

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 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	Windmill L.E.A.D. Academy
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	36.38% (167 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	31 <sup>st</sup> December 2026
Statement authorised by	Ruth Pickering
Pupil premium lead	Katy Aggus
Governor / Trustee lead	Rosie Grant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265125
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£265125</b>

## Part A: Pupil premium strategy plan

### Statement of intent



### Igniting Minds; Shaping Futures

Windmill L.E.A.D. Academy's intention is that all pupils, irrespective of their background or the challenges they face make good or better progress and achieve high academic attainment and outcomes across all subject areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal.

Through high expectations, we endeavour to instil in our learners a **positive** attitude that feeds a passion for life-long learning, a respect for self, others, **diversity** and the environment. We will deliver an inclusive curriculum that inspires, nurtures and develops the talents of all our learners. By establishing a welcoming, safe and innovative community, that empowers learners to think and work **creatively, independently** and **collaboratively**, Windmill L.E.A.D. Academy will support children to become successful, **honest** citizens, who are **curious** to learn and adapt in an ever-changing world.

We want children to develop **resilience** and independence in all academic and social domains that can be transferred to the wider world in a **respectful** way. Windmill learners will be leaders of their own learning; **kind, ambitious** and confident builders of their futures. They will be critical thinkers who are **reflective**, which will enable them to have the courage to live **independently** and enrich their lives and the lives of others around them.



Windmill L.E.A.D Academy takes into account the wide range of challenges faced by both disadvantaged and vulnerable pupils. This includes pupils who have involvement from other agencies (whether they are PP pupils or not).

The Academy is a larger than average, two-form entry, primary school for children aged 3 to 11 years (Nursery to Year 6), with around 459 pupils on role at any one time. The school is located in a suburb of Nottingham City, serving a catchment where social deprivation is high and economic wellbeing is low: Nottingham ranks in the top 10 of the most deprived out of the 317 districts in England and 4th most deprived out of the 11 'core cities'. Pupils attending Windmill have an IDACI deprivation score of 1.85, this means that 92% of our pupils are in the poorest 2% of society and 36% are in the poorest 1%. The IMD score is even lower at 1.71, this means that 90.55% of our pupils are in the poorest 2% of society and 52.8% are in the poorest 1%. There is also a significantly high crime rate in the area with drug related issues and anti-social crimes. The mobility of pupils throughout the school is high (stability is only 76%) and is well above the national average and in the lowest quintile for stability. The school has a higher than average number of Pupil Premium children (37%).

There are 50 different languages spoken within the school and 65% of pupils have English as an Additional Language. Both of these statistics are well above the national average. The rich diversity of different languages spoken has its benefits as pupils tend to learn languages quickly. However, it also means that students' starting points when they enter the school are well below average – there is a considerable vocabulary gap when comparing the school context to one in which children are exposed to English at home.

Violent crime and anti-social behaviour (243 crimes per 1000 residents vs 149 per 1000 residents in the wider Nottingham City) are the highest crime categories within the local area, but families in attendance of the academy also experience high levels of domestic violence, poverty which has been further impacted by the national cost of living crisis, alcohol and drug misuse, gang crime in the local area; low aspiration and high unemployment.

High quality teaching and learning is at the heart of our approach. Whilst we are relentlessly focussed upon supporting our disadvantaged learners it is implicit that our approach is intended to support and benefit all learners with our academy. It is our full intention to ensure good or better progress is made by all and that high academic outcomes are our aim for all. This includes pre-teach interventions (focussed on key knowledge required for the main lesson), post-teach interventions (to help ensure any misconceptions are addressed) and specific

interventions (including for aspects of Maths, Reading and Writing), which are delivered based on individual need and reviewed at pupil progress meetings.

Our approach is tailored and is responsive to collective and individual needs and is based on the principle that every child's welfare and academic development is everyone's (within the academy) responsibility.

