

Pupil premium strategy statement – Windmill Hill Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	148 143 (including 16 Pre-Schoolers)
Proportion (%) of pupil premium eligible pupils	27% 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026 July 2027 July 2028
Statement authorised by	Abby Bassett Headteacher Jo-Anne Callow CEO
Pupil premium lead	Abby Bassett Headteacher
Governor / Trustee lead	Nichola Vidler PPG Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780 £60, 450

Pupil premium funding carried forward from previous years	£0 £0
Total budget for this academic year	£78,780 £60,450

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Hill Academy, we are committed to providing the highest quality education for every child. Our vision, '***Inspiring passionate lifelong learners who strive to make a positive contribution to their local community and the wider world,***' is central to all that we do.

Our aim is that all pupils, regardless of background or barriers, make strong progress and achieve excellent outcomes across all subjects. The Pupil Premium strategy focuses on ensuring disadvantaged pupils reach this goal, including those who are already high attainers.

We recognise that disadvantaged pupils face a range of challenges, from common issues such as attendance and punctuality to more complex family circumstances. These challenges vary widely and we understand that there is no single solution. Our approach is therefore flexible, responsive and tailored to individual needs.

High-quality teaching lies at the heart of our strategy. Evidence shows this has the greatest impact on closing the attainment gap while benefiting all pupils. Alongside this, we adopt complementary approaches to ensure every child thrives. Our intended outcomes also include sustaining and improving attainment for non-disadvantaged pupils.

To achieve this, we will:

- **Designate clear leadership and accountability:**
 - PPG Lead – *Mrs Abby Bassett (Headteacher)*
 - Named Governor for Disadvantaged – *Mrs Nichola Vidler*
- **Publish and review a costed Pupil Premium Strategy** based on the EEF's three-tiered approach, available on our website and monitored by the Headteacher and Governors.
- **Embed a whole-school culture of high expectations**, where all staff take responsibility for disadvantaged pupils' outcomes.
- **Ensure adaptive, high-quality teaching** that meets learners' needs.
- **Use evidence-informed practices**, such as explicitly teaching learning behaviours and metacognition through *Visible Learning*, enabling all pupils to become assessment-capable, lifelong learners with high aspirations.

- **Provide a broad and enriching curriculum**, ensuring disadvantaged pupils can access academic and extra-curricular opportunities that build cultural capital and life experiences.
- **Offer opportunities for extra-curricular clubs and events**, ensuring disadvantaged pupils are fully included and represented in all aspects of school life.
- **Act early with targeted interventions** when needs are identified.
- **Promote excellent attendance**, addressing barriers swiftly and effectively.
- **Offer practical support to remove barriers to learning**, such as assistance with school uniform, reduced costs for wraparound care to ensure all pupils have access to a healthy breakfast.

Through these actions, we aim to remove barriers, raise aspirations and empower every pupil to succeed.

Through our Pupil Premium Strategy, we directly support the priorities identified within our Academy Improvement Plan and Inclusion Strategy. Our focus is on reducing the disadvantage gap, improving outcomes in reading, writing and mathematics, strengthening communication and language development, improving attendance, and ensuring every pupil experiences a strong sense of belonging and flourishing. We recognise that some disadvantaged pupils also have SEND and may experience multiple barriers to learning; our strategy therefore prioritises early identification, adaptive teaching and targeted support to improve outcomes. We will achieve this through high-quality adaptive teaching, evidence-informed intervention, instructional coaching, deliberate practice and strong partnerships with families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident on entry to EYFS. These barriers impact reading comprehension, writing outcomes, mathematical reasoning and wider curriculum access.

