

Pupil premium strategy statement – Windmill Hill Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo-Anne Callow Executive Headteacher
Pupil premium lead	Abby Bassett Head of School
Governor / Trustee lead	Nichola Vidler PPG Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£6,960
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£72,055

Part A: Pupil premium strategy plan

Statement of intent

Windmill Hill Academy is dedicated to providing the best education for all. Our vision, 'Inspiring Passionate Lifelong Learners' is at the heart of everything we do.

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 disadvantaged pupils ranging from the common ones, e.g. attendance and punctuality, to the more complex ones, e.g. family situations, that prevent children from flourishing. However, we are aware that the challenges are varied and there is no 'one size fits all'.

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.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, as a school we will:

- Have a designated PPG Lead – Mrs Abby Bassett (Head of School)
- Have a named Governor for Disadvantaged – Mrs Nichola Vidler
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by the Head of School and Governors.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure quality first teaching is adaptive and meets the needs of the learner.
- Use evidence informed approaches to teaching to ensure all learners realise their full potential. For example, explicitly teaching good learning behaviours and metacognition through Visible Learning in order for all pupils, including the disadvantaged, become assessment capable, lifelong learners with high aspirations.
- Having a full curriculum offer for all pupils and provide funding for disadvantaged pupils to access enriching academic and extra-curricular opportunities, where

appropriate, to ensure they have broad life experiences ensure they are represented in every aspect of school life.

- Act early to intervene at the point need is identified.
- Strongly advocate excellent attendance and intervene early to address any barriers to attendance.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Disadvantaged pupils attaining GDS in writing and maths.
4	Attendance among disadvantaged pupils is below that of non-disadvantaged pupils.

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
Improved writing attainment among disadvantaged pupils.	Improved KS2 writing outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	Improved KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved writing maths attainment for GDS pupils among disadvantaged pupils.	Improved KS2 writing and maths outcomes in 2024/25 show that more disadvantaged pupils achieved GDS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> improved overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. the percentage of all pupils who are persistently absent being reduced and the figure among disadvantaged pupils reduced between than their peers.
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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: £5685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first and adaptive teaching	Quality first teaching is the most effective way to close the attainment gap. Teachers/TAs will evaluate effectively to ensure misconceptions are identified and addressed.	1, 2, 3
Quality assurance of learning (including interventions)	Monitoring ensures there are high expectations for all and targeted areas for improvement provided through feedback and actions.	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3

Teaching for Mastery training).		
SEN services training	Training supports teachers' CPD.	1, 2, 3
WALKTHRU CPD (Visible Learning) provided through the Trust	To maintain high quality teaching, continued professional development must be embedded. Walkthru's will be used for the school to personalise staff CPD.	1, 2, 3

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

Budgeted cost: £62776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of teaching assistants.	Internal data supports the progress of children who have support from a teaching assistant in class and through interventions. EEF recognises the effective use of teaching assistants: New EEF Guidance Report - Making Best Use of Teaching Assistants EEF	1, 2, 3
Small group tuition through the use of tuition partners and learning mentor.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF recognises the value of 1:1 and small group tuition as a catch-up strategy: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £3594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Education Welfare Service	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Accessed through the school SLA.	4
Extra-Curricular Activities and Curriculum Enrichment	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Use of Absolute education to monitor attendance within clubs.	1, 2
Use of TIS and NHS Educational Mental Health Practitioner to support identified disadvantaged pupils.	Internal data shows that these children are making progress in their learning and attendance when supported with their mental health.	1, 2, 4

Total budgeted cost: £72,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in the 2021 to 2022 academic year was broadly in line for reading but lower in writing and maths.

The vast majority of disadvantaged pupils made expected or better progress in reading (94%) but it was lower in writing (69%) and maths (79%). This broadly inline with non-pp pupils with them making more progress in reading and maths.

The use of interventions and tutoring programmes to identified disadvantaged pupils supported them to make accelerated progress. We predominantly used the NTP/School Based tutoring approach to support positive gains in outcomes. All interventions for reading and phonics had a positive impact on pupils' progress in reading and phonics with the majority but lower for writing (60%) and maths (60%). This is why writing and maths remains a focus of our current plan.

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 93.8%, it was in line with the national average. At times, when all pupils were expected to attend school, absence among disadvantaged pupils was 2.2% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly primarily due to COVID-19-related issues. Although there are improvements, the impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue with this approach.

Externally provided programmes

Programme	Provider
NELI	Nuffield Early Language
Mastering Number	NCETM
Visible Learning	Corwin
Little Wandle Letters and Sounds Revised	Little Wandle

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continue to utilise the wellbeing support for all pupils, and targeted interventions where required. This includes the use of the Senior Mental Health Lead, Education Mental Health Practitioner and TIS sessions.
- Building on offering a wide range of high-quality learning enrichments and extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.