Pupil premium strategy statement – Windmill Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	31st December 2025
Statement authorised by	Mark Gibbons
Pupil premium lead	Debbie Cambidge
Governor / Trustee lead	Alison Lamputt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,760.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£276,760.00

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Primary School we have a mission to give every child the best possible start to the rest of their lives. We do the best we can to help children at Windmill make positive choices, believing that their experiences here will continue to be an influence in their future lives. Our vision outlines key outcomes we hold for pupils, to become; generous, resilient, optimistic and wise citizens. Our holistic values mobilise our vision.

We use pupil premium funding to ensure that we hold high expectations and set ambitious outcomes for all children regardless of whether they are known to be disadvantaged or not, we appreciate that the applicability for funding can be narrow and acknowledge a wide range of disadvantaging factors, this is evident in our school data where, potentially, due to our high numbers of disadvantage and due to the area of social deprivation we serve, we do not have significant differences between pupils who are disadvantaged or not known to be disadvantaged. All strategies implemented intend to benefit all pupils. We recognise that a school cannot be outstanding unless it is outstanding for every child.

High-quality teaching is at the heart of our approach, with a focus on Quality First Teaching (QFT) to ensure universal approaches meet a wide and increasing range of need across our school. We continuously develop ordinarily available provision to ensure that all pupils are included and are attaining. We place significant value on developing language and communication as the key to future success that underpins all learning.

We have a thorough understanding of the community we serve and continuously work to develop family-school partnerships, understanding that community and family engagement is a key factor of individual pupil success. We know pupils well and through relational approaches apply timely and proactive wider strategies linked to behaviour, attendance, safeguarding and well-being.

All actions taken are underpinned using robust diagnostic assessment to identify common challenges and individual needs, rather than assumptions of the impact of disadvantage. This enables us to apply targeted academic support in addition to high quality teaching. All strategies are implemented and embedded through vigorous monitoring and with clear accountability to ensure that we stride towards an equitable education for all.

Challenges

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

Challenge number	Detail of challenge
1	Baseline oracy assessments, observations, support from Speech and Language NHS, and discussions with pupils' and staff, evidence underdeveloped communication and language skills and vocabulary among many pupils. These are evident from Reception through to KS2.
2	Assessments, observations and discussions with pupils show that reading levels on entry to reception are significantly below age related expectations for all pupils. Pupils make good progress by the end of KS2; however, not enough progress is made to meet national expectations for the Phonic Screening Check (PSC) in Year 1. Therefore challenges arise in curriculum coverage and accessibility of information whilst prioritising developing reading skills.
3	Internal and external data and moderation evidence that writing attainment among disadvantaged pupils is 20% lower than non-disadvantage writing attainment across the whole school, and across each year group can range from 9-36% of those working below ARE who are known to be disadvantaged compared to those who are not known to be disadvantaged.

The attainment gap per year group when tracked is not evidenced to widen from Reception through to end of KS2 but remains steady, evidencing that all pupils make progress but accelerated progress for disadvantaged pupils is not yet happening. |
| 4 | Identification of pupils and their families that require welfare and pastoral support has increased significantly according to school evaluation and central system data. The number of Early Help Assessments for families who require support directly from school has increased by 64% over the last 3 academic years, with a total of 46 families requiring Early Help Assessments last year, compared to 25 in the academic year of 2022-2023. |
| 5 | Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been 2.5% lower than for non-disadvantaged pupils.

16% of disadvantaged pupils have been persistently absent compared to 13% of their peers during that period. Although the gap is not wholly significant, our assessments and observations indicate that absenteeism can negatively impact disadvantaged pupils' progress. |

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Talk Boost tracker shows that baseline entry data for each year group being tracked through from Reception to entry into Year 2 shows significant progress for all pupils, aiming to have above 65% of children working at ARE by entry to Year 1 and 80% of children working at ARE in oral language and communication skills by entry to Year 2 with a narrowing disadvantage gap.
Improved reading attainment among disadvantaged pupils.	Reading attainment data shows that increasing numbers of pupils are working at ARE by Spring Term of Year 2 achieving 75% by February 2026 with a narrowing disadvantage gap.
	Children with additional learning needs all have an identified reading target and above 95% of children with IEP's are making expected small-step progress with their reading targets.
	End of KS2 data shows that increasing numbers of disadvantaged pupils are making expected progress in reading and that the attainment gap reduces.
Improved writing attainment for disadvantaged pupils by the end of KS2.	Pupils who are known to be disadvantaged in early years make accelerated progress with their writing to narrow the attainment gap from 30% to 15% by 2026
	Pupils who are known to be disadvantaged across KS1 and KS2 make accelerated progress to further reduce the disadvantage attainment gap per year group.
	Pupil voice evidence that pupils know what they need to do to improve their writing and that they enjoy writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Emotional Literacy intervention programmes evaluated show significant improvement and a reduction in pupils requiring multiple interventions.
	Positive pupil voice in response to mental health and well-being surveys increases.
	Positive family voice in response to support and feeling heard and part of decision-making increases.
	Continued reduction in children being placed on CP/CIN plans.
	Reduction in safeguarding reported incidents.
	Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance by 2026/27 demonstrated by:
	The overall unauthorised absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and heir non-disadvantaged peers being reduced by a further 1-2%
	The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.