2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading writing than their peers. Reading and writing attainment remains a key priority for disadvantaged pupils. Fluency, Comprehension, vocabulary knowledge, spoken language development and transcription skills can continue to create barriers to achievement.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Whilst mathematics outcomes have improved, disadvantaged pupils continue to achieve less well than their peers. Mathematical vocabulary, reasoning and problem-solving remain barriers for some pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Assessments, attendance information, pastoral records and stakeholder feedback identify increasing social, emotional and mental health needs, including anxiety, emotional regulation difficulties and reduced resilience when facing challenge. These barriers can affect attendance, engagement, participation and attainment.
5	Although attendance remains broadly positive, attendance among disadvantaged pupils in 2025–26 was 91.48%, compared with 95.61% for non-disadvantaged pupils. School analysis also identified persistent absence as a significant barrier for a small number of disadvantaged pupils, with 5 disadvantaged pupils persistently absent during the academic year. Our analysis identifies the importance of belonging, attendance, participation and family engagement in improving educational outcomes.

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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (including Talk Boost and EYFS assessment data), learning walks, pupil voice and book scrutiny demonstrate improved communication, language and vocabulary development among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2027/28 show that the vast majority of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that the vast majority of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged pupils participate fully in enrichment opportunities, clubs, visits, leadership opportunities and wider school experiences. Their attendance at these is carefully logged and monitored over the year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	An improvement in attendance for disadvantaged pupils, a reduction in the attendance gap and a reduction in persistent absence.

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: £6150, **£5500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1

extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Embedding high-quality oracy through dialogic teaching, vocabulary instruction, purposeful classroom discussion and structured talk opportunities. Staff CPD, instructional coaching and deliberate practice will support implementation.		
Continued focus on adaptive teaching and high-quality classroom practice.	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 writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to complete oracy audit, embed key elements of guidance in school and to access English Hub and CPD.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF The EEF writing framework provides evidence-based guidance for teaching writing effectively in primary schools, emphasising the importance of transcription skills and oral composition. The writing framework	1, 2, 3
Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	3

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.	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	
SEN support and CPD	Training supports teachers' CPD.	2, 3
Continued implementation of instructional coaching, deliberate practice, WalkThrus and StepLab to strengthen adaptive teaching, inclusive classroom practice and quality-first teaching.	To maintain high quality teaching, continued professional development must be embedded. Step Lab and Walkthrus will be used for the school to personalise staff CPD.	1, 2, 3, 4

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

Budgeted cost: £69130, **£50950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of teaching assistants. Continue to deploy teaching assistants strategically to support high-quality classroom practice and interventions.	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 and one-to-one interventions. Targeted support to address identified	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2, 3

gaps in reading (with a focus on phonics and fluency), writing and mathematics. Talk Boost and Communication Support Talk Boost and targeted communication interventions for disadvantaged pupils in EYFS requiring additional support with speech, language, communication and vocabulary development.	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	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3500, £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures. Implementation of evidence-informed attendance systems aligned with DfE guidance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

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 (and subsequently Bromcom) to monitor attendance within clubs.	1, 2, 3, 4, 5
Use of TIS approaches, pastoral support and external services where appropriate.	Internal data shows that these children are making progress in their learning and attendance when supported with their mental health.	1, 2, 3, 4, 5

Total budgeted cost: £78,780, £60, 450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25

We have undertaken a detailed analysis of the performance of our disadvantaged pupils during the previous academic year, drawing on national assessment data alongside our own internal summative and formative assessments.

Key Findings from Academic Performance Data:

- **Overall Progress:**
The vast majority of disadvantaged pupils made expected or better progress in reading (80%), with slightly lower progress in writing (68%) and mathematics (76%). These outcomes are broadly in line with those of non-Pupil Premium pupils.
- **EYFS:**
60% of disadvantaged pupils (PPG) achieved a Good Level of Development (GLD). It is important to note that this cohort had a high level of need, including one pupil with an EHCP and two pupils on the EHCP pathway.
- **Year 1 Phonics:**
80% of disadvantaged pupils (PPG) passed the phonics screening check.
- **Key Stage 2:**
 - Reading: 67% disadvantaged pupils (PPG) achieved the expected standard
 - Writing: 60% disadvantaged pupils (PPG) achieved the expected standard
 - Mathematics: 67% disadvantaged pupils (PPG) achieved the expected standard
 - Combined (R/W/M): 50% disadvantaged pupils (PPG) achieved the expected standard

Contextual factors (KS2):

- 56% of Pupil Premium pupils were inwardly mobile, with the majority working below age-related expectations on arrival.
- Two pupils with EHCPs were disapplied from SATs as they were working well below ARE.
- All pupils made good progress from their starting points, though formal progress measures are no longer in place.