Some of our no costs approaches include:

- Partnership with Mental Health Support Team (MHST)
- Christmas present morning
- Uniform bank
- Working with external agencies to support individual families

It is important to note an increase in child poverty as a result of COVID19 (38% in 2019 versus 45% in 2025 in the local area) and the cost of living crisis has been evident within our school community. As a result, we recognise that not all pupils who are socially disadvantaged qualify for free school meals, therefore we allocate funding to support any pupil or groups of pupils that the school has identified as being disadvantaged. This includes pupil who have a social worker, new to the country, refugee/asylum seekers or are receiving support from external services to ensure their safety outside of school.

This statement has been underpinned by the following:

- Using Pupil Premium: guidance for school leaders
- Education Endowment Fund (EEF) Teaching and Learning Toolkit
- Putting evidence to work – A School's Guide to Implementation
- Ofsted's latest report of the use of Pupil Premium

## 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>Language development and communication skills – the development of Early Language Acquisition.</u></b></p> <p>Internal observation and analysis indicates the majority of our disadvantaged pupils start Nursery 12 to 18 months below their birth age in terms of language acquisition and communication and language. Consequently this is a key aim for pupils in EYFS at Windmill.</p> <p>65% of the total cohort of the school also speak English as an additional language, which has implications on pupils having the correct starting points on entry to Windmill.</p>

	Assessment, observations and discussion with staff and pupils (supported by research) show underdeveloped language skills and gaps in vocabulary amongst disadvantaged pupils, with PP pupils less likely to meet a good level of development compared to their peers.
2	<p><b><u>Attainment and Progress</u></b></p> <p>In 2025, the school attained its highest ever KS2 SATs results with <b>78% of Year 6 pupils</b> met the expected standard in reading, 80% met the expected standard in writing, and <b>maths</b>. An incredible percentage also achieved greater depth: 54% in reading and 44% in maths. This is a 9 to 12% increase in expected standard and a 17 to 27% increase in greater depth standard. It is important to maintain this trajectory of outcomes for the pupils across the school.</p>
3	<p><b><u>Play</u></b></p> <p>We recognised through internal observations and analysis that we needed to change our approach to lunchtimes to give the children a more varied experience and more opportunities to build cooperative, positive play strategies. We have invested in the OPAL (outdoor play and learning) programme and reshaped our school day structure to give all our children a whole hour of play at lunchtime at the same time. This investment also includes training of our Play team (formerly midday supervisors) and sourcing resources to meet the 16 types of play.</p>
4	<p><b><u>Wellbeing and SEMH need</u></b></p> <p>Wellbeing of pupils continues to be a concern post-pandemic and more children are accessing wellbeing support year on year (either through MHST or school-based interventions such as Theraplay). The number of children with an SEMH need has increased by 5% since the previous academic year.</p>
5	<p><b><u>Attendance for disadvantaged pupils</u></b></p> <p>Attendance for Pupil Premium children was above national average last academic year (92.9% vs 88.9%) but below non-PP children by 2.1%. We wish to continue to close the gap and remain above national average.</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
<p><b><u>1) Attainment and progress</u></b></p> <p>To raise outcomes for disadvantaged pupils in all subjects</p>	<p>On-track or improving percentages of pupils meeting age-related expectations at each milestone.</p> <p>Increasing proportion of pupils at greater depth in reading and maths.</p> <p>End of year attainment in line with or exceeding set targets.</p>

