Challenge 1 & 4: *Pupils leave school at the expected standard for reading, writing & maths by the end of Key Stage 2*	Outcomes by the end of Key Stage Two show that more than 75% of disadvantaged pupils meet the expected standard.	By the end of Key Stage 2 (2026) 62% of PP children were meeting the expected standard (RWM). This is 13% greater than national PP & in-line with national for all pupils.
Challenge 2: *Pupils attend school regularly*	Disadvantaged pupil attendance to be in-line with (or above) national expectation of 95%	Attendance for PP (end of 2025-26) = 92.7% (94.3% all pupils)
Challenge 3: *Pupils are physically & mentally well, with their needs being met appropriately*	All pupils with social care involvement or identified as vulnerable on the school safeguarding register to have access to in-school pastoral support. 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 (case studies) At least 60% of disadvantaged pupils attend extra-curricular activities	81% of PP chn attended after school clubs. 57% had represented the school in sporting tournaments.

1. *2025-2026 End of Key Stage 2 Data for Pupil Premium Children* (21 pupils/ 51%)

	Reading	Writing	Maths	RWM
End of KS2 PP children	76%	71%	76%	62%
End of KS2 Whole class	76%	78%	83%	68%

2. *2025-2026 Phonics Data for Pupil Premium Children* (14 pupils / 37%)

	PP children	Whole class
Year 1	50%	63%
By end of Year 2	84%	77%

3. *2025-2026 GLD Data for Pupil Premium Children in EYFS* (9 pupils/ 27%)

	% GLD	All ELGs
Pupil Premium	56%	44%
Whole Class	67%	61%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
TT Rockstars	Maths Circle
Read, Write, Inc	Oxford University Press
Numicon	Oxford University Press
Thrive	Thrive
HfL Fluency Programme	Hertfordshire for Learning
NumBots	Maths Circle