To benchmark performance, we compared these outcomes with those of disadvantaged and non-disadvantaged pupils nationally and locally, as well as with our own

non-Pupil Premium cohort. We acknowledge that prior disruption due to Covid-19 may have affected individual pupils and schools differently.

Wider Factors Considered:

- **Attendance:**
End-of-year attendance for Pupil Premium pupils was 95.38%, broadly in line with non-Pupil Premium pupils (95.79%).
- **Enrichment and Engagement:**
 - All Pupil Premium pupils who expressed interest in after-school clubs and events attended.
 - All Pupil Premium pupils who expressed interest in UKS2 residentials attended (representing 74% of the cohort).
- **Stakeholder Feedback (Summer Term Surveys):**
 - **Pupils:** Vast majority agreed positively across all areas.
 - **Parents:** Majority reported their children are happy, safe and making good progress. Teaching quality, high expectations and leadership were recognised and appreciated.
 - **Staff:** Vast majority agreed that the school successfully meets the differing needs of individual pupils.

Following this review, we have updated our Pupil Premium strategy and made adjustments to how we will allocate the budget for the current academic year to further improve outcomes and address identified priorities.

2025-26

Outcomes for disadvantaged pupils

We have undertaken a detailed analysis of the performance of disadvantaged pupils during the previous academic year, drawing on national assessment data alongside our own internal summative and formative assessments.

EYFS

In 2025–26, 68% of pupils achieved a Good Level of Development. Within the disadvantaged cohort (4 children in total, including 1 with SEND), 25% achieved a Good Level of Development.

Analysis identified communication and language development as a significant barrier for a number of disadvantaged pupils on entry to school. These outcomes have informed our continued focus on early language development, high-quality adult-child interactions, targeted communication support and the implementation of Talk Boost within EYFS.

Year 1 Phonics

82% of pupils achieved the expected standard in the Phonics Screening Check.

Within the disadvantaged cohort (4 pupils in total, including 3 with SEND), 50% achieved the expected standard.

A small number of disadvantaged pupils also presented with SEND and language acquisition needs requiring highly personalised support.

Year 4 Multiplication Tables Check (MTC)

50% of pupils achieved full marks in the Multiplication Tables Check. Within the disadvantaged cohort (4 pupils in total, including 2 with SEND), 25% achieved full marks. School analysis indicates that disadvantaged pupils continue to require additional support with multiplication fluency and mathematical recall. Whilst outcomes remain above those seen in previous years, a gap remains between disadvantaged pupils and their peers. These findings have informed our continued focus on high-quality mathematics teaching, mathematical vocabulary development, targeted intervention and the use of evidence-informed approaches to strengthen arithmetic fluency and mathematical reasoning.

Key Stage 2

Outcomes for disadvantaged pupils (10 pupils in total, including 0 with SEND) at the end of Key Stage 2 were:

- Reading: 60%
- Writing: 80%
- Mathematics: 60%
- Grammar, Punctuation and Spelling: 40%
- Combined Reading, Writing and Mathematics: 50%

Writing remained a notable strength. Reading and combined outcomes remained below our aspirations and continue to be priorities within our Academy Improvement Plan.

Wider Outcomes

Attendance for disadvantaged pupils during 2025–26 was 91.48%, compared with 95.61% for non-disadvantaged pupils. This represents an attendance gap and highlights attendance as a key priority within the revised strategy.

Analysis identified 4% of disadvantaged pupils as persistently absent. Whilst the majority of disadvantaged pupils attended regularly, persistent absence within a small number of families had a disproportionate impact on overall attendance rates and educational outcomes.

The school maintained strong levels of participation in enrichment opportunities, educational visits, clubs and residential experiences. Disadvantaged pupils continued to access a broad range of wider school opportunities, supporting our commitment to ensuring all pupils experience belonging, participation and flourishing.