<p><b><u>2) Language Development</u></b></p> <p>Improved oral and language skills in EYFS. Raised outcomes and accelerated progress in Communication and Language with our F2 and F1 cohorts, with a particular emphasis upon supporting those whose language acquisition is further behind their peers.</p>	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our younger pupils where we have targeted the support for this initiative.</p>
<p><b><u>3) Play</u></b></p> <p>Develop and embed OPAL play as a subject area and ensure all disadvantaged children are accessing high quality play provision on a daily basis</p>	<p>Fully embedded OPAL provision, recognised as an integral part of the curriculum.</p> <p>Pupils engaged in structured and unstructured play, demonstrating independence, resilience, and social skills.</p> <p>Staff demonstrate confidence in promoting play, including risky play opportunities.</p> <p>Pupil-led initiatives successfully implemented and sustained.</p> <p>Positive impact on pupil wellbeing, behaviour, and engagement observed through data collection (reduction in behaviour incidents around lunchtime, reduction in first aid incidents and pupil voice.</p>
<p><b><u>4) Wellbeing and SEMH need</u></b></p> <p>To support disadvantaged learners with their wellbeing and social and emotional needs through a range of strategies.</p> <p>To support key individuals who have experienced a more significant impact on their wellbeing/emotional and social needs during the pandemic in order that they can access learning effectively and engage fully</p> <p>To embed a whole-school, trauma-informed relational approach to behaviour</p>	<p>Through professional dialogue, observation and via pupil feedback (using pupil voice and school councils) a rise is tangible in collective pupil wellbeing, especially for disadvantaged pupils.</p> <p>Revised behaviour policy and relational policy in place and implemented consistently.</p> <p>Staff able to demonstrate use of relational language and PACE model in practice.</p> <p>Effective use of sensory/regulation areas by pupils with emotional or sensory needs.</p>
<p><b><u>5) Attendance</u></b></p> <p>Raise attendance and lower persistent absence</p>	<p>Attendance of disadvantage pupils is seen to be improving on a termly, or if not the case, quick action</p>

	<p>is taken immediately to provide support/targeted intervention to the family.</p> <p>Attendance for disadvantaged pupils at the end of the academic year has increased year on year. The % of pupils who are persistently absent declines year on year.</p> <p>Weekly, half termly and termly attendance data will demonstrate improvements in attendance</p>
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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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and CPD for teachers and teaching assistants in developing the use of mastery approaches and language usage within mathematics to support attainment	Mastery approaches are well documented to support mathematical development. The non-statutory DFE guidance draws on evidence based approaches that underpin and guide this way of teaching maths.	1
Purchase of standardised diagnostic assessments. This includes training for staff.	Standardised tests provide reliable insights into specific strengths and weaknesses of each pupil and of groups of pupils to ensure additional support and intervention is targeted accurately.	1
Purchase of systematic synthetic phonics and early reading material and provision of CPD for both teachers and teaching assistants	Phonic approaches have a strong evidence base. They are particularly effective for disadvantaged pupils and impact strongly on word reading accuracy and decoding.	1, 2
Continue to deliver a well-sequenced, knowledge-rich curriculum aligned to national expectations. Includes both internal and external CPD for teachers and teaching assistants.	Our internal observations and analysis indicates that this approach leads to: children are enabled to consign a greater proportion of their learning to their long-term memory; impactful learning is embedded within practice; children are increasingly able to organise their learning and give a rationale for the choices they make; provision for all groups is structured and considered for all sections of the lesson, from beginning to end, including input, application and review and every child receives varied practice opportunities to apply their skills (not massed practice).	1

Peer to peer coaching in teaching and learning	Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.	1, 2, 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention	Internal observations, analysis and data indicates that this targeted provision has supported key children with plugging gaps in their learning and has supported them in making good progress and attaining age related outcomes.	1
EYFS leader to attend Language Lead Programme alongside NELI based- approaches	EEF research shows children in this intervention make +4 months progress for the 30-week programme. Our own research showed this ranged from 2 months to 6 months with an average of 3 months.	1, 2
Additional teaching assistant support for key learners	Our internal observations and analysis shows that this key support for key individuals impacts in two ways: firstly that it allows those individuals to flourish socially, emotionally and academically. Secondly that it ensures other teaching assistant time is relentlessly focussed upon academic support and intervention	1, 2, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL Play	Independent evaluation findings included increased variety and creativity in play, improved patterns of play behaviour, and a reduction in perceived disruptive behaviour at playtimes <a href="#">Source</a>	3
Attendance Officer	Attendance Officers provide key support in raising attendance, the profile of attendance, identifying and supporting key issues, including working to support families where persistent absence is a consideration.	4, 5



