

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Windmill Hill Primary
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Full Governors
Pupil premium lead	Paula Newman
Governor / Trustee lead	Ged Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,760
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	

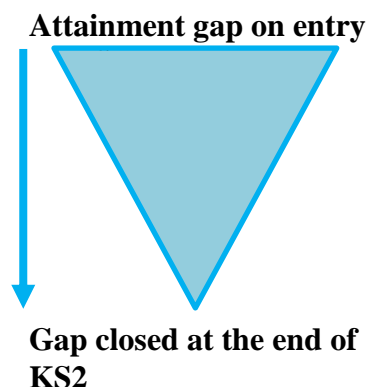
Part A: Pupil premium strategy plan

Statement of intent

Introduction

PP grant funding is allocated to local authorities for 2 separate objectives:

- Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.
- Providing support for children and young people with parents in the regular armed forces.



PP grant is allocated to local authorities, who must distribute it to each school they maintain based on the number of pupils in year groups reception to year 11, who are:

- Recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6).
- Previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales.
- PP grant is also allocated to local authorities based on the number of looked-after children (LAC) supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority. It is for the local authority to decide how much of this funding to pass on to the child's school. If LAC PP funding is retained by the local authority it must still be spent to improve the attainment of eligible pupils and in accordance with the menu of approaches.
- The portion of PP grant funding for LAC and PLAC pupils is often referred to as 'pupil premium plus' (PP+).
- Local authorities also receive PP grant for any pupils eligible for PP in any independent setting where the authority pays full tuition fees. As with LAC PP, it is for the local authority to decide how much of this funding to pass on to the child's school.

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 2024-25.
- 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of spoken communication skills – this is identified annually by early assessments and is impacted by vocabulary lag.
2	Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.
3	High levels of social, emotional issues through delayed development and ACEs factors.
4	Lower levels of attendance and punctuality for some families with persistent absenteeism.
5	Some families experience difficulties supporting home learning and early language development. This can lead to reduced opportunities for home learning and curriculum enrichment.

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
1.	<p>Earlier identification of children with poor verbal communication skills</p> <p>Children to ask relevant and appropriate questions in the right moment</p> <p>Staff are more aware of the impact of disadvantaged backgrounds on development of verbal skills – focus through Thinking Schools approach on the development of vocabulary and self-regulation</p> <p>This will be measured by Wellcomm screening analysis</p>	<p>All children achieve at least expected progress and show increased confidence in their use of verbal communication</p> <p>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</p> <p>Staff are 100% confident in their use of standard English and fully understand the implications of the language they use during lessons</p> <p>There is a common language of learning across the school</p>
2.	<p>Accelerated progress in reading, writing and mathematics</p> <p>More effective assessment and utilisation of NFER data through Pupil Plotting.</p> <p>Measured by termly NFER standardised assessments and use of confidence bands</p>	<p>Children tracked using NFER ASS testing to ensure progress outcomes are positive.</p> <p>Progress score >0 across all three subjects</p> <p>All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally in each year evidenced by NFER</p> <p>Teachers are able to plot their own results and use it to inform planning for learning</p>
3.	<p>All children are equipped with a Growth Mindset mentality</p> <p>To improve teacher awareness of the impact of disadvantage on pupil motivation</p> <p>To raise awareness of the importance of emotion in learning</p> <p>Measured by PASS analysis</p>	<p>Reduced number of children getting ‘negative’ dojo points.</p> <p>90% participation at reward events</p> <p>Evidence of increased self-awareness, improved mood levels and greater engagement during lessons. Use of Boxall profile to aid judgements on progress</p> <p>Pupils aware of their Habits of Mind and able to break habits which reduce learning and enhance habits which develop confidence and engagement</p>

