# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Windmill L.E.A.D. Academy |
| Number of pupils in school | 451 |
| Proportion (%) of pupil premium eligible pupils | 42% (189 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 |
| Date this statement was published | 1st December 2021 |
| Date on which it will be reviewed | 1st December 2022 |
| Statement authorised by | Teresa Shrestha |
| Pupil premium lead | James Colvin |
| Governor / Trustee lead | Stacey Castillo |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £222,277 |
| Recovery premium funding allocation this academic year | £ 24,070 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £246,347 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.  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, including Children and Families Direct (whether they are PP pupils or not).  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.  Integral to these plans are our ‘Catch – Up’ sessions and targeted use of tuition (via the National Tutoring Programme) for pupils who’s education has been adversely affected relative to their peers.  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. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Development of Early Language Acquisition.  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 our Nursery and Foundation Stage Two children. |
| 2 | Ensuring disadvantaged pupils attainment (and progress rates) rises ***Reading*** to offset the gap increase (between pp and non-pp pupils) that occurred during the pandemic.  Internal observation, analysis and assessment data indicates that disadvantaged pupils’ attainment and progress was more impacted than their peers in reading. |
| 3 | Ensuring disadvantaged pupils attainment (and progress rates) rises ***Writing*** to offset the gap increase (between pp and non-pp pupils) that occurred during the pandemic.  Internal observation, analysis and assessment data indicates that disadvantaged pupils’ attainment and progress was more impacted than their peers in writing. |
| 4 | Ensuring disadvantaged pupils attainment (and progress rates) rises ***Maths*** to offset the gap increase (between pp and non-pp pupils) that occurred during the pandemic.  Internal observation, analysis and assessment data indicates that disadvantaged pupils’ attainment and progress was more impacted than their peers in maths. |
| 5 | Supporting current Y2 as data shows this cohort fell more behind than other cohorts during lockdowns and home based learning.  Internal observation, analysis and assessment data indicates that this cohort has been more affected. It has proportionately missed the most on site education. |
| 6 | Supporting current Y6 as this cohort have had limited time to make up for the time lost and interruptions to learning across the pandemic.  Year 6 cohort has the shortest time left with us to offset the impact of the pandemic. |
| 7 | Supporting identified social and emotional issues for learners that have faced greater challenges through their disadvantage during the pandemic.  Focussing on the support needed by a wide range of disadvantaged learners in a wide range of ways. |
| 8 | Supporting key disadvantaged learners with the impact on their wellbeing during the pandemic.  Focussing on those individuals for whom the pandemic has had the most impact and need more intensive or specialised support. |
| 9 | Improving attendance and reducing persistent absence – particularly for disadvantaged pupils.  Implementing a range of strategies to improve attendance and measures to lower persistent absence. |

## 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.

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| Intended outcome | Success criteria |
| 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. | 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. |
| To raise outcomes for disadvantaged pupils in Reading | PP attainment raises by at least 4% in reading across KS1 and KS2 in all year groups. |
| To raise outcomes for disadvantaged pupils in Writing | PP attainment raises by at least 4% in writing across KS1 and KS2 in all year groups. |
| To raise outcomes for disadvantaged pupils in Maths | PP attainment raises by at least 4% in maths across KS1 and KS2 in all year groups. |
| To raise attainment outcomes in RWM in Y2. | To raise outcomes in RWM by at least 10% from the internal outcomes measured at the end of Year 1 in Summer Term 2, 2021. |
| To raise attainment outcomes in RWM in Y6 | To raise outcomes in RWM by at least 8% from the internal outcomes measured at the end of Year 5 in Summer Term 2, 2021. |
| To support disadvantaged learners with their wellbeing and social and emotional needs through a range of strategies | 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. |
| 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 | Counselling services and other specific support services in collaboration with the SENDCo and Team Around the Child report via observation and feedback (and pupil feedback) that key children’s wellbeing has risen and this has led to improved engagement with academic learning. |
| Raise attendance and lower persistent absence | Attendance to rise by at least 1.5% across school.  PA (persistent absence) lowers to the national average. |

## 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: £74,347

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| 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. | 4 |
| 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. | 2, 3 and 4 |
| 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. | 3 |
| Focus on a mastery curriculum and sticky knowledge. 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). | 2, 3 and 4 |
| 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 is turn leads to better learning and learning outcomes. | 2, 3 and 4 |

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

Budgeted cost: £122,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ‘Catch-Up’ Provision | Each week key pupils (approximately 6-8) pupils have three after school additional interventions on key aspects of reading, writing or maths. One session with their class teacher and two with their class teaching assistant.  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. | 2, 3, 4, 5 and 6 |
| Tuition – 1:3 provision | 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 after their 15 sessions of small group support with a Teacher (with QTS) | 2, 3, 4, 5 and 6 |
| Y2 Daily Intervention Group | Previously we have used this strategy effectively with Y6 pupils: 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. The group of approximately ten pupils are not the only beneficiaries however. It means that each class has one group fewer for both their English and Maths sessions meaning each group in class has additional focus group time with their class teacher or TA. Previous years have seen accelerated progress and increased attainment with this strategy. | 5 |
| Y6 Daily Intervention Group | Previously we have used this strategy effectively with Y6 previous cohorts pupils: 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. The group of approximately ten pupils are not the only beneficiaries however. It means that each class has one group fewer for both their English and Maths sessions meaning each group in class has additional focus group time with their class teacher or TA. Previous years have seen accelerated progress and increased attainment with this strategy. | 6 |
| Boromi Bags & other play based language acquisition activities | Previously internal observation and analysis has found that these approaches and resources (that are TeachFirst Award winners) have supported a +3 month communication and language outcome for our youngest learners. Parents and families also find them very enjoyable and stimulating and it supports good relationships with our community. | 1 |
| NELI (Nuffield Early Learning Intervention) | 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 |
| 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 | 7 & 8  2, 3 and 4 |

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

Budgeted cost: £50,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Rewards for good attendance (various initiatives to raise attendance, such as best attending class has a free breakfast once a term) | Reviewing attendance issues with a specialist in attendance as well as working with other local schools within the community has identified that rewards for good attendance for classes and individuals has raised the profile of attendance and understanding | 9 |
| Attendance (Consultant) 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. | 9 |
| 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. | 7  8  9 |
| Counselling for specific learners | Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement. | 8 |
| 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. | 7  8  9 |
| After School Clubs (non-academic) | 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. | 7, 9 |
| 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 intervention. It also enables pupils to participate in the LEAD music festival. | 7 |
| 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 | 8 |

**Total budgeted cost: £246,347**

# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 indicated that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track in previous years our targets for disadvantaged pupils were not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online lessons and resources as well as physical resources and work provided for our children.  Overall attendance in 2020/21 was lower than in the preceding five years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  Our assessments and observations indicate that a minority of pupils have been more significantly impacted than others by the disruption to their learning caused by the pandemic and lockdowns, which has had a complex impact upon their wellbeing and academic performance. This relatively small group of disadvantaged pupils need intensive support both academically and with the recovery of their wellbeing. Strategies for supporting this group this academic year are listed in the document above. |

## Externally provided programmes

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| Programme | Provider |
| Music Tuition | Nottingham City Council Music Provision |
| Nuffield Early Language Intervention (NELI) | Nuffield |
| Read, Write Ink CPD | Read, Write Ink |