Breakfast Club places for key children (to support punctuality and attendance and/or wellbeing)	Internal observations and analysis indicates that these additional places for key pupils allows for a positive start to the day and that this supports a positive attitude to learning. This was further evidenced by a reduction of negative incidents recorded on our internal behaviour system and an increase in positive points for those key children awarded places in breakfast club.	1, 4, 5
Provision/allocation of support with uniform costs for eligible families	Professional dialogue and pupil questionnaires highlight that this popular strategy increased pride and sense of belonging for children and enabled a successful engagement with our school uniform policy. Parent feedback highlighted this as valued strategy within the community.	4, 5
After School Clubs	Improved fitness, Physical Education skills and wellbeing of pupils. Enjoyment of learning and attending school are evident and were shown in both parental feedback, staff feedback and pupil questionnaires.  Continued and enhanced provision of a range of specialised after school clubs creating additional opportunities to deepen enjoyment of learning across a range of subjects	4, 5
Contribution to external music provision for two year groups	Pupil well-being, increase in pupils' auditory listening skills, timing and understanding of notation. All PP pupils within this year group will access this provision.	4
'MyHappyMind' programme across all year groups	NHS-link evaluations data has showed that myHappyMind was associated with reduced referrals to CAMHS, MHST and SENCOs, improvement in attendance, behaviour <a href="#">Source</a>	
Contingency Fund for acute issues	Based on our experience and that of schools similar to ours, we have identified the need to have in reserve funding aside to respond quickly if/when needs arise that have not yet been identified and/or presented	1, 2, 3, 4, 5

**Total budgeted cost: £265,125**

## **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.

Progress against intended outcomes			
Intended outcome	Strategies used	Impact to date	Next steps/recommendations
Improved oral and language skills in EYFS. Raised outcomes and accelerated progress in Communication and Language with our F2 and F1 cohorts, with a particular emphasis upon supporting those whose language acquisition is further behind their peers.	<ul style="list-style-type: none"> <li>• CPD on Oracy strategies</li> <li>• CPD on phonics scheme – RWI and catch up tutoring, and consistent implementation of the scheme</li> <li>• Introduction of key vocabulary for foundation subjects.</li> <li>• Consistent use of NELI across EYFS including dedicated TA time for the intervention</li> <li>• Investment in Speech Link programme to identify individual speech sound needs</li> </ul>	<p><a href="#">End of F2 data</a></p> <p>63.6% of PP pupils (14 children) were working at the expected standard for the end of reception in reading 68.2% of PP pupils (15 children) were working at the expected standard for the end of reception in writing. Overall, 64% of the cohort reached GLD at the end of the academic year.</p> <p><a href="#">Year 1 Phonics Data Outcomes</a></p> <p>79% of pupils passed the phonics screening check</p>	<ul style="list-style-type: none"> <li>• Continue rigorous implementation of phonics scheme and teaching in EYFS and KS1.</li> <li>• Continued focus on language development in EYFS</li> <li>• EYFS leader to undertake additional language training</li> </ul>
To raise outcomes for disadvantaged pupils in reading and writing	<ul style="list-style-type: none"> <li>• CPD on teaching of whole class reading and sequence of planning a reading unit on a weekly basis</li> <li>• CPD on phonics scheme – RWI and catch up tutoring, and consistent implementation of the scheme</li> <li>• Allocation of teaching assistant to Year 1 and Year 2, responsible for running small group interventions.</li> <li>• Development of assessment systems used for reading and phonics, with regular monitoring points throughout the academic</li> </ul>	<p><a href="#">End of KS1 data for reading and writing</a></p> <p><a href="#">KS1 Reading</a></p> <p>68% of PP children reached EXP (17 children)</p> <p><a href="#">KS1 writing</a></p> <p>68% of PP children reached EXP (17 children)</p> <p><a href="#">End of KS2 data for reading and writing</a></p> <p><a href="#">KS2 Reading</a></p> <p>71% EXP 27% GDS</p> <p><a href="#">KS2 Writing</a></p> <p>71% EXP 20% GDS</p>	<ul style="list-style-type: none"> <li>• Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1</li> <li>• Increase in the amount of pupil premium pupils reaching GDS in reading and writing at the end of KS2.</li> </ul>

