

Pupil premium strategy statement 2024-25

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	Windy Nook Primary
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	30% (not including nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023 – 2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs. Lucie Forrest
Pupil premium lead	Mrs. Jemma Traynor
Governor / Trustee lead	Mrs. Lynne Coulson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,680
Recovery premium funding allocation this academic year	£0
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	£150, 680

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our ultimate aim is to accelerate progress, moving pupils to at least age related expectations. We aim to provide all pupils with the opportunity to achieve their potential, including those who are already high attainers. Non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our Priorities for 2024-25

- *Attendance - reducing gap between PP and non PP. Reducing PA rates of PP pupils*
- *Phonics – closing the gap between PP and non PP for phonics and reading across school*
- *Maths – closing the gap between PP and non PP for maths across school*
- *Supporting well-being of PP pupils and support for parents in accessing relevant support services*
- *EAL support - language acquisition*
- *Extra support for children who have transferred from a local school*

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils on entry into the EYFS.</i>

2	<i>Our attendance data over the past 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. Although our non PP pupils attendance has improved since Covid our PP attendance continues to fall despite interventions.</i> <i>Our PA data for the past 3 years indicates that rates of PA have increased for our PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting our disadvantaged pupils' progress.</i>
3	<i>Our observations indicate that the majority of disadvantaged pupils continue to have limited enrichment opportunities which in turn affects attainment.</i>
4	<i>Many children's writing attainment has been adversely affected by school closures. Many disadvantaged pupils are not working at ARE, (particularly UKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements.</i>
5	<i>Through observations and discussions with pupils, many PP pupils, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching.</i>

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
Children in the early years to catch up with their peers in relation to attainment in Communication and Language.	By the end of the EYFS, more PP children will reach age appropriate levels in Communication and Language.
The gap in attendance between PP pupils and non PP pupils will have reduced.	Less PP pupils will be on the persistent absenteeism list More PP pupils will reach the national expected level for attendance
All children will have the same opportunity to experience a wide range of extra-curricular activities Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.	PP children will attend after school and before school activities Cultural capital is enhanced by experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class. The offer is monitored across school
All children will receive high quality teaching and learning through quality first teach and targeted interventions	Lessen the GAP in attainment between PP and non PP pupils across maths and English.

	Across all year groups, the number of pupils achieving ARE and the HS in writing is greater than previous year's attainment. The aim over time, is that children will leave KS1 and LKS2 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed to support success in the future.
An improved knowledge of cognitive science will enable teachers to support the learning. This will include retrieval practice, questioning skills, metacognition, critical thinking, and self-regulation	Observations will show pupils' cognitive load will be managed and strategies are in use to strengthen memory of key concepts in all subjects including retrieval practice. PP pupils will be involved in subject lead pupil voice meetings.

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)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff to be trained in the principles of Rosenshine's theory and implement them in their practice</i>	Rosenshine's principle emphasizes the importance of giving students sufficient time to practise retrieval, ask questions, and get the desired help. Cognitive Psychology Research reveals that the instructors who utilised the most effective teaching strategies had more students with higher educational success rates Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. (Aug 2021 EEF)	4, 5
<i>RWInc ongoing support for all staff to update knowledge and understanding of phonics</i>	Read Write Inc (RWInc) is a DfE validated Systematic Synthetic Phonics programme Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	4
<i>Writing training from LA for teachers . share good practice through peer mentoring</i>	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom .EEF Mentoring and coaching can be an important source of support, particularly for early career teachers. EEF	4, 5

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

Budgeted cost: £44,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS staff deliver Talk Boost</i> <i>Staff in KS1 and KS2 will focus on vocabulary development across all subjects</i> <i>Staff in KS1 and KS2 will focus on speaking and listening skills and vocabulary development for EAL pupils</i>	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 Toolkit Strand Education Endowment Foundation EEF EEF Toolkit - Small group tuition has an average impact of four months' additional progress over the course of a year. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	1
<i>Reading and phonics interventions across school targeted at PP pupils</i>	EEF Toolkit - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. These have a positive impact on reading progress. EEF Toolkit - Small group tuition has an average impact of four months' additional progress over the course of a year. EEF Toolkit - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Read Write Inc (RWInc) is a DfE validated Systematic Synthetic Phonics programme Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 5
<i>Maths interventions delivered across school</i> <i>Mastering number embedded in EYFS and KS1. Staff across school are involved in the Embedding Mastery Programme - working with the Great North Maths Hub. A member of the SLT is involved in Maths Specialist Role.</i>	This is a DfE funded programme that aims to secure firm foundations in the development of good number sense for all children. In EY/KS1, the focus is additive reasoning EEF Toolkit - Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	4, 5

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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance - Sharing a part-time home school liaison officer with a local school to support families with attendance and acute needs via TAF and CAF</i>	DfE report on attendance (Working together to improve School attendance May 2022) and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85%.	2
<i>Employ a Sports Coach to provide after school and lunchtime sports clubs so that all pupils can attend.</i>	Feedback from school pupil questionnaires in 2021 and 2022 indicated that some pupils could not attend after school clubs because of distance from school / no access to a car. EEF Toolkit - The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits.	3
<i>Support accessing trips, after school activities etc to ensure all pupils receive equal access</i>	Ofsted 2013 report – The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events, subsidised music lessons, subsidised uniform, Due to financial pressures, some of our pupils have had limited experiences outside the home. Evidence shows that these are vital areas of expenditure for children as it raises aspirations, improves cultural capital, improves children's knowledge of the wider world and has a significant impact on pupils' academic understanding.	3
<i>Contingency fund for acute issues.</i>	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.	All

Total budgeted cost: £150,680

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.

Analysis of assessment data for the end of the academic year 2024, shows that by the end of EYFS 86 % of PP pupils achieved ARE in Communication and Language and 86 % in PSED , 63% of PP pupils passed the Y1 Phonics screen , 57% of PP pupils achieved ARE in reading, 53% in writing and 58% in maths at the end of KS1. 56% of PP pupils achieved ARE in reading, and 61% maths at the end of KS2 and 56 % in writing. In both Key Stages more PP pupils achieved ARE in writing than the previous year showing the positive impact of our interventions. These will continue this next academic year. Although gaps still remain between the attainment of PP pupils and other pupils due to the targeted interventions and quality first teaching these gaps are beginning to reduce in certain cohorts. We will continue with many aspects of our strategy this academic year.

Although our overall school attendance (94.2%) in 2023-24 was lower than in the pre pandemic years, it was higher than the national. Absence among disadvantaged pupils was 3% higher than their peers and persistent absence 4% higher. These gaps have reduced from last year and the previous year however attendance continues to be a focus of our current plan.

Our pupil questionnaires indicated that PP pupils have less access to after school clubs and so we decided to employ a sports coach to offer extra sporting activities during the school day as well as before and after school. This would allow all children to have the same opportunity to experience a wide range of extra-curricular activities. Whole school attendance at clubs for the academic year 2023-24

Y6 - 98%

Y5 - 85%

Y4 - 84%

Y3 -77%

Y2 - 59%

Y1 - 78%

R - 78%

Due to the impact of our PP offer we will continue with the strategies used in 2023-24 to support our pupils through 24-25.

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
Reading Plus	Reading Solutions
Spelling and Literacy Shed	Ed Shed
Conquer Maths	Conquer Maths
Times Table Rockstars	Maths Circle
Classroom Secrets	Classroom secrets