

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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	437
Proportion (%) of pupil premium eligible pupils	38% (169 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-25
Date this statement was published	1 <sup>st</sup> October 2023
Date on which it will be reviewed	1 <sup>st</sup> October 2024
Statement authorised by	Teresa Shrestha
Pupil premium lead	James Colvin
Governor / Trustee lead	Stacey Castillo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,625
Recovery premium funding allocation this academic year	£ 29,947
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£284,572</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 (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.

We operate a focussed intervention system – provided by our teaching assistants on a daily basis. These include 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).

Also integral to these plans is our Fourth Quintile Project. This project targets key groups (of which the largest groups is pupil premium pupils). This project is provided by our own teachers and teaching assistants. Key groups get priority support from both the teacher and teaching assistant each week. We also ensure that these key children access a language rich environment and provision. In addition to this we have targeted use of tuition (via the use of internal tutors) for key pupils. In 2023 – 2024 four pupils will access tutoring each week. This will be provided for 36 weeks each year.

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.

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 in <b><u>Reading</u></b> . Internal observation, analysis and assessment data indicates that disadvantaged pupils' attainment and progress needed to develop more than their peers in reading after the interruptions to education that have taken place in the last two years.
3	Ensuring disadvantaged pupils attainment (and progress rates) rises in <b><u>Writing</u></b> . Internal observation, analysis and assessment data indicates that disadvantaged pupils' attainment and progress needed to develop more than their peers in writing after the interruptions to education that have taken place in the last two years.
4	Ensuring disadvantaged pupils attainment (and progress rates) rises in <b><u>Maths</u></b> . Internal observation, analysis and assessment data indicates that disadvantaged pupils' attainment and progress needed to develop more than their peers in Maths after the interruptions to education that have taken place in the last two years.
5	Supporting current Y4 as data shows these cohorts fell further behind than other cohorts during lockdowns and home based learning.
6	Supporting current Y5 and Y6. Whilst the gap has started to narrow internal observation, analysis and assessment data indicates that further support is essential for key groups of children in these cohorts.
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.

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 3% in reading across KS1 and KS2 in all year groups.
To raise outcomes for disadvantaged pupils in Writing	PP attainment raises by at least 3% in writing across KS1 and KS2 in all year groups.
To raise outcomes for disadvantaged pupils in Maths	PP attainment raises by at least 3% in maths across KS1 and KS2 in all year groups.
To raise attainment outcomes in RWM in Y3/4.	To raise outcomes in RWM by at least 4% from the internal outcomes measured at the end of the year in Summer Term 2, 2023.
To raise attainment outcomes in RWM in Y5/6	To raise outcomes in RWM by at least 4% from the internal outcomes measured at the end of the in Summer Term 2, 2023.
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 or below.

## 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: £84,572

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 in 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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Fourth Quintile' Provision	<p>Each week key pupils (approximately 6 pupils per class) have targeted input during school, including additional interventions on key aspects of reading, writing or maths. This includes a minimum of two group sessions with their class teacher and two with their class teaching assistant each week.</p> <p>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.</p>	2, 3, 4, 5 and 6
<p>Tuition</p> <p>Four Pupils a week to receive 1:1 support</p>	<p>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 sessions of additional support.</p>	2, 3, 4, 5 and 6
Additional Support for Years 1 & 2	<p>Previously we have used tuition for Years 1 and 2. However, the impact was not as effective as it was with Years 3, 4, 5 and 6. Consequently we have changed strategy and we moved to using an academic mentor instead. This allowed for provision to be adapted and targeted more frequently and in an age appropriate way. This academic mentor provision ended in the summer of 2023. For the academic year 2023 – 2024 we have targeted increased support for SEND pupils. This in turn increases class teaching assistant capacity to provide academic support for pupil premium pupils.</p>	5
Boromi Bags & other play based language acquisition activities	<p>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</p>	1

	also find them very enjoyable and stimulating and it supports good relationships with our community.	
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: £60,000

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 Leader of Education for 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
After School Clubs (academic)	A new provision of six additional after school clubs aimed at creating additional opportunities to extend, deepen and increase knowledge and understanding in key areas. This includes provision for pupils in Years 1 to 6 inclusive. The six clubs are: Brilliant Book Club; Amazing Authors; STEM – Let’s Investigate!; Art Attack; Where in The World and Marvellous Media.	2, 3, 4, 5 and 6
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: £254,625 + £ 29,947 = £284,572**



## 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 2022 to 2023 academic year.

During the 2022 – 2023 academic year the range of provisions put in place supported a rise in outcomes for Pupil Premium pupils. The outcomes for these groups was positive in relation to national outcomes for Pupil Premium Pupils. This is particularly positive as during 2021/22 our internal assessments indicated that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

In EYFS 78% of Pupil Premium children achieved GLD – nationally this was 52%

In KS1 65% of Pupil Premium pupils achieved the combined figure of RWM – nationally this was 40%.

In KS2 46% of Pupil Premium pupils achieved RWM – nationally this was 44%

Outcomes for Pupil Premium Pupils at Windmill compare favourably with outcomes for Pupil Premium Pupils nationally. This highlights the positive impact of the provision of pupil premium support at Windmill.

Overall attendance in 2020/21 and 2021-22 was lower than in the preceding five years. This stabilised in 2022 – 2023. 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. There was a notable increase in attendance in 2022 – 2023 for this group. There are significant plans in place to build upon this in 2023-24.

Our assessments and observations indicate that a small minority of pupils have been more significantly impacted than others by the disruption to their learning caused by the pandemic and lockdowns, and for a small minority, ongoing complexities have followed. This has had a complex impact upon the wellbeing and academic performance for a relatively small group of disadvantaged pupils. This group need intensive support both academically and with the recovery or development of their wellbeing. Strategies for supporting this group this academic year are listed in the document above.

## Externally provided programmes

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