



Pupil Premium 2018-19

Impact Report

Purposes:

- **To report** – an analysis of progress made against the key areas identified in the Pupil Premium Strategic Plan for 2017-18. To give an indication of the impact of costed actions in helping disadvantaged pupils to overcome the identified barriers to their progress.
- **To identify lessons learned** – a look at areas where, we feel, Pupil Premium resources could have been more efficiently allocated, so that children gain the maximum benefit of the funding and resources allocated to them.
- **To plan** – an opportunity to draw up strategies to continue to further improve the effective use of Pupil Premium funding and thus increase the life chances and opportunities for vulnerable pupils.

2017-18 Pupil Premium Allocation – £106, 920

Total PP pupils = 71 (36%) Total pupils in school = 197

Year Group	Boys	Girls	% of Cohort
EYFS	7	4	50
Year 1	8	3	52
Year 2	5	7	52
Year 3	8	4	46
Year 4	8	5	62
Year 5	2	8	59
Year 6	8	12	65



Windmill Hill Primary School

Barriers: High levels of social, emotional and, from certain individuals, behavioural needs.

Area	2015-16	2016-17	2017-18	2018-19
<i>Personal, Social and Emotional</i>	3 children – non comparable data due to sample size	27.3%	36.3%	33.3%

Area	2016-17	2017-18	2018-19
<i>Exclusion Sessions (1/2 day)</i>	15	1	24

Analysis of Data:

- Exclusions rose to a three year high last year, but closer inspection reveals that 17 sessions were from one child and the child was facing a very challenging change to his circumstances
- No other child missed more than one full day of school due to a behavioural exclusion
- Pupils who have since left our school are responsible for all 24 missed sessions. Therefore our target remains: no pupil will miss a session this academic year
- The number of children achieving the PSE goal was within one child of the 2017-18 figures despite case studies documenting the journey of two children who have been identified as having more complex needs. Both children have received on-going Ed. Psychologist support and assessment. They have also had a specialist speech and language teacher appointed to support them.

General analysis and evaluation

- In 2016/17, 29 children were excluded for summer reward 'Fun Day'; 11 children missed out in 2017/18 and only 6 missed out last year. This demonstrates that the reward days, which would not be possible without PP funding, are working as an incentive for children
- Parent questionnaires evidence 'dance, drama and performances' as key areas in developing confidence in their children. PP funding allows us to retain specialist teaching in these areas
- 3 children were selected to perform a series of instruments at the Foundry. Specialist music tuition was funded using PP funds. The children were specifically chosen as

parents and staff felt like they would benefit from the camaraderie, focus and sense of achievement that the process would bring

- Breakfast club remained a focal point of the day and children were able to forge close bonds with staff and peers before entering the classroom in a positive mind-set ready to learn.
- PASS assessments were used to inform all staff about attitudes towards work. This was selected ahead of creating our own questionnaire and, anecdotally, the evidence and analysis provided by the software has proven successful in helping teaching to improve attitude towards work in class.
- 'Festival of Stars' Talent Show, which has become a symbol of Anti-Bullying Week, once again proved very successful in sharing the many talents of our pupils. Parent questionnaire reveal that it is amongst the most positive and highly anticipated dates for families.
- 96% of pupils earned fewer than 5 negative Dojo points – a way of recording formal breaking the school rules – meaning that more children than ever were able to follow our school behaviour policy and were rewarded with a day of alternative play and stimulation
- The weekly celebration assembly has become a weekly staple– children now have a clear understanding of what is expected and the rewards that they can gain. They can talk about the different rewards and accolades on offer and show a real willingness to work towards achieving them. More parents than ever are attending the assembly and questionnaire results suggest that they see our assembly as an integral part of the school culture
- Professional tuition in subjects such as dance and drama continue to provide an outlet for children, many of which find core subjects more difficult to access, an opportunity to realise their self-worth and broaden their horizons. Two performances were showcased and all PP were involved.