4.	<p>To improve attendance rates in line with non-disadvantaged pupils</p> <p>To improve punctuality rates in line with non-disadvantaged</p> <p>Measured by attendance and punctuality analysis</p>	<p>Improved % figures to at least 96% in-line with national expectations and non-disadvantaged group</p> <p>Improved punctuality – lateness declining annually towards standards of the non-disadvantaged group</p>
5.	<p>To increase parental engagement and involvement in children’s learning</p> <p>The children read for pleasure more often and are supported and monitored more consistently by their parents</p> <p>To increase teacher awareness of the impact of home life on the development of Cultural Capital</p> <p>Measured by parental questionnaire and discussion</p>	<p>Increase in parental attendance at all school organised events.</p> <p>Improved standards of fluency</p> <p>Increased number of children attending enrichment activities/clubs outside of school hours.</p> <p>Pupils able to speak with confidence about their learning.</p> <p>Vocabulary extended and pupils provided with a wide range of thinking strategies</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Qualified Teachers to support teaching and learning</i>	<p>Reducing Class Size: EEF (2 months+)</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>As a direct consequence of expanding the opportunities for children to work in smaller groups, we are maximising modelling opportunities and increasing the time spent providing high-quality, live feedback to each pupil.</p>	1,2,3
<i>Staff CPD on implementing effective feedback and skilful questioning as part of Thinking Schools development.</i>	<p>Feedback: EEF (7 months+)</p> <p>EEF state that a wide range of approaches to feedback – including when feedback is delivered by technology or peers – can have a positive impact on children. The EEF research also indicates that Impacts are highest when feedback is delivered by teachers. We are convinced that live feedback – both positive and constructive – is key to accelerating progress. An additional qualified teaching and an improved adult to child ratio means that we can work to provide more frequent, detailed feedback to our children.</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches – which we strive to deliver - combine feedback with additional support for pupils that are falling behind. Part of the role will ensure that children can receive high-quality one-to-one tuition when required.</p>	1,2,3
<i>G&M Murphy Ltd</i>	EEF (8 months+)	1,2,3

<p><i>Applying the core principles of a 'Thinking School' – Metacognition and Self-regulation</i></p>	<p>We have made a commitment to empowering out staff with the knowledge and skills required to work in an educational community in which all members share a common commitment to giving regular careful thought to everything that takes place. This will and staff, and subsequently students, learning how to think reflectively, critically and creatively, and to employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities.</p> <p>According to the EEF, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Security of the evidence around Metacognition is rated as high.</p>	
<p><i>Whole-school curriculum schemes for reading, writing and maths</i></p>	<p>Reading Comprehension Strategies:</p> <p>EEF (6 months+)</p> <p>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.</p> <p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Our aim is to use our expenditure to bring a wealth of literature to the children daily and provide a consistent model in which to deliver the key skills that they require to read and comprehend texts.</p>	<p>1,2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Online Learning Platforms</i>	<p>EEF (3 months+)</p> <p>Although studies are notably limited, the EEF’s research summary suggests that homework can be a cost-effective way to help to bridge the gap. The quality of the task set appears to be more important than the quantity of work required from the pupil. Therefore, we invested in platforms that we believe provide the best home learning experience possible whilst also being mindful of ever-increasing teaching workload.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. Maths.co.uk and SPAG.com will mark the children’s work and provide feedback on strengths and areas for development. We are aware that many of our children do not have an adult at home capable of providing effective academic support.</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework</p>	1,2,5
<i>One-to-one Tuition</i>	<p>EEF (5+ months)</p> <p>We will utilise a qualified teacher to provide short, regular group and one-to-one tuition; EEF evidence suggests that both strategies can have a positive impact on attainment. In some cases, one to one tuition has led to greater improvement. Whilst in other studies, tuition in groups of two or three has been equally or even more effective.</p>	1,2,3
<i>Small Group Tuition</i>	<p>EEF (4+ months)</p> <p>Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	1,2,3

	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>It is noteworthy that we have recruited five fully qualified teachers – 2 of which were head teachers in primary school settings – to support teaching and learning in our school.</p>	
<p><i>Qualified Counselling</i></p> <p><i>Tier 2 targeted interventions</i></p>	<p>Social and Emotional Learning - EEF (4 months+)</p> <p>We invest in a highly skilled, counsellor to deliver a specialised programmes targeted at students with particular social or emotional needs.</p> <p>Our counsellor is employed to work with the children on a fortnightly basis to provide a guidance and emotional support for our pupils. As per the evidence review from the EEF, the support includes working on a positive social dynamic amongst peers within each class. We believe that improving social interaction is key to developing a culture of peer support.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>3,4,5</p>
<p><i>Supplementing Teaching Assistant salary to ensure that there is at least one full-time TA in every class delivering small, targeted interventions</i></p>	<p>EEF (4 months+)</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits.</p> <p>In the most positive examples, it is likely that support and training will have been provided for both teachers and</p>	<p>1,2,3,5</p>

