



# Windmill Hill Primary School

## The Pupil Premium and Catch-up Funding 2017-18

The Pupil Premium (PP) is additional funding allocated to schools on top of the main funding that they receive. This funding is targeted at students from disadvantaged backgrounds (eligible for Free School Meals or In Care) to ensure that they are able to benefit from the same opportunities as students from less deprived families. The Pupil Premium exists because data suggests that students who have been eligible for Free School Meals at any point in their school career have consistently lower attainment than those who have never

Pupil Premium is worth £1,320 and goes to students who at any point in the past six years have been in receipt of Free School Meals (FSM); £1900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Windmill Hill Primary, our strategy is to utilise the funding support for our Pupil Premium students in the following areas:

- Raising achievement and attainment
- Improving attendance
- Providing additional support and intervention for the most vulnerable students
- Raising aspirations
- Social and Cultural

We aim to maximise opportunities for all students – *“The outstanding progress made for pupils and by those with special educational needs reflects the school’s success in ensuring all pupils have equal opportunities to learn” (OFSTED 2013)*

### **Numbers of Pupil Premium eligible students 17/18: 75 Pupils (55%)**

<b>Year Group</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Reception	7	2	9
Year One	5	6	11
Year Two	6	2	8
Year Three	7	3	10
Year Four	5	5	10
Year Five	8	9	17
Year Six	5	5	10

## **Projections 2017/18**

In 2017/18, Windmill Hill Primary will receive Pupil Premium funding of £96,940. Our current spending strategy for 17/18 is as follows:

<b>Intervention</b>	<b>Cost (£)</b>
Classroom assistant support	53,342
Breakfast Club - salaries	8,500
Educational visits	2,659
Transport running costs	200
Leasing - vehicles	2290
Additional classroom resources	2605
Computer software/licenses	1488
Breakfast Club - catering	1350
Reading and writing intervention	5336
SATS support staff	336
Drama	4000
Music – external provision	5700
Web maintenance	100
Art therapy	1200
Forest School - external specialist support	1500
EAL	234
French specialist	6100

**Barrier: Students at our school have emotional and social difficulties (including a lack of nutrition).**

As a result, our school has used Pupil Premium funding to provide a free breakfast club for all pupils, so that they have a warm, safe, nurturing environment in which to begin the day. Importantly, it also means that our school can be responsible for providing two key, nutritious meals for all children.

Each class benefits from a full-time classroom assistant who is aware of, and provides targeted support to, children eligible for Pupil Premium.

**Barrier: Speech and language difficulties.**

A full-time teaching assistant has been trained to provide specialised speech and language intervention schemes. Children are assessed and rigorous programmes are devised and implemented for identified children.

Drama lessons, which are delivered by a specialist Drama teacher, provide children with a platform to demonstrate their growing confidence and display improvements in their overall speech and language skills.

**Barrier: Low confidence and self-esteem**

Our full-time classroom assistants give each child a second adult as a fixture in their life. This gives the child someone else to share their thoughts and feelings with. Many children seek solace with a particular adult – this adult can often be the only person that they feel comfortable confiding in.

Breakfast Club is the ideal time for children to forge new friendships and begin the school day with children of all ages. Some KS2 children, with low confidence or self-esteem, build relationships with children from lower down the school and this is an opportunity for them to meet and socialise before the school day begins.

Arts - including Dance, Drama and Music – give children, who find core subjects (such as Maths and English) difficult, a chance to express their feelings and demonstrate their talents to an audience outside of the typical classroom/lesson environment.

Forest School, within our private school grounds, is another way for children to develop their confidence and self-esteem. We have found that learning outdoors has a positive impact upon the progress of many children when they return to the classroom.

**Barrier: Limited experiences beyond their own community.**

As a school, we firmly believe that access to enrichment is vital for all students' social, moral, spiritual and cultural development. This means that no student who is eligible for pupil premium is at a disadvantage due to the cost of a trip and can still access all of the opportunities that the school provides, whether it be an educational trip to the museum or a residential to Colomendy.

**Barrier: Lack of appropriate educational resources**

Money will be spent on computer software/licences. We have found that a lot of our pupils come to school computer literate, yet enter reception class with depressed levels of literacy and numeracy. Keeping afoot with the latest developments in educational software and support has had a positive impact on the engagement and development of our children across a range of academic subjects.

**Barrier: The attendance of PP students is below non PP students. This reduces their school hours and causes them to fall behind.**

Our secretary focuses on first day of absence phone calls and visits for PP students. Free breakfasts ensure that all PP students have had a meal at the start of the day to help aid focus and concentration. A wide and varied curriculum, utilising specialist teaching, helps to keep children engaged and eager to come to school.

**Barrier: Low aspirations and embedded poor attitudes to learning.**

Spending part of our Pupil Premium budget on outside agencies means that we can be confident in having an outstanding level of teaching across all subjects in our school. We now spend money on ensuring that all children have access to professional level Dance and Drama lessons; weekly French lessons taken by a native speaker; music sessions provided by a professional musician and agricultural lessons with our resident gardener. This gives children, many of whom are disinterested in core subjects like Maths and English, the chance to thrive in subject that many schools find difficult to teach in a consistent and engaging manner. Class teachers are able to use this as an ideal opportunity for improve their own practice in these subjects and use cross-curricular link from externally provided lessons into their own

**Barrier: Students enter the school with depressed levels of literacy and numeracy.**

As a result, our school has taken the decision to focus a large percentage of the funding on staffing and ensuring that the child to adult ratio is as favourable as possible to have an impact on teaching and learning. Studies indicate that feedback (and acting upon it) has a significant impact upon teaching and learning. Having a second adult (as a permanent fixture in each classroom) means that verbal feedback is more regular and prominent. Reading and writing intervention, from an experienced practitioner, allows children the opportunity to hone their skills on a 1:1 basis. The intervention sessions also give children the chance to flourish in small groups. Sessions are designed to cater for a particular group

of children who all share the same strength or all require an improvement in a particular area of the curriculum.

### **What We Expect as a Result of Our Spending**

Assessment results: for the gaps between PP and non PP to have decreased within English and Maths and for PP students to compare favourably with national rates of achievement.

Attendance: PP students to achieve greater rates of attendance and narrow the gap with the national average. We want fewer PP pupils to be in school, on-time as often as possible.

For PP students to have caught up with non PP peers with regards to reading ages. We want the vast majority to have a reading age equivalent to their age in years.

All HA PP students have interventions specifically tailored to their needs, enabling them to access lessons targeted at greater depth within the expected standard. These interventions take place during school hours and at after school revision sessions.

All LA PP students to have interventions which allow them more time to fill gaps in the knowledge and understanding – vital building blocks which help them to access the more challenging targets that the new curriculum brings about.

### **How will we measure the impact?**

The strategy will be reviewed in August 2018. The impact will be measured through:

- KS1 and 2 SATs results in 2018
- EYFS Profile
- Year 1 Phonics Screening
- Half termly attendance figures for PP students compared to non PP students
- Data analysis every term including reading ages
- Student surveys/interviews Breakfast club attendance tracking