Activity in this academic year

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

Teaching

Budgeted cost: £138,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly. Assessments purchased: Granada Learning (GL) Accelerated Reader (AR) Ruth Miskin Phonics (RWi) White Rose Maths (WRM) Edukey for IEP assessment. Talk Boost (TB) Evidence Me- EYFS	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time (covered by known staff, funding higher rate pay) specifically linked to the following programmes. Read Write Inc Love 2 Read Talk Boost White Rose Maths	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme Ruth Miskins Read Write Inc to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1, 2, 3
Enhancement of our writing teaching and curriculum in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced to offer guidance on improving literacy, drawing on evidence-based approaches: Improving Literacy in Key Stage 1	3

We will fund teacher release time to embed key elements of guidance in school and to access Writing resources and CPD. Specifically staff will use the guidance to embed spelling, grammar and composition approaches to writing, attend moderation training within the English Hub. Engagement with writing at home to support writing at school will be promoted by an online interactive programme called 'Emile'. Purchasing Grammarsaurus for writing resources on spelling, punctuation and grammar promotes the EEF approaches.	The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 2	
Improve the quality and impact of social and emotional learning. (SEL) Using Emotional Literacy support Assistants (ELSA), service level agreements with Educational Psychologists and multi-agency working with our local Virtual School and NHS Mental Health School Teams and School nurses, we will fund, provide and embed high-quality SEL approaches, embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning	4
Providing feedback to pupils. By appointing two full-time members of staff per class, per year group we can provide timely feedback. We make this commitment to recruitment and retention. We will purchase ongoing CPD and fund release time to ensure staff are well equipped to provide pupils with feedback that moves learning forward.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve EEF Guide to Providing Feedback	1,2,3

Targeted academic support

Budgeted cost: £69,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring is implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition	Teaching and Learning Toolkit	EEF	1, 2, 3

	[Small group tuition	Teaching and Learning Toolkit	EEF](#)	
Structured Interventions

We make a commitment to not remove pupils from lessons. Where this does happen it is for evidence-based, well-monitored and consists of informed delivery of a key number of programmes.

Reading- Ruth Miskin's Fresh Start and Fast Track Tutoring.
Language- Talk Boost
Speech- Contrastive Pairs
SEMH- ELSA
Physical- Cool Character and Cool Kids
Maths- NCETM

We appoint inclusion staff to support the delivery and provide all staff with CPD on developing targeted precision teaching and approaches, all interventions are monitored closely to gauge impact and progress made. KS1 teachers deliver targeted after school phonic clubs. | Structured interventions can have a considerate impact on pupils who require a higher level of support to access the curriculum.

[EEF Structured Interventions](#) | 1, 2, 3, 4 |
| Appointing outreach staff to support and train staff on how to meet the needs of an increasing number of pupils with complex special educational needs. Ultimately developing pupil independence through work/reward baskets, reducing the requirement for intense 1:1 learning support.
School is funding the training and use of visual resources using the purchase of an online tool called InPrint to ensure enabling classrooms and neurodivergent best practice. | Outreach support is widely recognised as an approach to upskill staff with regular pragmatic advice.
[Equitable Education- Soan and Monsen (2023)](#)
Creating an enabling environment.
[Autism Education Trust- Enabling Environments](#) | 1, 2, 3, 4 |
| Daily early opening hours for pupils to access online tutoring. IXL adaptive technology. Sessions facilitated by an adult. Year 4 project. | Personalised learning in English, Maths and Science through instant feedback via computer adaptive technology. Encouraging and developing metacognition and self-regulation.
[IXL Digital Tutoring](#)
[EEF Metacognition Guidance](#)
[EEF Guidance on using digital technology to improve learning](#) | 1, 2, 3, 5 |

Wider strategies

Budgeted cost: £69,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on relational based strategies such as restorative conversations, PACE approach, emotion coaching and trauma informed practice with the aim of developing our school ethos and improving pupil wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: [Behaviour interventions | Teaching and Learning Toolkit | EEF](#)	1, 2, 3, 4, 5.
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Specifically: attendance motivational whole school-based reward system. Supportive intervention meetings to provide early help. Breakfast Club providing wrap-around care and supporting families with working hours. After school clubs based on interests and abilities, targeted at disadvantaged pupils.	EEF guidance to supporting school attendance built on a six-strand approach. 1. Building a holistic understanding of children and families 2. Build a culture of community and belonging. 3. Communicate effectively with families 4. Improve universal provision for all pupils 5. Deliver targeted interventions 6. Monitor the impact [EEF supporting school attendance](#)	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5
Appointing a family-liaison/welfare officer to work as a core member within the schools' wider pastoral team. Ensuring resources and training enable staff to work collaboratively to use information not assumption to target support for families and pupils.	[EEF Parental Engagement](#) [Creating family-school partnerships (Webster, 2023)](#) [EEF Family-Liaison Officer Guidance for Schools](#) We place great value on collaborative relationships with all stakeholders and use EEF guidance to understand what strategies have the most impact on pupil outcomes.	1, 2, 3, 4, 5