Lessons Learned:

Results demonstrate that the academic year is not yet adequate for all PP children to bridge the gap between the starting points and the curriculum objectives for age related expectations. More detailed information is required from pre-school settings and earlier, planned interventions need to be co-ordinated between families, pre-school and EYFS.

As a school, we found it difficult to analyse and evaluate our impact on the overall nourishment and general health of our children. Staff members are being presented with statistics which show that our school has a higher proportion of obese children than both the Halton and national averages. Results from the 2018 National Child Measurement Programme show that 32.7% of our Reception children are overweight or obese (compared to 22% across England and 26% in Halton) and 44.4% of our year 6 children are overweight or obese (compared to 34% across England and 37% in Halton). Anecdotally, our staff

members observe behaviour and signs which point towards a lack of nourishment across our school. We feel like we would benefit from professional advice on how to reduce our obesity statistics whilst providing more nourishing options for our children.

Evidence suggests that we are in a perpetual loop of isolated incidences where children will arrive at school disengaged and distracted due to their circumstances at home. Upon acceptance of this, we have been able to manage these incidences much better this academic year. Consistency and persistence have been key in building effective relationships with children who find self-regulation challenging. We will continue to evaluate our strategies, so that they are helping every child and having a positive impact on their learning. Teachers are increasingly aware of the effects of ACEs but will benefit from more formal training next academic year.

Implications for planning

- To ensure effective early screening and identification of pupils who need ongoing support beyond EYFS
- Find ways to measure and improve nourishment whilst maintaining a healthy weight and to provide these strategies to support the families of our children
- Implement a tracking system for children who arrive way below age related expectations for PSE – communicate this with families more frequently
- Retain directed time for PHSE collaborative planning to ensure that more focus and time is given to fluidity and cohesion of the teaching and learning in the classroom
- Continue to use PASS to assess attitudes towards learning and observe any changes over time – children in new classes can often change their behaviour (even if only in the

Barrier: Low level of spoken communication skills short-term) as they build new relationships

Area	2015-16	2016-17	2017-18	2018-19
<i>EYFS Communication and language</i>	3 children – non comparable data due to sample size	36.4%	27.3%	27.3%

L&A	No. of PP children at age/stage band in Communication and Language								
	22-36D	22-36S	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S	ELG
<i>Inception</i>	2	0	1	4	2	1	0	0	0
<i>July 2019</i>	0	0	2	0	0	1	2	3	3

	No. of PP children at age/stage band in Communication and Language								
Understanding	22-36D	22-36S	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S	ELG
<i>Inception</i>	2	0	0	3	5	1	0	0	0
<i>July 2019</i>	0	0	1	1	0	1	2	2	3

	No. of PP children at age/stage band in Communication and Language								
Speaking	22-36D	22-36S	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S	ELG
<i>Inception</i>	2	0	0	4	4	1	0	0	0
<i>July 2019</i>	0	2	0	0	0	1	2	3	3

Impact:

- One KS1 and Two KS2 full scale dance and drama performances were executed with 100% of PP children involved in all shows
- Two PP children arrived 30-50(S) on entry and achieved GLD
- All PP children made progress in all three areas of the 'Communication and Language' Prime Goal
- All but two children, who were both 22-36(D) on entry for all three learning goals, finished the academic year on at least the 40-60 age/stage band.
- One child who was evidenced making accelerated progress – from an entry point of 30-50m(D) – achieved the ELG in Communication and Language.

Lessons Learned:

As the school draws upon a wide range of nursery and pre-school provision, we are in a position where the majority of children still arrive each year below the expected starting point for reception children across all learning goals. Once again, visiting every pre-school setting prior to inception gave us a greater insight into the cohort and their families. More robust, clear systems are embedded and being used successfully to track progress through EYFS.

