



Windhill21

Pupil Premium Report

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Windhill21 Academy
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Turner
Pupil premium lead	Sarah Wood
Governor / Trustee lead	Sarah Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
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	£76,960

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech and Language</u> Rationale Speech, language, and communication difficulties which cause lower starting points that in turn slows reading, writing and maths in subsequent years. Evidence Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class in the last five years, between over half of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap historically reduces by the end of KS2.

2	<u>Reading Attainment</u> Rationale Last year reading assessments show that reading in year 4 – year 6 children is well below that of non-PP children. Reading RWI interventions take place every afternoon to ensure that all children make good progress. 'Love of reading' books will be added to this year and a KS1 library promotes independence of choosing a book and is a 'cosy' space which nurtures the love of reading. Teaching staff have been upskilled to deliver Echo reading and a teaching assistant supports an identified group after school. Accelerated Reader has shown impact in previous years. Access to books in the classroom and the celebration of reading with beautiful reading corners raise the profile of reading and the love of reading and supports reading in specific topics across the curriculum. Evidence <table><tr><td>Year 4</td><td>6</td><td>(10)</td><td>60.0%</td><td>43</td><td>(50)</td><td>86.0%</td></tr><tr><td>Year 5</td><td>6</td><td>(11)</td><td>54.5%</td><td>43</td><td>(50)</td><td>86.0%</td></tr><tr><td>Year 6</td><td>5</td><td>(11)</td><td>45.5%</td><td>43</td><td>(49)</td><td>87.8%</td></tr></table>	Year 4	6	(10)	60.0%	43	(50)	86.0%	Year 5	6	(11)	54.5%	43	(50)	86.0%	Year 6	5	(11)	45.5%	43	(49)	87.8%														
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3	<u>Maths Attainment</u> Rationale Internal assessments indicate that attainment in maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils across the school. Evidence <table><tr><td>Year 2</td><td>4</td><td>(9)</td><td>44.4%</td><td>40</td><td>(51)</td><td>78.4%</td></tr><tr><td>Year 3</td><td>2</td><td>(3)</td><td>66.7%</td><td>24</td><td>(27)</td><td>88.9%</td></tr><tr><td>Year 4</td><td>5</td><td>(10)</td><td>50.0%</td><td>44</td><td>(50)</td><td>88.0%</td></tr><tr><td>Year 5</td><td>6</td><td>(11)</td><td>54.5%</td><td>42</td><td>(50)</td><td>84.0%</td></tr><tr><td>Year 6</td><td>5</td><td>(11)</td><td>45.5%</td><td>41</td><td>(49)</td><td>83.7%</td></tr></table>	Year 2	4	(9)	44.4%	40	(51)	78.4%	Year 3	2	(3)	66.7%	24	(27)	88.9%	Year 4	5	(10)	50.0%	44	(50)	88.0%	Year 5	6	(11)	54.5%	42	(50)	84.0%	Year 6	5	(11)	45.5%	41	(49)	83.7%
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4	<u>Attendance</u> Rationale Lower punctuality and attendance rates which reduces school hours, causing children to fall behind on average. Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. Evidence See data below for last year (2023 – 2024)																																			

	<table><tr><td></td><td>All</td><td>PP</td></tr><tr><td>Overall attendance</td><td>96.2%</td><td>94%</td></tr><tr><td>Persistent absence</td><td>11.5%</td><td>14%</td></tr></table>		All	PP	Overall attendance	96.2%	94%	Persistent absence	11.5%	14%
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5	<u>Supporting SEMH</u> Rationale Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety due to lockdown and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Children have been identified as in need of individual coaching and our Pastoral Lead delivers this and is developing case studies. Coaching Sessions take place on a 1:1 basis or in small groups to support children with understanding and recognising different emotions and feelings they experience and how their bodies respond. Strategies to support children with self-regulation and mindfulness are also taught. Other areas of work include support around self-esteem and friendships. Evidence 1 Jigsaw is a small nurture group to support children from reception. 2 Jigsaw takes place at lunchtimes and has three areas of focus to support children with resilience, self-esteem and relationships. The theme changes every half-term on a carousel basis, which enables more children to be able to access the extra support. 41 children in total attend the Jigsaw lunchtime programme. Of the 41 children, 18 children are eligible for (and receive) Pupil Premium, which equates to 44%.									
6	<u>Wider opportunities</u> Rationale Generally disadvantaged children have less opportunity to experience the wider opportunities which are on offer than non-disadvantaged. This is due to ability to pay and awareness of opportunities. Evidence National evidence and general feedback from pupils in school									

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
Improve Speech and language skills for PP pupils in EYFS and KS1 including SEND pupils	Speech and Language assessments
Increased attendance rates and punctuality for all PP pupils	Attendance data
Emotional difficulties supported	Pupil Voice Coaching case studies Behaviour outcomes
Delivery of wider opportunities	Increased pupil engagement and enthusiasm for learning – pupil voice. Evidence of engagement in clubs Percentage of PP children attending wide range of clubs.
Reading outcomes raised	Phonics data, assessment data, intervention outcomes, pupil voice
Maths outcomes raised through focussing on fluency	Times table test outcomes at year 4

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: Librarian = £1700 Echo reading TA = £1186 Speech and Language TA = £8204
Total = **£11,090**

