



**Windhill21**

## **Pupil Premium Report**

## Pupil premium strategy statement

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	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 ( <b>3-year plans are recommended</b> )	2024/25 to 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Liz Adams
Pupil premium lead	Sarah Wood
Governor / Trustee lead	Liz Adams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,615

## Part A: Pupil premium strategy plan

### Statement of intent

#### Statement of Intent

Our aim is for all pupils - regardless of background or the challenges they may face to make strong progress and achieve high attainment across every subject. Our Pupil Premium Strategy is designed to ensure disadvantaged pupils are fully supported in meeting this ambition, including those who are already high attainers.

#### Our Approach

At the core of our strategy is a commitment to **high-quality teaching**, with a particular focus on the areas where disadvantaged pupils require the most support. Guided by the TLAC approach, evidence shows that high-quality teaching has the greatest impact on narrowing the attainment gap while benefiting all pupils across the school.

We place a strong emphasis on the development of **foundational knowledge** from the earliest stages, prioritising oracy (including oral composition), handwriting, early numerical skills, and fostering a love of reading. As pupils progress through the school, the focus shifts towards **fluency and mastery** in these key areas.

In addition to academic foundations, we prioritise pupils' wider development through a strong emphasis on **self-regulation** and the use of **positive regard and restorative practices**. To further support wellbeing and engagement, we implement strategies that promote **belonging**, including attendance support, emotional coaching, and the Jigsaw programme.

Our strategy is intentionally **responsive**, informed by rigorous diagnostic assessment rather than assumptions about disadvantage. Approaches are carefully sequenced and designed to complement one another so that pupils can thrive both academically and personally.

#### Key Initiatives

- Handwriting development programmes
- Numbots
- Read Write Inc. interventions
- Rapid Reader intervention
- Whole-school focus on Oracy through Voice21

#### Strategies to Support Belonging and Wider Opportunities

- Support for trip, residential, and swimming payments
- Opportunities for leadership roles within school
- OPAL playground provision
- Attendance breakfast

## Ensuring Impact

To ensure our strategy is effective, we will:

- Provide **ambitious learning opportunities** that appropriately challenge disadvantaged pupils.
- Implement **swift, targeted intervention** whenever need is identified.
- Maintain a **whole-school approach** where every member of staff takes responsibility for the outcomes of disadvantaged pupils and consistently upholds high 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	<p><b><u>Speech and Language</u></b></p> <p><b>Rationale</b></p> <p>Speech, language, and communication difficulties which cause lower starting points that in turn slows reading, writing and maths in subsequent years.</p> <p><b>Evidence</b></p> <p>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.</p>
2	<p><b><u>Reading Attainment</u></b></p> <p><b>Rationale</b></p> <p>Last year reading assessments show that reading in year 5 – year 6 children is well below that of non-PP children.</p> <p>Reading RWI interventions take place every afternoon to ensure that all children make good progress.</p> <p>‘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.</p> <p>Accelerated Reader has shown impact in previous years.</p>

	<p>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 reding in specific topics across the curriculum.</p> <p><b>Evidence</b></p> <table><tr><td></td><td></td><td colspan="2">PP (eligible)</td><td colspan="2">Non-PP</td></tr><tr><td></td><td>Total</td><td>No</td><td>%</td><td>No</td><td>%</td></tr><tr><td>Year 5</td><td>61</td><td>6 (11)</td><td>54.5</td><td>47</td><td>92.1</td></tr><tr><td>Year 6</td><td>59</td><td>6 (12)</td><td>50</td><td>43</td><td>89.6</td></tr></table>			PP (eligible)		Non-PP			Total	No	%	No	%	Year 5	61	6 (11)	54.5	47	92.1	Year 6	59	6 (12)	50	43	89.6																								
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3	<p><b><u>Maths Attainment</u></b></p> <p><b>Rationale</b></p> <p>Internal assessments indicate that attainment in maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils across the school.</p> <p><b>Evidence</b></p> <table><tr><td></td><td></td><td colspan="2">PP (eligible)</td><td colspan="2">Non-PP</td></tr><tr><td></td><td>Total</td><td>No</td><td>%</td><td>No</td><td>%</td></tr><tr><td>Year 1</td><td>58</td><td>3 (4)</td><td>75</td><td>45</td><td>80.4</td></tr><tr><td>Year 2</td><td>60</td><td>5 (7)</td><td>71.5</td><td>45</td><td>88.2</td></tr><tr><td>Year 3</td><td>61</td><td>6 (9)</td><td>66.6</td><td>44</td><td>84.6</td></tr><tr><td>Year 4</td><td>61</td><td>6 (7)</td><td>85.7</td><td>47</td><td>87</td></tr><tr><td>Year 5</td><td>61</td><td>7 (11)</td><td>63.6</td><td>48</td><td>94.2</td></tr><tr><td>Year 6</td><td>59</td><td>6 (12)</td><td>50</td><td>41</td><td>85.4</td></tr></table>			PP (eligible)		Non-PP			Total	No	%	No	%	Year 1	58	3 (4)	75	45	80.4	Year 2	60	5 (7)	71.5	45	88.2	Year 3	61	6 (9)	66.6	44	84.6	Year 4	61	6 (7)	85.7	47	87	Year 5	61	7 (11)	63.6	48	94.2	Year 6	59	6 (12)	50	41	85.4
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4	<p><b><u>Attendance</u></b></p> <p><b>Rationale</b></p> <p>Lower punctuality and attendance rates which reduces school hours, causing children to fall behind on average.</p> <p>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.</p> <p><b>Evidence</b></p> <p>See data below for last year (2024 – 2025)</p> <table><tr><td></td><td>All</td><td>PP</td></tr><tr><td>Overall attendance</td><td>96.4%</td><td>93.1%</td></tr><tr><td>Persistent absence</td><td>7.3%</td><td>27.1%</td></tr></table>		All	PP	Overall attendance	96.4%	93.1%	Persistent absence	7.3%	27.1%																																							
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5	<p><b><u>Supporting SEMH</u></b></p> <p><b>Rationale</b></p> <p>Observations and discussions with pupils and families have highlighted a range of social and emotional challenges faced by many children. These include increased levels of anxiety, low self-esteem, and difficulties in managing relationships or regulating emotions. Such barriers can significantly affect pupils' ability to engage fully with their learning and, in turn, impact on their attainment. These challenges are often more pronounced for disadvantaged pupils, who may have fewer protective factors in place to support their wellbeing.</p> <p>Children have been identified as in need of individual coaching and our Pastoral Lead delivers this and is developing case studies.</p> <p>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. Furthermore, the Mental Health Support Team is based at Windhill21, providing 1:1 support for children and their parents to promote wellbeing and positive mental health.</p> <p>Jigsaw is a small nurture group to support children from reception. 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.</p> <p><b>Evidence</b></p> <p>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%.</p>
6	<p><b><u>Wider opportunities</u></b></p> <p><b>Rationale</b></p> <p>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.</p> <p><b>Evidence</b></p> <p>National evidence and general feedback from pupils in school.</p>