Implications for Planning:

- Continue to evaluate and improve the impact and efficiency of time spent doing interventions in EYFS
- Try to incentivise greater parental involvement in and out of the classroom to allow more rapid progress towards ELGs
- Larger incoming cohort would benefit from another adult to support their speech and language development
- Talkboost will target children who baseline below significantly their chronological age – games from the sessions will also crossover into quality first teaching

Barrier: low levels of attendance and punctuality in comparison to the national average

Through the deployment of our attendance officer, use of incentivised schemes and rewards – attendance trophies, treats and certificates –and breakfast club opportunities, the following impact has been identified.

Attendance	PP Attendance (%)	Non-PP Attendance (%)	National Expectation (%)
2018-2019	94	97	96
2017-2018	94	97	96
2016-2017	94	97	96

Year	PP Lates Before (%)	Non-PP Lates Before (%)	PP Lates After (%)	Non-PP Lates After (%)
2018-19	1.1	0.5	0.3	0.04
2017-18	1.3	0.9	0.2	0.01
2016-17	1.5	0.5	0.58	0.1

Year	PP PA (pupils)	Non-PP PA (pupils)
2018-2019	14	1
2017-2018	22	
2016-2017	20	

Unauthorised Absences	PP (%)	Non-PP (%)
2018-2019	1.6	0.6
2017-2018	1.6	0.5
2016-2017	2.3	

*PA = Persistent absence of >10%

Analysis of Results:

- School attendance has remained consistent – we are aware that PP children are below national expectation for whole school attendance.
- Unauthorised absences are stabilised and low despite a zero tolerance approach to authorising absences.
- We are experiencing fewer 'lates' (both before and after registration) and teachers are adamant that this is having a positive impact on the overall mood, focus and learning in early morning English lessons.
- A fall in children who are persistently absent suggests that our strategies have been effective in helping to improve attendance of individual families. In particular, Year 1 attendance shows that support we provided to families whilst in EYFS has improved the attendance of their children in Year 1.
- 3 children (out of the 14) had a PA % of below 12%
- Five of our PA children were in the departing Year 6 cohort (32 children in the cohort)

Lessons Learned:

Embedded strategies implemented in 2017/18 have managed their effectiveness into the 2018/19 academic. The overall ethos, that children are far more aware of attendance as a concept and families understand the reasons for statistical aims and goals, has been cemented. The children have enjoyed earning attendance rewards in collaboration with their peers. Attendance rewards and incentives seem to work best when children are not singled out and, instead, work as a team to achieve aims and objectives. The opposite seems to be true for parents and families: they seem to take action when they are targeted and worked with on a 1:1 basis rather than through whole school assemblies and more general, informal discussion.

Implications for Planning:

- Continue with half-termly review meetings for identified pupils
- Half-termly analysis of data should focus on trends. Some children missing the same day each week – is it correlation or causation?
- Continue with existing effective strategies that are under constant review

Barrier: Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements

Analysis of Results:

	No. of PP children at age/stage band at the start of 2018/19							
Subject	22-36D	22-36S	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S
<i>Maths</i>	1	1	0	3	3	1	2	0
<i>Reading</i>	1	1	1	6	2	0	0	0
<i>Writing</i>	0	2	3	4	2	0	0	0

	No. of PP children at age/stage band at the end of 2018/19								
Subject	22-36D	22-36S	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S	ELG
<i>Maths</i>	1	0	1	0	0	0	2	3	4
<i>Reading</i>	1	0	1	0	0	1	2	2	4
<i>Writing</i>	0	0	1	0	0	1	2	4	3

- At least 96% of PP children in each cohort are making expected progress based on the standardised NFER tests. Teacher judgement supports the results of the assessment.

2. Current levels of progress at Windmill Hill Primary School		
KS1	Pupils eligible for PP	Pupils not eligible for PP
% making at least minimum progress in reading	96%	98%
% making at least minimum progress in writing	96%	96%
% making at least minimum progress in maths	100%	100%
KS2	Pupils eligible for PP	Pupils not eligible for PP
% making at least minimum progress in reading	98.5%	100%
% making at least minimum progress in writing	97%	97%
% making at least minimum progress in maths	97%	100%

- KS1 Statutory Assessments demonstrate that children are making progress from their starting points
- Twice as many non-disadvantaged children achieved GLD in EYFS, yet pupil progress data shows that all disadvantaged children make expected progress. This is the first step in narrowing the gap in attainment.

