



Windmill Hill Primary School

Introduction

Each year, all schools must publish online information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on what local-authority-maintained schools must publish online.

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. £2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

For the school year 2020-21, we have been allocated a total of £122,395

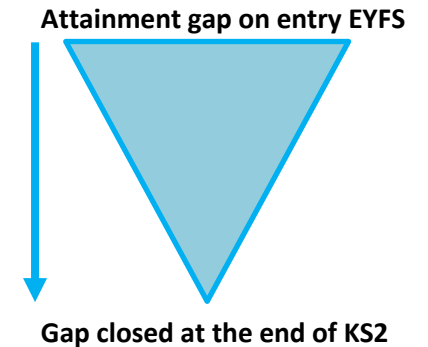
Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils
- Will focus on evidence from EEF (Education Endowment Foundation) and other key research findings in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence
- Link to our Sports Premium to ensure maximal health benefits to all of our pupils
- Link to our School Improvement Plan with a focus on implementing the whole school thinking skills approach

The five key areas below will:

- Inform the core of the staff development and training plan for 2020-21
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Make use of ability curve plotting to monitor the progress of each individual pupil and ensure prompt intervention where necessary
- Ultimately, ensure that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key mission of providing the very best opportunities for all our pupils by working together



Pupil Premium Strategy Statement

1. Summary information					
School	Windmill Hill Primary School				
Academic Year	2020-21	Total PP budget	£122,395	Date of most recent PP Review	July 2020
Total number of pupils	169	Number of pupils eligible for PP	96	Date for next internal review of this strategy	Dec 2020

*Numbers are yet to include EYFS intake 2020

2. Current levels of progress at Windmill Hill Primary School for year ending 2019 – Due to Covid closure – no data available for 2020		
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%

3. Barriers		
In-School Barriers	Desired outcomes and how they will be measured	Success criteria
<p>A. Low levels of spoken communication skills – this is identified annually by early assessments and is impacted by vocabulary lag.</p>	<p>Focus on early identification and intervention to improve verbal communication skills Children become better at asking appropriate questions and at the right times Increased staff awareness of the impact of disadvantaged backgrounds on development of verbal skills – focus through Thinking Schools approach on the development of vocabulary and self-regulation To be measured by national standardised testing, teacher assessment and observations.</p>	<p>All children achieve at least expected progress and show increased confidence in their use of verbal communication All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning. Pupils aware of metacognition and their strengths as an independent learner Staff are 100% confident in their use of standard English and fully understand the implications of the language they use during lessons There is a common language of learning across the school</p>
<p>B. Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.</p>	<p>All pupils make minimum of 'expected' progress in reading, writing and mathematics All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally in each year evidenced by NFER All teachers are aware of how to utilise the NFER Pupil Plotting NFER data used to identify gaps in pupil learning to be addressed through the Thinking Schools approach 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. Teachers are able to plot their own results and use it to inform planning for learning. Teachers using a range of Thinking strategies to ensure connected learning and progress for all.</p>
<p>C. High levels of social, emotional issues through delayed development and ACEs factors.</p>	<p>All children have improved 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 teacher awareness of the impact of disadvantage on pupil motivation Thinking School focus on Habits of Mind and dispositions for learning. Raised awareness and implementation of the importance of emotion in learning. To be measured using Dojo point tracking and participation at reward events across the school calendar – currently an average of 87% 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. Pupils aware of their Habits of Mind and able to break habits which reduce learning and enhance habits which develop confidence and engagement. To develop qualities as laid out in our learner profile.</p>
External Barriers	Desired Outcomes	Success criteria
<p>D. Lower levels of attendance and punctuality for some families with persistent absenteeism.</p>	<p>Improve attendance rates in line with non-disadvantaged pupils Improved punctuality. Staff are more aware of the negative impact of poor attendance – all staff are equipped with strategies that enable a seamless transition back to school post absence Through the Thinking Schools approach to develop engagement – build confidence and help children see how they can be successful 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. Staff feel that children with poor attendance are experiencing fewer disruptions during a series of lessons. Pupils through PASS information show they enjoy school – feel it is relevant for them – that they see how they can succeed.</p>
<p>E. Some families experience difficulties</p>	<p>To assist parental engagement and involvement in their children's learning More families stimulating reading for pleasure at home</p>	<p>Increase in parental attendance at all school organised events. Fewer children tracked reading less than the baseline amount of times</p>

supporting home learning and early language development. This can lead to reduced opportunities for home learning and curriculum enrichment.	To increase teacher awareness of the impact of home life on the development of Cultural Capital To develop Thinking School approaches in the home Awareness raising and resources provided for use in the home To be measured by attendance and participation across of number of events. Baseline measures will be established and used for comparison purposes.	at home (on a weekly basis). Increased number of children attending enrichment activities/clubs outside of school hours. Pupils able to speak with confidence about their learning. Vocabulary extended and pupils provided with a wide range of thinking strategies
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4. Planned expenditure

Academic year	2020/21
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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- The focus for the next two years will be on the Thinking Schools approach which will provide training and resources to build a common language of learning – improve feedback, assessment, questioning and further build pupil confidence and provide them with skills for life in the 21st and 22nd centuries.

