Windhill21

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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	13.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023/24 to 2026/27
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Turner
Pupil premium lead	Philippa Moore
Governor / Trustee lead	Hannah Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,177
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	£79,177

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	**Speech and Language** **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 63 - 100% of our disadvantaged pupils arrive below age-related

		expectations compared to 64 - 73% of other pupils. This gap historically reduces to the end of KS2.
2		**Reading Attainment** **Rationale** Last year reading assessments show that reading in year 3 – 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 reding in specific topics across the curriculum. **Evidence**

Year 3	3	(5)	60.0%	44	(53)	83.0%
Year 4	5	(10)	50.0%	43	(50)	86.0%
Year 5	4	(10)	40.0%	39	(50)	78.0%
Year 6	6	(12)	50.0%	43	(49)	87.8%

3

Maths Attainment

Rationale

Internal assessments indicate that attainment in maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils across the school.

Evidence

Year 2	4	(7)	57.1%	46	(53)	86.8%
Year 3	4	(5)	80.0%	44	(53)	83.0%
Year 4	4	(10)	40.0%	38	(50)	76.0%
Year 5	5	(10)	50.0%	43	(50)	86.0%
Year 6	6	(12)	50.0%	41	(49)	83.7%

4

Attendance

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 (2022 – 2023)

	All	PP
Overall attendance	95.3%	92.2%
Persistent absence	10.7%	29%

5	**Supporting SEMH**
	Rationale
	The Boxall Profile results, 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.
	Evidence
	28 children in total attend the Jigsaw lunchtime programme. Of the 28 children, 10 children are eligible for (and receive) Pupil Premium, which equates to 36%.
6	**Parental Engagement**
	Rationale
	Parental engagement is a key focus to support the impact on children's learning.
	Evidence
	EEF Parental Engagement - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.
7	**Wider opportunities**
	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	Boxall Profile Pupil Voice

	Case studies
Increased parental engagement	Evidence of a wide range of offerings to parents to engage with school
	Parental voice
	Teacher voice
Delivery of wider opportunities	Increased pupil engagement and enthusiasm for learning – pupil voice.
	Evidence of engagement in clubs
Reading outcomes raised	Phonics data, assessment data, fluency retesting, 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 = £2500 Echo reading TA training = £250 Speech and Language TA = £4500 Total = **£7,250**

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"	24
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 language programme 6 hours a week	https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention Last year's assessments show that children accessing regular Welcom provision have made good progress. 21 pupils received intervention 3x week September 22 – July 23	1
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-than-ever-before-2/ | |

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

Budgeted cost: £1566.60 for Wellcomm delivery; TA RWI intervention= £6528; Echo reading intervention - £2,285 Librarian (AR) £7742 TA for maths support groups = £6528
Total = £24,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an LSA (trained teacher) for group targeted interventions and focussed class intervention in year 3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 and 3
Booster sessions from trained teacher 4 x 45 min sessions per week	Targeted intervention of specific groups in maths	3
3 x LSAs to develop reading fluency (echo reading) with small groups in morning sessions (8.30 – 9) x 5 using strategies	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	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

Reading interventions	This year, Windhill21 will consist of: • training TAs to competently use Echo reading for the first half an hour of the day to deliver targeted reading interventions. • Assessing 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
Times tables interventions	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
Rekenrek intervention and CPD	https://schoolsweek.co.uk/wp-content/uploads/2021/05/SW-251-Digi-1.pdf https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/	3

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

Budgeted cost: PL = £40,885 (inc oncosts) Retune - £1750 Trip and club subsidies - £2550 Music - £1650. Minibus = £6,945   Total £53,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Approach – employing a Thrive TA	https://www.thriveapproach.com/impact-of-the-thrive-approach/ Neuroscience	6

Employing a Pastoral Lead to • support families to engage. • lead Thrive approach programme. • support social and emotional needs	https://www.tandfonline.com/doi/full/10.1080/02643944.2021.1918227 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf	5,6
Retune Programme	https://www.retunewellbeing.com/ https://www.retunewellbeing.com/school-workshops	6
Trip subsidies	Ensuring all children can access opportunities financially making trips more affordable Access of a broad and balanced curriculum supported through wider opportunities.	7
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)	7
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.	7
Zones of Regulation training and buying resources	https://www.zonesofregulation.com/research--evidence-base.html Training all staff Buying resources	5

Total budgeted cost: £78,429

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 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 1 reading and year 2 writing. Despite extra support for identified children our outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not fully realised.

Our external assessments were as follows:

Year 6 SATs Results 2023 – Pupil Premium v non- Pupil Premium

	Reading	Writing	Maths
Pupil Premium	60%	70%	70%
Non- Pupil Premium	94.1%	94.1%	90.2%

Year 2 SATs Results 2023 – Pupil Premium v non- Pupil Premium

	Reading	Writing	Maths
Pupil Premium	60%	79.2%	60%
Non- Pupil Premium	83%	80%	83%

Phonics Screening Year 1

Pupil Premium	71.4%
Non- Pupil Premium	83%

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 2022/23 remained high in comparison to other schools but our persistent absence was higher than we would have liked. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 1.4% higher. Due to our demographics, attendance is a focus of our current plan. Presently, since September 2023, our attendance is excellent at 96.7% and we are focussing on our persistent absentees. However, currently the school's attendance is good (96.5%) but there is a gap in attendance between our pupils who are in receipt of pupil premium (2.8%) and in persistent attendance (currently a gap of 10.2%) 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 2023/2024. 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
Zones of Regulation	Zones of Regulation

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.