	<ul style="list-style-type: none"> <li>year.</li> <li>• Termly Pupil Progress meetings</li> <li>• Half termly assessment points</li> <li>• Review of strategy of teaching reading took place and is now consistent from Y1- Y6.</li> <li>• Promotion of Reading for Pleasure across school</li> <li>• Investment in new books</li> <li>• Reading and phonics workshops for parents</li> </ul>		
To raise outcomes for disadvantaged pupils in maths	<ul style="list-style-type: none"> <li>• Maths lead is a leader of excellence</li> <li>• Staff coaching model in maths</li> <li>• Termly Pupil Progress meetings</li> <li>• Staff CPD on maths vocabulary</li> <li>• Half termly assessment points</li> <li>• Review of strategy of teaching maths took place and is now consistent from Y1- Y6.</li> <li>• Maths workshops for parents</li> </ul>	<p><a href="#">End of F2 data</a> 54.5% of PP pupils (12 children) were working at the expected standard for the end of reception in maths.</p> <p><a href="#">End of KS1 data for Maths</a> 73% of PP children reached EXP (19 children)</p> <p><a href="#">End of KS2 data for Maths</a></p>	<ul style="list-style-type: none"> <li>• Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1</li> <li>• Increase in the amount of pupil premium pupils reaching GDS in maths at the end of KS2.</li> <li>•</li> </ul>

<p>To support disadvantaged learners with their wellbeing and social/emotional needs through a range of strategies</p> <p>To support key individuals who have experienced a more significant impact on their wellbeing/emotional and social needs, in order for them to access learning effectively and engage fully</p>	<ul style="list-style-type: none"> <li>• Partnership with Mental Health Support Team (MHST) for weekly support</li> <li>• Training from Behaviour Support Team for Theraplay</li> <li>• Emotion Coaching training for TAs</li> <li>• Introduction of 'My Happy Mind' lessons across the whole school</li> <li>• Track-it lights behaviour system used across all classes</li> </ul>	<ul style="list-style-type: none"> <li>• 16 families across the school accessed personalised mental health support from MHST</li> <li>• Every child in year 3,4,5,6 attended at least 1 workshop from MHST</li> <li>• Targeted group of 6-8 children from each class accessed Theraplay interventions consistently</li> <li>• Children have been more able to talk more confidentially about emotions and mental health (pupil voice) due to weekly 'My Happy Mind' sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Working with R2i and external consultant to improve whole-school approach to SEN and behaviour</li> <li>• Develop the behaviour policy into a relationship approach</li> </ul>
<p>Raise attendance and lower persistent absence</p>	<ul style="list-style-type: none"> <li>• Attendance officer responsible for attendance, and also a DSL (a part of the wider safeguarding team at Windmill)</li> <li>• Partnership with War-boughtons to provide free bagels for breakfast across whole school</li> <li>• Breakfast club funding from Kelloggs</li> <li>• Half-termly newsletter featuring attendance figures</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for PP children rose from 93.36% in 2023/2024 to 93.4% last academic year (0.04% increase). This is above national average</li> <li>• Persistent absence has significantly declined from 22.30% in 2023/2024 to 16.34% in 2024/2025 (drop in 5.96%)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school academic improvement plan target for academic year 2025-26.</li> <li>• Strategic plan for improving attendance across the academic, with particular focus on attendance of persistent absentees, and pupil premium pupils.</li> <li>• Communication of attendance expectations and how this is promoted around the school site.</li> <li>• Implement tracking system for monitoring of persistent absentees (which will also include pupil premium pupils).</li> <li>• Introducing an 'attendance champion' from the teaching staff (member of the middle leadership team)</li> <li>• Attendance award to be undertaken</li> </ul>

## Externally provided programmes

Programme	Provider
Music Tuition	Nottingham City Council Music Provision
Nuffield Early Language Intervention (NELI)	Nuffield
Read, Write Inc CPD	Read, Write Inc
MyHappymind	myHappymind Ltd
OPAL	Outdoor Play and Learning (OPAL) CIC