



Windmill Hill Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Windmill Hill primary School				
Academic Year	2018-19	Total PP budget	£106,920	Date of most recent PP Review	April 2018
Total number of pupils	160	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Dec 2018

2. Current attainment at Windmill Hill Primary School		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths EXS	46%	54%
% making progress in reading	94%	99%
% making progress in writing	94%	99%
% making progress in maths	97%	99%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of spoken communication skills.
B.	Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.
C.	High levels of social, emotional and, from certain individuals, behavioural issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family disengagement in the learning processes – reduced opportunities for home learning and curriculum enrichment.
E.	Lower levels of attendance and punctuality.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>All children have better control of standard spoken English. Children become better at asking appropriate questions and at the right times</p> <p>To be measured by national standardised testing, teacher assessment and observations.</p>	<p>All children achieve at least expected progress All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning</p>
B.	<p>All pupils make minimum 'expected' progress in reading, writing and mathematics. All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally (At end of KS).</p> <p>To be measured by national standardised testing and our own internal progress tracking.</p>	<p>Children tracked using NFER ASS testing to ensure progress outcomes are positive. Progress score >0 across all three subjects.</p>
C.	<p>All children have control of their emotions and arrive in lessons engaged and ready to learn. Children cope better with change and can maintain high standards of behaviour during times of transition. To improve levels of self-esteem and engagement.</p> <p>To be measured using Dojo point tracking and participation at reward events across the school calendar – currently an average of 13% are excluded from the main reward events. Lesson observations and learning walks report fewer incidences of disruptive behaviour in lessons. Self-esteem and overall mood will be monitored in Circle Time, through pupil questionnaires and Pupil-voice Interviews.</p>	<p>Reduced number of children getting 'negative' dojo points. 87% participation at reward events. Standards of behaviour are consistent at all times in all lessons. Anecdotally, staff confident that their children are happier first thing in the morning and can maintain positivity and focus throughout the day. Evidence of increased self-awareness, improved mood levels and greater engagement during lessons. Use of Boxall profile to aid judgements on progress.</p>
D.	<p>To increase parental engagement and involvement in their children's learning. To improve home learning and increase parental skills. More children engaged in activities solely arranged and managed outside of school hours.</p> <p>To be measured by attendance and participation across of number of events. Baseline measures will be established and used for comparison purposes.</p>	<p>Increase in parental attendance at all school organised events. Fewer children tracked reading less than the baseline amount of times at home (on a weekly basis). Increased number of children attending enrichment activities/clubs outside of school hours.</p>
E.	<p>Increased attendance rates. Improved punctuality.</p> <p>To be measured half-termly via SIMS (school sec.) and reported to the headteacher for analysis.</p>	<p>Improved % figures to at least 96% in-line with national expectations Fewer recorded 'late' minutes.</p>

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve levels of pupil progress in reading, writing and maths and to address gaps in knowledge and skills. BARRIER B	Targeted support to address areas of need in after-school classes. Targeted intervention (by all teaching staff) by on NFER QLA. After school and lunch time clubs.	Analysis of EYFS, KS1, 2 and NFER data QLA Staff research and discussion Book scrutiny and Learning Walks NFER QLA shows that children perform sig. worse in reasoning within maths and link to underperformance in reading comprehension.	Regular progress meetings Data analysis inc. QLA Further scrutiny of books and Learning Walks Attendance tracking at after school clubs	P.Newman D.Stoddart C.Walsh	Half-termly informal review Termly formal review
To improve use of standard English across the school – particular emphasis on spoken English BARRIER A	Internal speech and language intervention Modelling correct/standard English	Analysis of written work Comparatively lower % of GLD COM (52.6% vs 78.9% LA) Comparatively lower levels of GPVS in KS1 Tests – 36%	Book scrutiny Standardised speech and language testing across both Key Stages Internal and external moderation Data analysis Student meetings/interviews	P.Newman D.Stoddart A.McCoy M.Inman	Half-termly informal review Termly more formal review
Total budgeted cost (approx. figure contributing directly towards achieve our goals)					£82,127

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase levels of punctuality and attendance. BARRIER E	Breakfast Club cont. Home Visits Pastoral care and support for families	94.6% vs 97.2% attendance 3 x unauthorised absences More lates (before and after register) Teachers have evidence that pupils are arriving unprepared for school	Review of statistics (weekly) Meeting with parents – ensure they are aware of attendance figures and impact reports EWO involvement Case studies	P. Newman C. Towers	Weekly
Improving overall self-esteem, confidence and mood of the children in our school – a better attitude towards learning. BARRIER C	Meet and Greet – mood assessment Celebration Assembly Professional 'HERO' visits Trips/competition Circle Time Specialist teaching	Circle time assessments PHSE Discussion Parent meetings Involvement with Social Care – 55 meetings up-to end of June. Poor speaking and listening skills identified by teachers and test outcomes.	More regular Pupil Voice meetings Pupil and parent questionnaires Internal CPD Modelling respect and interpersonal skills	P. Newman All staff	
Total budgeted cost (approx. figure contributing directly towards achieve our goals)					£98,414
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase parental engagement and involvement in their children's learning through increasing confidence when supporting learning.	Parent workshops in English and Mathematics. 'Stay and Play' in EYFS Phonics workshops Providing a crèche at key parent events Celebration assembly with private invitations for	Parents admit low levels of basic English and mathematics Parents requests for ways in which to engage their children through play Childcare a problem –established through Q&A Parents pro-actively contacted for positive reasons as opposed to discipline – non-threatening group activity with no pressure to	Record attendance of parents and guardians at key events Monitor activity online and address concerns for pupils with families who are inactive Learning diaries to help families who organise evidence of learning at home Open door policy with parents –	P Newman L.Drinkwater D.Stoddart A.McCoy C.Towers	Half-termly informal review Termly more formal review

<p>BARRIER D</p>	<p>specific awards (followed by 'Coffee Mornings')</p> <p>Home visits</p> <p>Tapestry</p> <p>Social media</p> <p>Using parents to chaperone on educational visits</p> <p>'Friends of Windmill Hill' involvement</p>	<p>attend</p> <p>Build early relationships with new families – helps to identify cause for concern based on living environment</p> <p>A continuous platform for learning and evidence that breaks down the mental barrier of school being the only environment where learning is active and important</p> <p>To provide families quality time in a productive environment without the stress of financial barriers to learning and experiences.</p>	<p>they are free to address concerns over systems and processes without prior appointment</p> <p>All teachers accountable for monitoring key documents which are sent home – pupils who regularly disengage are tackled and a solution is sought</p> <p>Q&A session, formal and informal opportunities to provide feedback to school.</p>		
<p>Total budgeted cost (approx. figure contributing directly towards achieve our goals)</p>					<p>£26,500</p>