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 **(3-year plans are recommended)**	2024/25 to 2027/28
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
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	£79,780
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	£79,780

Part A: Pupil premium strategy plan

Statement of intent

- Our overarching ambition is for every pupil - regardless of background, challenge, or disadvantage - to make exceptional progress and achieve high attainment across a broad and balanced curriculum.
- Our Pupil Premium strategy is purposefully designed to accelerate progress for disadvantaged pupils, including those who are already high attainers, while simultaneously elevating outcomes for all learners and addressing the specific needs of vulnerable children - such as young carers and those with social worker involvement.
- At the core of our approach is high-quality, evidence-informed teaching rooted in the *Teach Like a Champion* (TLAC) framework, which delivers the greatest impact in narrowing the attainment gap through high cognitive demand and consistent routines.
- We place a strong, deliberate emphasis on building foundational knowledge from our youngest children in key areas of oracy (including oral composition), handwriting, numerical skills, and a deep love of reading, systematically transitioning older pupils toward cognitive fluency, automaticity, and independent application.
- To ensure our academic ambition is underpinned by strong emotional and behavioural foundations, we integrate explicit self-regulation strategies with a 'positive regard' restorative practice, driving attendance, emotional well-being, and a strong sense of school belonging through targeted coaching and the *Jigsaw* PSHE programme.
- Guided by rigorous diagnostic assessment rather than generalised assumptions about disadvantage, our strategy remains responsive and highly tailored, anchored by a whole-school commitment where every staff member takes personal accountability to challenge disadvantaged pupils with ambitious work, intervene swiftly when needs are identified, and relentlessly elevate expectations of what all pupils 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 create lower baseline starting points upon entry, directly impeding progress and attainment in reading, writing, and mathematics across subsequent key stages. **Evidence** Diagnostic assessments, classroom observations, and pupil discussions reveal marked oral language underdevelopment and significant vocabulary gaps, which are disproportionately prevalent among disadvantaged pupils from Reception through to KS2. Over the past five years, more than half of disadvantaged pupils have entered Reception below age-related expectations compared to their non-disadvantaged peers. While this attainment gap historically narrows by the end of KS2, early intervention is critical to accelerating progress from the start of their school journey.
2	**Reading Attainment** **Rationale** Internal assessment data indicates that reading attainment among disadvantaged pupils in Upper Key Stage 2 (Years 5 and 6) is significantly below that of their non-disadvantaged peers, presenting a critical barrier to academic progress and curriculum access. **Evidence & Provision** Assessment tracking highlights the need for targeted fluency, vocabulary, and comprehension support. In response, daily afternoon Read Write Inc. (RWI) interventions and TA-led after-school groups deliver precise catch-up, while staff-wide upskilling in Echo Reading embeds high-impact pedagogy into daily classroom practice. Accelerated Reader continues to provide proven tracking and motivation, underpinned by strategic investments in 'Love of Reading' text collections, a dedicated, welcoming Key Stage 1 library space, and high-profile classroom reading corners that actively promote reading for pleasure across the wider curriculum.
3	**Maths Attainment** **Rationale** Internal diagnostic and summative assessments demonstrate that mathematical attainment among disadvantaged pupils is significantly below that of their non-disadvantaged peers

	across the school, presenting a key barrier to arithmetic fluency, problem-solving confidence, and overall curriculum progress. **Evidence & Provision** Assessment tracking highlights persistent gaps in core numerical concepts and foundational fluency. In response, daily high-quality whole-class teaching is enhanced through short-burst fluency 'warm-ups' that secure core number facts and build automaticity. Furthermore, the school has adapted its maths lesson structures to facilitate responsive, adaptive teaching that addresses misconceptions in real time, supplemented by targeted small-group interventions and precision catch-up sessions to close attainment gaps rapidly.
4	**Attendance** **Rationale** Reduced attendance rates and persistent punctuality issues lead to cumulative lost learning time, disrupting curriculum continuity and causing disadvantaged pupils to fall behind their peers. **Evidence & Provision** Historical attendance tracking over the past five years highlights a persistent trend, with attendance among disadvantaged pupils consistently remaining 1% to 3% lower than that of non-disadvantaged pupils. To close this gap, targeted attendance monitoring, proactive relational coaching, and robust school-home partnerships are utilised to remove barriers to attendance, improve punctuality, and maximise pupil participation in daily classroom learning.
5	**Supporting SEMH** **Rationale** Observations and discussions with pupils and families highlight significant social, emotional, and mental health (SEMH) challenges - including heightened anxiety, low self-esteem, emotional dysregulation, and relationship difficulties. These barriers directly impede classroom engagement and academic attainment, impacting disadvantaged pupils most severely due to a potential lack of external protective factors. **Evidence & Provision** Targeted pastoral tracking identifies pupils requiring tailored emotional support, delivered via structured 1:1 and small-group coaching with our Pastoral Lead (evidenced through detailed case studies). These sessions explicitly teach emotional literacy, physiological awareness, mindfulness, and self-regulation, alongside targeted work on self-esteem and peer relationships. To widen access from Reception onwards, lunchtime 'Jigsaw' nurture groups deliver targeted support across three core pillars - resilience, self-esteem, and positive relationships - utilising a half-termly carousel model to maximise pupil participation.

	Furthermore, an on-site Mental Health Support Team (MHST) based at Windhill21 delivers direct, evidence-informed support for pupils and parents to strengthen family well-being and foster positive mental health.
6	**Wider Opportunities** **Rationale** Disadvantaged pupils frequently face barriers to accessing extracurricular enrichment, educational visits, and broader cultural experiences compared to their non-disadvantaged peers. Driven primarily by financial constraints and limited exposure, this experiential gap can restrict cultural capital, self-confidence, and long-term aspirations. **Evidence & Provision** National research and internal pupil voice surveys confirm a clear disparity in participation rates for non-academic enrichment among disadvantaged cohorts. To guarantee equitable access, the school actively monitors engagement, fully or heavily subsidises trips, clubs, and music tuition, and systematically removes financial and logistical barriers, ensuring every pupil benefits from a rich, broad, and inspiring educational experience.