Deep and Diverse experiences We understand that some pupils have limited experiences outside of the classroom and use funding to offer deep and diverse experiences based on cultural capital. Planned events are prioritised and consistently offered to all pupils with no additional charge. Experiences range from museum visits, theatre trips and residentials to hosting afternoon teas.	Engagement is increased due to pupils gaining hands-on experience. Often this is linked to improved writing outcomes, and this is linked to the following guidance- Arts Participation- school impact	1, 3, 4, 5

Total budgeted cost: £276, 760.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our schools disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that we have made significant progress with end of KS2 attainment results in reading, maths and writing. Despite the end of KS2 data improving there continues to be a disadvantage gap in writing attainment across the school.

Oral language skills and vocabulary development amongst disadvantaged pupils can be assumed to be improved but a lack of measurable data for communication and language skills makes this difficult to measure and this is the reason why as a school we fully implement Talk Boost EY, KS1 and KS2 programmes alongside being part of the ELSEC programme.

In our current Reception cohort (2024-2025), Talk Boost baseline data shows that 86% of children 26/30 on entry to reception have underdeveloped communication and language skills. Out of the 26/30 children, 40% (12) are PP and 60% (14) are not known to be disadvantaged.

Our current Year 1 cohort (2024-2025) data shows that on entry to reception (2023-2024) 100% of pupils had underdeveloped communication and language skills. On entry to Year 1 (2024-2025) 54% had made expected progress with 27% achieving age related expectations for communication and language according to the Talk Boost assessment. There is no disparity between PP and non-PP, evidencing this is an equitable approach for all.

Our current Year 2 cohort (2024-2025) do not have comparable Rec entry data; however we do have baseline data for their entry into Year 1 (2023-2024) and 2 which shows that, on entry to Year 2, 78% of children are working at the expected level. Out of the 22% not at ARE 17% are PP, 5% non-PP, showing that both the programme and teaching approaches are potentially making significant impact through EYFS and KS1.

We aim to track this data carefully to show the impact of Talk Boost on our pupils underdeveloped communication, language and vocabulary skills as they move through school, carefully comparing PP and Non-PP data.

Embedding dialogic activities across the curriculum has also had significant impact on pupil voice and teacher assessments of pupil confidence with communication and language. We now need to further develop our system for targeted early intervention and informed curriculum planning to ensure our pupils are receiving teaching that matches need.

Through the implementation of RWi and targeted interventions such as Fast Track Tutoring pupils make good progress in EYFS and KS1 from their starting points, however this is not enough to meet national age-related expectations by the end of Year 1 for the PSC*, progress is monitored carefully and the attainment gap is closed by the end of KS2 and our SATs results evidence all pupils, disadvantaged or not attaining age related expectations with no significant disadvantage attainment gaps.

*Phonic screening check (PSC) results have been hugely impacted by mobility and an increase of almost 25% of the school cohort having English as an additional language (EAL). A focus on targeted intervention for our youngest pupils will equip them with the skills they need to develop early reading skills. We use guidance such as the DfE Strong Foundations approach to ensure mastery and secure key concepts and skills.

Families are supported and this is shown in the significant increase of Early Help Assessments (EHAs) and decrease of services reaching decisions for pupils to be put on CIN or CP plans. The voice of families and pupils continues to evidence a positive and supportive development between the school and he community that we serve.

Teacher referrals for identified social, emotional and mental health support for pupils remain relatively high and children who receive intervention support for SEMH needs is increasing each year. A more robust evaluation system now measures impact of such support and fewer children are requiring multiple interventions.

Behaviours across school have improved with suspensions and exclusions reduced and attendance and engagement with school increased. A significant amount of support has been invested in developing pupils emotional and social literacy skills and this is evident in the reduction of reported incidents such as bullying, homophobic and racist incidents reported.

There are improved systems in place to identify and support children with SEND. Over 70% of children with SEND make expected small step progress and staff show increasing confidence with teaching pupils with SEND. Targets set for pupils are increasingly accurate and we are continuously developing ordinarily available provision so that more ambitious targets can be set, and more pupils are increasing their attainment and ability to learn independently.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we at present are on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the intended outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that as a school we need to have more robust baseline data that is purposeful and can be tracked for the purpose of the intended outcomes listed in this statement. Trackers hyperlinked will ensure data consistency and continuity when reviewing this strategy each year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation and evaluation processes.

Externally provided programmes

Programme	Provider