	<p>teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons. As out TAs are full-time and work mostly with one teacher, we can effectively work collaboratively to support the children and to help them to progress.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	<p>EEF (2 months+)</p> <p>In 2019, an updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. Attendance at the breakfast club, rather than generally eating breakfast, seemed to be the key driver of the benefits. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>The EEF summarised their support for the club by stating that, <i>'Universal breakfast club provision in disadvantaged schools should therefore be considered by schools allocating their pupil premium budget (and rightly by government) as a way to enhance pupils' experience of school, and ultimately their educational attainment'</i>.</p>	1,3,4,5
PASS	Behaviour Interventions - EEF (4+ months)	3,4,5

	<p>PASS provides us with live pupil voice so that we can deliver effective universal SEL across our school.</p> <p>PASS gives us a greater understanding of why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately</p> <p>It allows us to uncover the sometimes hidden emotional or attitudinal struggles within individuals or cohorts (such as low self-regard or attitudes to attendance) to prevent these issues from occurring and affecting teaching and learning.</p> <p>PASS was established by educational psychologists and standardised on 600,000 children to provide assurance of accuracy. Results are set against national benchmarks, so you can see how your pupils compare to the national picture.</p>	
<p><i>Kirsty Hudson – Performing Arts Weekly Workshops</i></p>	<p>EEF (3 months+)</p> <p>Research suggests that arts participation improves outcomes in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1,3</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

EYFS

GLD: 46% of PP pupils achieved GLD

Wellcomm

Reception – 21 Pupils – 11 pupils are PP

Of 21 pupils in September 6 scored Green, 5 scored Amber and 9 scored Red

Of 21 pupils in July 11 scored Green, 5 scored Amber and 3 scored Red

Of 11 PP pupils in September 4 scored Green, 2 scored Amber and 5 scored Red

Of 11 PP pupils in July 6 scored Green, 2 scored Amber and 3 scored Red

Pupils will be Wellcomm screened each year to ensure progress continues

There is evidence of good progress

Phonics Screening Check Y1 June 24 (PSC)

All pupils who were eligible for PP achieved the expected standard in the Phonics Screening Test.

Year 6 SATs

In 2023-24:

> 55% (11 pupils) of our Y6 pupils were eligible for PP.

> 5 out of the 11 pupils had SEN support

Of the 11 PP pupils who took the KS2 tests, 9 pupils achieved the expected standard in reading, 9 pupils achieved the expected standard in GPS, 6 pupils achieved the expected standard in Maths and 7 pupils achieved the expected standard in writing.

Of the 11 pupils who took the KS2 tests, 4 pupils achieved the greater depth standard in reading, 3 pupils achieved the greater depth standard in GPS, 1 pupil achieved the greater depth standard in maths and 1 pupil achieved the greater depth standard in writing.

Multiplication Tables Check:

In 2024, 83% of pupils who are eligible for PP who completed the Multiplication Table Check scored over 20 marks. This evidence suggests that the online resources were effective in developing knowledge multiplication tables.

% achieving	School Disadvantaged	England Disadvantaged	School Not Disadvantaged	England Not Disadvantaged
Y1 Phonics Wa	100	68	69	83
End Y2 Phonics Wa	83	82	100	91
KS2 RWM EXS+	55	46	100	67
KS2 Reading EXS+	82	63	100	80
KS2 Writing EXS+	64	59	100	78
KS2 Maths EXS+	55	59	100	79
KS2 GPS EXS+	82	59	100	78

The above table shows that disadvantaged pupils in our school perform better (in most subjects) than disadvantage pupils nationally.

Enrichment Activities:

After school clubs and lunchtime clubs have been highly participated by both upper and lower KS2 and KS1 children. The variety of sports have included: football, gymnastics, striking and fielding and multi sports.

All specialists and staff provided a variety of after school clubs for all children. 91% of Pupil Premium children attended an extracurricular club in KS2 (Up 1% compared to last year).

55% of Pupil Premium children attended at least one extra-curricular club in KS1.

PASS Survey Report:

The most recent PASS survey shows that overall, in each cohort, there is a high satisfaction with pupils' experience of school. Pupils who are eligible for Pupil Premium show higher levels of satisfaction in all areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A