### 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 focusing on fluency	Times table test outcomes at year 4 Maths data to increase in year 6
Handwriting and pencil grip established and embedded	Book looks Learning walks Displays

### 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)

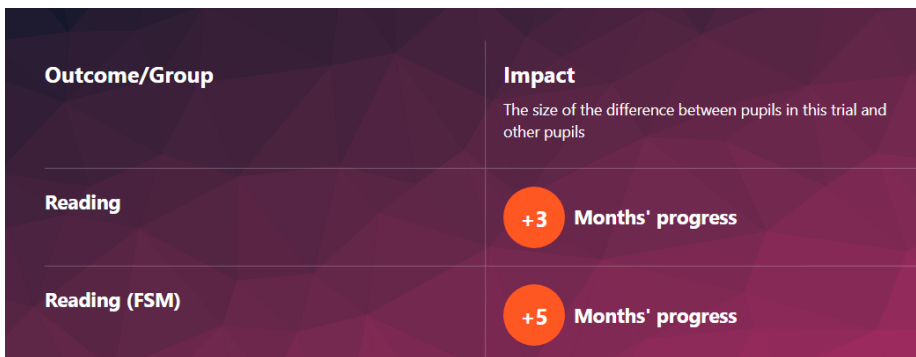
Budgeted cost: Total = **£6,959**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing fluency upskilling for teachers, TAs and volunteers	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 3 x TA 5 afternoons	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a> Read, Write Inc has significantly had impact since it was introduced in Windhill21 in 2014, raising our phonics screening from an average of 60% to 80% +	2
TA delivering Speech and language programme 10 hours a week	Last year's assessments show that children accessing regular Welcom provision have made good progress.	1
Using Rapid Reader CPD and an intervention	This year, Windhill21 is continuing to assess for fluency to target children to be part of the programme which is reviewed and adjusted every six weeks.	2



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

Budgeted cost: **£23,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ part-time TA to deliver maths booster sessions	Targeted intervention of specific groups in maths	3
3 x a week Support Staff 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 incorporates teacher professional development and targeted small group intervention	2
Speech and Language – TA to deliver the Welcom programme	It is evident that children accessing regular Welcom provision have made good progress. – see data above	7
Accelerated Reader	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a> 	2

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

Budgeted cost: - **Total £52,401**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Pastoral Lead to <ul style="list-style-type: none"> <li>support families to engage.</li> <li>lead 'Jigsaw approach' programme.</li> <li>support social and emotional needs thorough coaching and MHST</li> </ul>	<a href="https://www.tandfonline.com/doi/full/10.1080/02643944.2021.1918227">https://www.tandfonline.com/doi/full/10.1080/02643944.2021.1918227</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a>	5
Retune Programme	<a href="https://www.retunewellbeing.com/">https://www.retunewellbeing.com/</a> <a href="https://www.retunewellbeing.com/school-workshops">https://www.retunewellbeing.com/school-workshops</a>	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	Targeted workshops, mentoring, and flexible scheduling have been shown to increase engagement and motivation, while performance opportunities help build confidence and self-esteem. Integration with the school curriculum and parental involvement further supports academic and personal development.	6
OPAL Lead	OPAL play supports Pupil Premium pupils by improving wellbeing, social skills, and readiness to learn. It provides equal access to high-quality play, builds confidence and independence, and helps narrow the attainment gap through better focus, behaviour, and engagement	6
Zones of Regulation training and buying resources	<a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a> Training all staff Buying resources	5

**Total budgeted cost: £82,710**

## 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 2024 to 2025 academic year.

Our internal assessments during 2024/25 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 2, year 3 and year 4 in reading. Also, in year 2 and year 4 in writing and maths.

Our external assessments were as follows:

#### Year 6 SATs Results 2025 – Pupil Premium v non- Pupil Premium

	Reading	Writing	Maths
<b>Pupil Premium</b>	50%	58%	50%
<b>Non- Pupil Premium</b>	90%	88%	85%

#### Phonics Screening Year 1

<b>Pupil Premium</b>	100%
<b>Non- Pupil Premium</b>	92.7%

Overall attendance in 2024/25 remained high in comparison to other schools and our persistent absence data has improved. Due to our demographics, attendance is a focus of our current plan. Presently, since September 2024, our attendance is excellent and we are focusing 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, OPAL, 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 2025/2026. Funding will also be used for training staff to use therapeutic methods of supporting children.