Setting Name	Eligible	Ineligible	GLD 1:1		Avg. Total Pts.Score ²		ACHIEVED AT LEAST EXPECTED								Specific Goals	All Goals
			GLD 1:1	Avg. Total Pts.Score ²	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP				
Windmill Hill Primary School	22	0	50.0%	26.7	50.0%	54.5%	50.0%	50.0%	50.0%	50.0%	54.5%	50.0%	59.1%	50.0%	50.0%	
Disadvantaged	10	0	30.0%	23.2	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	40.0%	30.0%	40.0%	30.0%	30.0%	
Non Disadvantaged	12	0	66.7%	29.7	66.7%	75.0%	66.7%	66.7%	66.7%	66.7%	66.7%	66.7%	75.0%	66.7%	66.7%	

> In KS1 statutory assessment, disadvantaged children outperformed non-disadvantaged children in writing and maths and there is one a small differential in reading.

Establishment	Cohort **	READING			WRITING			MATHS			RWM*	RWMS*	
		<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	
Windmill Hill Primary School	21	47.6%	52.4%	4.8%	52.4%	47.6%	4.8%	42.9%	57.1%	4.8%	47.6%	4.8%	47.6%
Disadvantaged	12	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	41.7%	58.3%	0.0%	50.0%	0.0%	50.0%
Not Disadvantaged	9	44.4%	55.6%	11.1%	55.6%	44.4%	11.1%	44.4%	55.6%	11.1%	44.4%	11.1%	44.4%

- In KS2, disadvantaged children actually performed better in reading and maths. Writing performance skews the RWM data to show a much wider gap in attainment.

School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
		≥Exp	High SS	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
Windmill Hill Primary School	31	54.8%	9.7%	105.2	19.4%	80.6%	22.6%	58.1%	22.6%	104.2	9.7%	90.3%	9.7%	105.4	25.8%	74.2%	25.8%
Disadvantaged	21	47.6%	9.5%	106.1	19.0%	81.0%	28.6%	52.4%	19.0%	104.1	9.5%	90.5%	9.5%	105.2	28.6%	71.4%	19.0%
Not Disadvantaged	10	70.0%	10.0%	103.5	20.0%	80.0%	10.0%	70.0%	30.0%	104.5	10.0%	90.0%	10.0%	105.8	20.0%	80.0%	40.0%

Lessons Learned:

In order to aid transition, settings and school need to continue to work together more closely to establish a clear understanding of each other's aims, purpose and philosophy. KS2 results indicate that in reading and maths, disadvantaged children were able to make accelerated progress from Year 5 in order bridge the gap in attainment to non-disadvantaged. Writing remains an area that, since the removal of a 'best fit' approach, lags slightly behind the other subjects in terms of attainment. We predict that next year's Year Six cohort will benefit from the money spent training staff to form and utilise a blocked unit

approach to text types. It will also be the first year group to have been assessed using the new assessment framework in both Key Stages. This year, once again, children who performed above the average in maths, yet below the average in writing still showed a negative progress integer even when making accelerated progress and reaching the expected standard. PAGs left the current Year Six Cohort with writing progress targets that were unattainable by the end of KS2 yet do reflect positively on their progress as a whole.