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

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.

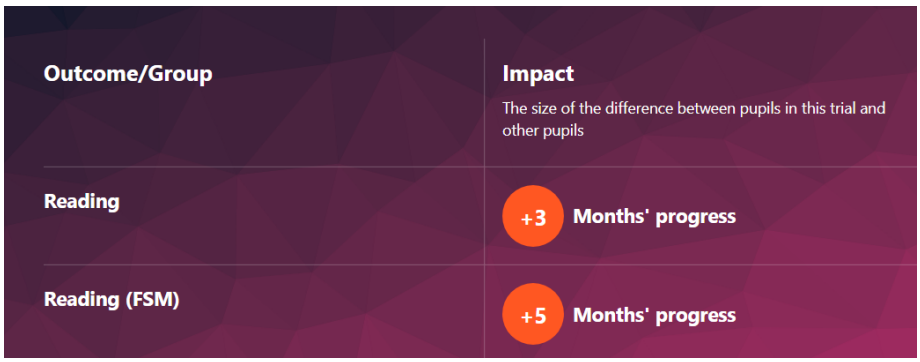
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Total = **£6,959**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing fluency upskilling for teachers and TAs.	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	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics Since its introduction at Windhill21 in 2014, the *Read Write Inc*. (RWI) phonics programme has delivered sustained, transformative improvements in early literacy outcomes. Strategic, consistent implementation of RWI has raised Phonics Screening Check results from a historical baseline average of 60% to consistently exceeding 80%+, establishing a secure foundation for fluent reading across the school.	2
TA delivering Speech and language programme 10 hours a week	Internal assessment data from the previous academic year demonstrates that pupils receiving regular, targeted support through the Welcom Speech and Language toolkit made strong, accelerated progress. Consistent, structured delivery of this intervention has proven highly effective in closing baseline communication gaps, enriching oral vocabulary, and establishing the foundational language skills required for long-term reading and writing success.	1

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

Budgeted cost: **£20,515**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ part-time TA to deliver maths booster sessions	Targeted fluency intervention of specific groups in maths	3
3 x 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.	7
Accelerated Reader	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader 	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 ● support families to engage. ● lead 'Jigsaw approach' programme. ● support social and emotional needs thorough coaching and MHST	https://www.tandfonline.com/doi/full/10.1080/02643944.2021.1918227 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	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	https://www.zonesofregulation.com/research--evidence-base.html Training all staff Buying resources	5

Total budgeted cost: £79,780

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 2025 to 2026 academic year.

During the 2025–2026 academic year, as Pupil Premium Lead, I have evaluated the impact of our strategy to determine which provisions yielded the most significant outcomes, which should be sustained, and which require refinement for the subsequent academic year. Challenges faced by disadvantaged pupils have been identified through triangulated evidence, including formal assessments, pupil book studies, lesson visits, and monthly Pupil Progress Meetings (PPMs) with teaching staff.

Our strategy remains rooted in the Education Endowment Foundation (EEF) implementation guide and tiered model. Through ongoing research, I have presented key pupil premium data and strategies to staff during termly meetings. A robust tracking document is maintained for all disadvantaged pupils, ensuring every teacher is aware of their Pupil Premium children and the specific adaptations in place within the classroom.

Windhill21's consistent teaching approach continues to drive standards through structured schemes of work across core and foundation subjects. Subject leaders have embedded key vocabulary and retrieval questioning to secure foundational knowledge. Targeted interventions—including *RWI coaching and maths interventions* in KS1, *NELI* in EYFS, 1:1 explicit instruction, and Pastoral support coaching sessions—have provided essential academic and pastoral support.

EYFS Performance

- EYFS GLD data: PP 56% vs non-PP 96%

KS1 Performance

- Phonics Screening Check: PP 50% vs non-PP 94%

Year 4 Performance

- Multiplication Check: PP 75% vs non-PP 83%

End of KS2 Performance

- Reading (ARE+): PP 64% vs non-PP 96%
- Writing (ARE+): PP 64% vs non-PP 90%
- Maths (ARE+): PP 55% vs non-PP 95%

Attendance & Engagement

	• **Non-PP**	• **PP**
• Overall attendance	• 96.8%	• 93.8%
• Persistent absence	• 4.5%	• 27.4%

- Enrichment & Clubs: PP 43% vs non-PP 82%

Evaluation of Intended Outcomes

- **Enrichment & Attendance :** Disadvantaged pupils continue to receive priority access to extra-curricular opportunities.
- **Quality of Teaching:** Teaching continues to strengthen, with an increased focus on targeted support to deepen pupils' understanding of core concepts. Teaching continues to improve, with an increased focus on targeted support of PP children and to support children's understanding of foundational knowledge.
- **Wellbeing & Engagement :** A whole-school commitment to wellbeing, supported by a new positive regard approach, targeted lunchtime nurturing provision, and coaching programme ensures our disadvantaged pupils feel secure, confident, and ready to learn.

Priorities & Next Steps

- Launch Pupil Premium champions for the senior leadership team.
- Further embed the Fundamentals.
- Continue to prioritise the progress of disadvantaged children in phase meetings and when monitoring the impact in curriculum teams.
- Enhance parent and carer engagement on a consistent level across all year groups.
- Maintain staff CPD and the rigorous termly pupil progress meeting structure.
- Apply updated EEF research to review and publish the refreshed strategy by December 2026.

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

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.