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?
A	Internal speech and language intervention Modelling correct/standard English at all times Speech and language testing across both Key Stages Staff training to raise awareness of impact of disadvantage on language development. Use of Thinking Schools approach to build a common language of learning and build a “thinking vocabulary” for all pupils.	Comparatively lower % of GLD COM (50% vs 71.5% LA) Anecdotally, teachers regularly express concern over the use of non-standard English across the school. Research suggests that children from disadvantaged backgrounds are twice as likely to experience language delay. Evidence of impact of Thinking Schools approach through “Effect Size”	ACE standardised assessment Internal and external specialist advice, support and moderation. Internal and external observations of speech and language interventions. Data analysis Student meetings/interviews Comprehensive training programme – use of Drive Team Consultant learning walks	P. Newman D. Stoddart A. McCoy M. Inman Drive Team	Half-termly informal review using six week intervention monitoring format Termly more formal review Use of NFER data and learning walks Teacher self review

<p>B</p>	<p>Consistent, evolving, rich blocked unit planning in both maths and English</p> <p>After school and lunch time clubs</p> <p>Termly Boxall Profiles</p> <p>Staff training on verbal feedback,</p> <p>Develop awareness of metacognition – cognitive load theory</p> <p>Closer, stronger links between the learning in foundation subjects during literacy lessons</p> <p>Through Thinking Schools approach develop more connected learning, intelligent repetition and ensuring learning is understood and retained</p>	<p>Analysis of EYFS, KS1, 2 and NFER data</p> <p>QLA of KS2 SATs shows that inference and deduction questions are answered with the lowest degree of accuracy and total points accrued</p> <p>QLA of KS2 GPVS shows relatively low levels of success in the 20 mark spelling side of the assessment. This is an ongoing trend.</p> <p>Feedback from staff research and discussion</p> <p>Book scrutiny and Learning Walks</p> <p>NFER QLA shows that children perform sig. worse in reasoning within maths and link to underperformance in reading comprehension.</p>	<p>Regular pupil progress meetings</p> <p>Data analysis inc. QLA</p> <p>Six week monitoring grid to monitor supported support</p> <p>Scrutiny of books and Learning Walks</p> <p>Attendance tracking at after school clubs</p> <p>NFER confidence bands used to show progress</p> <p>Thinking Matters analysis to improve reasoning skills – regular reviews and feedback</p>	<p>P. Newman</p> <p>D. Stoddart</p> <p>A. McCoy</p> <p>Drive Team</p>	<p>Half-termly informal review</p> <p>Termly formal review</p>
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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?
<p>B</p>	<p>Targeted intervention (by all teaching staff) using NFER QLA and pupil plotting data</p> <p>Targeted feedback to address areas of need with individuals</p> <p>Feedback training for all staff via Thinking Schools approach</p>	<p>Teachers feedback suggests that they would benefit from a succinct, visual overview of age standardised scores</p> <p>A graphic, produced by Dr Lee Elliot Major, would suggest that effective feedback can gain up to 8 months of development relative to a low financial output</p> <p>Thinking Schools Effect size data</p>	<p>Modelling of effective feedback</p> <p>Whole-school non-negotiables for both verbal and written feedback</p> <p>Staff to ask children key questions to establish whether they know their next steps and whether they can differentiate between foundation subjects and talk about what they are learning</p> <p>Learning walks and teacher self - reviews</p>	<p>P. Newman</p> <p>Drive Team</p>	<p>Half-termly informal review</p> <p>Termly formal review</p>