Stakeholder feedback, including pupil voice demonstrated that the vast majority of disadvantaged pupils feel safe, valued and supported within school. School analysis also identified increasing levels of need relating to communication and language, emotional regulation, social, emotional and mental health needs and speech and language development.

Externally provided programmes

Programme	Provider
Mastering Number	Code Maths Hub
Maths Hub	Code Math Hub
Visible Learning	Corwin
Thinking Matters	Exeter University
Little Wandle Letters and Sounds Revised (including the use of the phonics, fluency, SEN and handwriting programmes)	Little Wandle
Accelerated Reader	Renaissance
Number Bots and Times Tables Rock Stars	TTRS
Talk Boost	Speech and Language UK

Further information (optional)

Additional activity

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

- **Embedding Effective Feedback Practices**
We will continue to strengthen feedback strategies across the school. Evidence from the Education Endowment Foundation (EEF) highlights that high-quality feedback has a significant positive impact on pupil progress, particularly for disadvantaged learners.
- **Enhancing Wellbeing Support**
Wellbeing provision will remain a priority for all pupils, with targeted interventions where needed. This includes ongoing support from the Senior Mental Health Lead, Education Mental Health Practitioner, and Trauma-Informed Schools (TIS) sessions.
- **Training a New Senior Mental Health Lead**
Following a change in role for the existing lead, we will use an additional DfE grant to train a new Senior Mental Health Lead. The selected training, informed by the DfE online diagnostic tool, will focus on:
 - Understanding pupils' needs more deeply
 - Giving pupils a voice in shaping wellbeing provision
 - Strengthening collaboration with parents
- **Expanding Enrichment and Extra-Curricular Opportunities**
We will continue to offer a wide range of high-quality enrichment activities to promote wellbeing, positive behaviour, attendance, and aspiration. Disadvantaged pupils will be actively encouraged and supported to participate. Provision includes free after-school clubs and subsidised UKS2 residential trips.
- **Removing Practical Barriers to Learning**
To ensure equitable access, we will provide:
 - A **school uniform donation station** at no cost
 - **Reduced costs for wraparound care**, ensuring all pupils can access a healthy breakfast.

Planning, Implementation, and Evaluation

In developing our new pupil premium strategy, we critically reviewed previous activities. Our approach included:

- **Evidence Triangulation:** Drawing on assessment data, book scrutinies, learning walks and stakeholder feedback to identify key challenges for disadvantaged pupils.
- **Research-Informed Practice:** Reviewing reports and studies on effective pupil premium use and strategies to mitigate socio-economic disadvantage.

- **EEF Implementation Guidance:** Using the 'Explore' phase to diagnose pupil needs and select approaches most likely to succeed in our context. This guidance will continue to inform implementation.
- **Robust Evaluation Framework:** A three-year plan with ongoing monitoring and adjustments to secure improved outcomes for all pupils.

Evaluation of Strategy Effectiveness

Our evaluation suggests that the strongest aspects of our strategy were the emphasis on:

- High-quality teaching
- Inclusive practice
- Targeted intervention
- Pastoral support
- Enrichment opportunities

Writing outcomes remained strong, and disadvantaged pupils continued to benefit from wider opportunities.

However, attendance data identified a significant gap between disadvantaged and non-disadvantaged pupils, with persistent absence continuing to affect a small number of disadvantaged pupils. Reading attainment, attendance and the combined Reading, Writing and Mathematics measure therefore remain priority areas within the revised strategy.

As a result, the updated strategy places greater emphasis on:

- Communication, language, vocabulary and oracy development.
- High-quality adaptive teaching and instructional coaching.
- Early identification and evidence-informed intervention.
- Improving reading, writing and mathematics outcomes.
- Strengthening belonging, attendance, wellbeing and participation.
- Reducing the disadvantage gap for disadvantaged pupils and disadvantaged pupils with SEND.

Following this review, we have updated our Pupil Premium Strategy to align fully with our Academy Improvement Plan and Inclusion Strategy, ensuring that pupil premium funding is targeted towards the area's most likely to improve educational outcomes and remove barriers to learning for disadvantaged pupils.