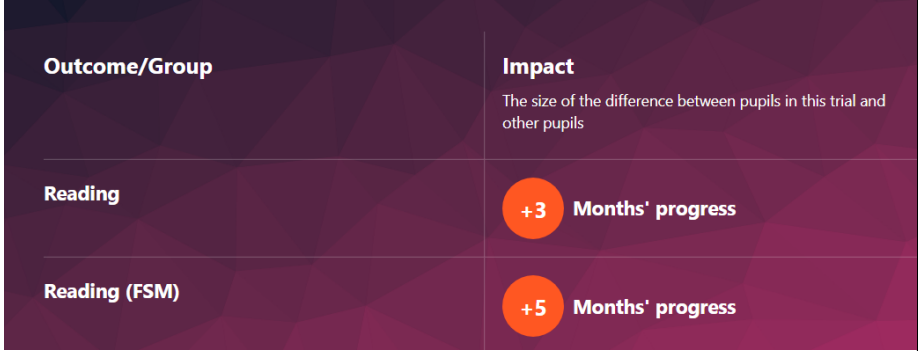
Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing fluency and echo reading upskilling for teachers, TAs and volunteers	https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project . Review of existing research The Education Endowment Foundation (EEF)'s Improving Literacy in Key Stage 2 guidance report identifies that literacy skills are critical to future success but that disadvantaged pupils are "more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing"	2
Phonics interventions 1 x TA 5 afternoons	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics Read, Write Inc has significantly had impact since it was introduced in Windhill21 since 2014, raising our phonics screening from an average of 60% to 80% +	2
TA delivering Speech and	https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1

language programme 6 hours a week	Last year's assessments show that children accessing regular Welcom provision have made good progress.	
Using Echo reading CPD and an intervention	This year, Windhill21 is continuing to: • train TAs to competently use Echo reading for the first half an hour of the day to deliver targeted reading interventions. • Assess for fluency to target children to be part of the 6 week programme (this will be repeated with different children every six weeks) https://spedellreadingstrategies.weebly.com/echo-reading.html#:~:text=Research%20has%20shown%20that%20matching,well%20as%20confidence%20in%20reading. According to Jennings, Caldwell, and Lerner (2014), the echo reading strategy can be used to evaluate concepts about print and also to teach about these concepts. Research has shown that matching speech to print is an underlying skill for specific word learning (p. 165). Reading Rockets (n.d.) suggests echo reading is an effective way to help students develop fluency as well as confidence in reading.	2
Continuing the employment of a Librarian	https://edexec.co.uk/why-school-libraries-are-more-important-now-t han-ever-before-2/	

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

Budgeted cost: Numbots and TT Rockstars subscriptions - £218, TA for maths intervention = 1247, TA for RWI intervention £1,186, TA for reading support groups = £8252 Total = £10,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing part-time LSAs for group targeted interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 and 3
Employ part-time TA to deliver maths booster sessions	Targeted intervention of specific groups in maths	3
3 x LSAs to develop reading fluency	EEF evidence demonstrates that targeted small group interventions "have the potential for the largest immediate impact on attainment." (EEF, 2018). Our project evaluated a reading fluency programme from HFL, which	2

	incorporates teacher professional development and targeted small group intervention	
Speech and Language – TA to deliver the Welcom programme	https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention When comparing December assessments to July assessments, it is evident that children accessing regular Welcom provision have made good progress. – see data above	7
Accelerated Reader	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader 	2
Part-time TA to deliver online programme to facilitate times tables practice	https://www.cambridgemaths.org/Images/espresso_1_learning_and_assessing_times_tables.pdf Automatic memorisation of times tables frees up working memory to be used on other tasks (Hunt & Ellis, 1999).	3

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

Budgeted cost: PL = £43,034 (inc oncosts) Retune - £1350, Trip and club subsidies - £2000 Music - £1650. Minibus = £6,945 Total £54,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
‘Jigsaw Approach’ – employing a Thrive TA	https://www.thriveapproach.com/impact-of-the-thrive-approach/ Neuroscience	6
Employment of a Pastoral Lead to - support families to engage. - lead ‘Jigsaw approach’ programme. - support social and emotional	https://www.tandfonline.com/doi/full/10.1080/02643944.2021.1918227 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	5

needs thorough coaching and MHST	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf	
Retune Programme	https://www.retunewellbeing.com/ https://www.retunewellbeing.com/school-workshops	5
Trip subsidies	Ensuring all children can access opportunities financially making trips more affordable Access of a broad and balanced curriculum supported through wider opportunities.	6
Music enrichment	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle) Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)	6
Minibus	Pupils will be able to travel to attend local events e.g., sports competitions and other local school visits totally free and with no responsibility to parents.	6
Zones of Regulation training and buying resources	https://www.zonesofregulation.com/research--evidence-base.html Training all staff Buying resources	5

Total budgeted cost: £76,972

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.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was generally lower than non-pupil premium children, although there are areas where the gap is minimal e.g., year 3 reading and year 1 maths. Despite extra support for identified children our outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore not fully realised.

Our external assessments were as follows:

Year 6 SATs Results 2024 – Pupil Premium v non- Pupil Premium

	Reading	Writing	Maths
Pupil Premium	60%	70%	70%
Non- Pupil Premium	82%	80%	78%

Phonics Screening Year 1

Pupil Premium	71%
Non- Pupil Premium	90%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees; the impact is less in the older year groups.

Overall attendance in 2023/24 remained high in comparison to other schools but our persistent absence was higher than we would have liked. Due to our demographics, attendance is a focus of our current plan. Presently, since September 2024, our attendance is excellent and we are focussing on our persistent absentees. However, there is a gap in attendance between our pupils who are in receipt of pupil premium and in persistent attendance which is why attendance will remain a focus of our current plan.

Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan e.g. Jigsaw programme, individual coaching and Retune. Evaluations from pupils with relation to Retune show that the children engage positively to the programme, and this is why we will continue to embed this in 2024/2025. Funding will also be used for training staff to use therapeutic methods of supporting children.

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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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.