<p>C</p>	<p>Meet and Greet to provide a mood assessment</p> <p>Weekly Celebration Assembly so that parents can set time aside to show their children that they support the school are value our rewards.Use of Thinking Skills approach in assemblies</p> <p>Professional 'HERO' visits to raise aspirations</p> <p>Trips/ competitions so that children can excel and be celebrated across an even wider range of talents and interests</p> <p>Circle Time to provide open discussion</p> <p>PASS Assessment to document and assess attitudes towards school</p> <p>Development of Habits of Mind across all years</p>	<p>Circle time feedback</p> <p>PHSE discussion</p> <p>Parent meetings</p> <p>Involvement with Social Care</p> <p>Poor speaking and listening skills identified by teachers and test outcomes making it more difficult for children to express their emotions</p> <p>Staff meeting revealed a need for training on the impact of disadvantage and ACEs</p> <p>Evidence from EEF and Thinking Skills approaches</p>	<p>More regular Pupil Voice meetings</p> <p>Pupil and parent questionnaires</p> <p>Internal CPD</p> <p>Modelling respect and interpersonal skills</p> <p>PASS results meetings</p> <p>Teacher self-reviews</p>	<p>P. Newman</p> <p>All staff</p> <p>Drive Team</p>	<p>Annual PASS Assessment</p> <p>Weekly verbal discussions and feedback</p> <p>Monthly meetings with parent guardians if professional judgements sees the need</p>
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<p>D</p>	<p>Breakfast Club to encourage families to get their children to school early rather than aiming for 'on time'</p> <p>Home visits to pre-empt any developing issues which would affect the child</p> <p>Pastoral care and support for families Explanation of Thinking Schools to parents Rewards for 100% attendance</p> <p>Lates (and the impact of) are discussed during Celebration Assembly as parents are present</p> <p>Research shared with staff and parents so that they know the impact of both lateness and absenteeism and can adjust their teaching methods accordingly</p> <p>Healthy school approach leading to an audit review in this academic year</p> <p>All Pupil Premium children are offered a place at at least after school sports related club.</p> <p>Three members of staff to receive mental health training in order to become Mental Health First Aiders</p>	<p>Lower attendance across both key stages</p> <p>More unauthorised absences</p> <p>More lates (before and after register)</p> <p>Teachers have evidence that pupils are arriving unprepared for school</p> <p>DfE Research summarises that pupils with lower levels of attendance and less likely to be working at age related expectations</p> <p>History of childhood obesity prevalent in school</p> <p>Children and adults living in households in the lowest 20% income bracket in Great Britain are two to three times more likely to development mental health problems than those in the highest</p> <p>Analysis of data from the Millennium Cohort Study in 2012 found children in the lowest income quintile to be 4.5 times more likely to experience severe mental health problems than those of higher income families</p> <p>Thinking Schools approaches evidence of enhancing levels of engagement and confidence</p>	<p>Review of statistics (weekly)</p> <p>Meeting with parents – we will ensure that they are aware of attendance figures and impact reports</p> <p>EWO involvement where necessary – school will contact them immediately when there is a cause for concern</p> <p>Extra support staff in Breakfast Club to monitor the attendance of an increasing number of pupils</p> <p>Thinking Schools training for all staff</p>	<p>P. Newman C. Towers</p> <p>Drive Team</p>	<p>Weekly</p> <p>Half Termly reviews</p>
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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?
<p>E</p>	<p>Parent workshops in English and Mathematics via the Thinking Schools approaches</p> <p>'Stay and Play' in EYFS</p> <p>Providing a crèche at key parent events to alleviate financial burden</p> <p>Celebration assembly with private</p>	<p>Parents admit low levels of basic English and mathematics</p> <p>Parents requests for ways in which to engage their children through play</p> <p>Childcare a problem –established through Q&A</p> <p>Parents pro-actively contacted for positive</p>	<p>Record attendance of parents and guardians at key events</p> <p>Monitor activity online and address concerns for pupils with families who are inactive</p> <p>All classes send home timetables and send updates of any changes</p>	<p>P Newman</p> <p>L. Drinkwater</p> <p>D. Stoddart</p> <p>A. McCoy</p> <p>C.Towers</p>	<p>Half-termly informal review</p> <p>Termly more formal review</p>

	<p>invitations for specific awards (followed by 'Coffee Mornings')</p> <p>Home visits prior to inception to build positive relationships with parents</p> <p>Tapestry in EYFS to provide a link between home and school learning</p> <p>Social media to celebrate our pupils with a wider audience and engage families</p> <p>Using parents to chaperone on educational visits</p> <p>'Friends of Windmill Hill' involvement in key dates and events</p>	<p>reasons as opposed to discipline – non-threatening group activity with no pressure to 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>Open door policy with parents – 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 supported and a solution is sought</p> <p>Q&A session, formal and informal opportunities to provide feedback to school.</p>	<p>DRIVE TEAM</p>	
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The Pupil Premium Plan has been prepared based on identified needs and is linked to all other aspects of relevant school planning – School Improvement Plan-Sports Premium Plan – SEND Development Plan.

This strategic plan will be underpinned by a comprehensive development programme for all staff and governors which will focus on a whole school thinking skills approach.

This will be followed through the year by relevant training sessions and the provision of appropriate resources. The Thinking School Drive Team will have responsibility for sustaining progress and evidencing impact. Our external consultants will support us throughout this journey and undertake learning walks to measure the effectiveness of the approaches. All aspects of high quality teaching and learning will be focused on, using the current Inspection Framework. The plan will be reviewed regularly and flexibility has been built in to enable sustained development for all staff.