Implications for Planning:

- Seek good practice for other school who have similar barriers on entry
- Find effective strategies to engage parents to work more closely with their children before reception entry e.g. summer time workshops
- Continue to review meeting post baseline assessment in order to maximise the time available to make a difference to every child's learning and their environment
- Continue to take opportunities to extend children's sentences in conversation and story writing
- Implement the existing, effective strategies that have been identified by outside agencies and monitor and evaluate their effectiveness on individual children.
- Ensure that the newly-appointed teacher receives adequate support and training when planning the teaching of writing as blocked units
- Invest in new resources to support the teaching of Phonics in KS1 – the current in-school approach is proving to be successful and sustainable so now the resources need to find a link between home and school
- Ensure that teachers have better awareness of vocabulary lag in disadvantaged families and give teachers the training required to make learning new vocabulary a focus across the entire curriculum.

Barrier: family disengagement in the learning processes – reduced opportunities for home learning and curriculum enrichment.

Analysis of Evidence:

- Online homework – using SPAG.com as a pilot – has led to increased enthusiasm from families and a greater willingness of become involved in homework
- All PP children are invited into a club/session after school and this has forged many successful routes into parents taking their newly discovered hobbies further and finding enrichment opportunities off the premises
- More parents attending both Parents' Evenings than in previous years – feedback points towards the use of a crèche and the ability to book appointment before 3 o'clock
- Parents expressed how much easier it was to arrange a suitable appointment when Parents' Evening is spread over two days – this meant that double the amount of parents were able to use the earlier time slots around 'home time'

- Persistence and diligence when arranging home visits once again proved a reliable way to improve initial engagement in EYFS
- Parents shown evidence of how Tapestry can contribute to the assessment of GLD meant that parents took their role more seriously in EYFS and the hope is that this will build good habits as they progress up the school
- All tickets to dance and drama productions sold out – the hall was at full capacity twice a day for each event

Lessons Learned:

- Parents who are reluctant to engage may need more formal meeting opportunities to take a more active role in school life. Informal invitation will not always give a family the encouragement that they need to come to school
- Parents with pre-school siblings may be more active if they are given the opportunity to complete multiple tasks and meetings in one visit, so that it becomes easier to arrange child care privately
- ‘Friends of Windmill Hill’ group once again took ownership of after-school events and their engagement has increased as they feel like a more valued stakeholder when entrusted to make decisions and take greater responsibility. It is also a way for parents to share ideas without the intimidation factor of taking the more formal route
- Parents value ‘Coffee Morning’ and, only when it was logistically difficult (due to availability within school) to arrange, we realised that parents see it as an excellent opportunity to broach subjects with the SLT
- Parents would like to see the school provide after hours opportunities to view our productions – they see the high school model as something we can adapt going forward

Implications for Planning:

- Create a common language approach when talking to parents – make sure that we make it clear when an event is optional or when it is a necessity
- Identify families who find it difficult to visit school at particular times and try to find a way to improve their experience
- Keep allowing the FOWH group to take ownership of events, but use opportunities to feedback to school and inform us about the more informal conversations that take place at events
- Ensure that parental feedback on ‘Coffee Mornings’ leads to them becoming more structured, in terms of topics of discussion, and give greater notice of any changes to these days when they change from the typical post-assembly slot on a Friday
- Look at ways to action shows during the evening – is it logistically feasible and when would up uptake look like. Debate a pilot show to assess its effectiveness

Conclusion of the Report

The school has adapted to the new requirements for the planning and deployment of Pupil Premium funding and the measuring of the impact. However, in line with whole school progress, we seek to further sharpen the identification of 'need' through effective training, robust monitoring and closer working relationships with parents and carers. Our ultimate aim is to continue to improve the life chances of the most vulnerable groups of children in our care.

We will continue with effective strategies to tackle these gaps in education and to raise attainment for children from disadvantaged backgrounds by:

- Maintain a whole school awareness and moral purpose to all that we do
- Rigorous monitoring and analysis of data, provision and practice
- Effective deployment of staff and resources
- Implementing focused interventions with measurable impact
- Awareness of EYFS and early identification needs
- Recognition of social and emotional needs and the impact on progress
- Striving to raise our pupils' engagement and attitudes to learning
- Engaging with our families/carers (and endeavour to strengthen these relationships)
- Supporting transitions in children's learning journeys at key points

