# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium) for the 2024 to 2025 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 | 463 |
| Proportion (%) of pupil premium eligible pupils | 39.7% (184 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2023-25 |
| Date this statement was published | 2nd December 2024 |
| Date on which it will be reviewed | 31st December 2025 |
| Statement authorised by | Ross Middleton |
| Pupil premium lead | Katy Aggus |
| Governor / Trustee lead | Stacey Castillo |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £244,200 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £244,200 |

# 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.  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 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. Our core values underpin our vision and everything we do at Windmill L.E.A.D. Academy. They help guide us to lead more meaningful lives through the choices we make and influence our attitudes and behaviours. Furthermore, we want these values to be the key characteristics of our learners.    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 (40%).  There are 40 different languages spoken within the school and 59% 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 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.  It is important to note an increase in poverty as a result of COVID19 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, or are receiving support from external services to ensure their safety outside of school. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | **Language development and communication skills – the 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 pupils in EYFS at Windmill.  64% 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. |
| 2 | **Attainment and starting points in Reading and Writing**  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. |
| 3 | **Attainment in Maths**  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. |
| 4 | **Wellbeing and SEMH need**  Wellbeing of pupils continues to be a concern post-pandemic and more children are accessing wellbeing support (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. |
| 5 | **Attendance for disadvantaged pupils**  Attendance for disadvantaged pupils at the end of the academic year 2023-24 was:  cid:image001.png@01DB44A5.7C0BC3C0  cid:image002.png@01DB44A5.7C0BC3C0 |

## 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 |
| **Language Development** 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. |
| **Attainment and progress**  To raise outcomes for disadvantaged pupils in Reading  To raise outcomes for disadvantaged pupils in Writing | Outcomes for disadvantaged pupils at the end of KS1 and KS2 will have increased from the starting point by end of 2023/2024, 2024/25 and 2025/26. |
| **Attainment and progress**  To raise outcomes for disadvantaged pupils in Maths | Outcomes for disadvantaged pupils at the end of KS1 and KS2 will have increased from the starting point by end of 2023/2024, 2024/25 and 2025/26. |
| **Wellbeing and SEMH need**  To support disadvantaged learners with their wellbeing and social and emotional needs through a range of strategies.  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 | 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.     Mental Health services and other specific support services in collaboration with the SENCO 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. |
| **Attendance**  Raise attendance and lower persistent absence | Attendance of disadvantage pupils is seen to be improving on a termly, or if not the case, quick action is taken immediately to provide support/targeted intervention to the family.  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.  Weekly, half termly and termly attendance data will demonstrate improvements in attendance |

## 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: £84,200

|  |  |  |
| --- | --- | --- |
| 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. | 3 |
| 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 |
| 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 |
| 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 |
| 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. | 1, 2 & 3 |

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

Budgeted cost: £120,000

|  |  |  |
| --- | --- | --- |
| 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. | 2, 3, 4, 5 and 6 |
| 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 & 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 & 3 |

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

Budgeted cost: £40,000

|  |  |  |
| --- | --- | --- |
| 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 | 5 |
| 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. | 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 -5 |
| Mental Health Support Team | Individual mental health records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement. | 4 |
| 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 (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. | 4 & 5 |
| 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. | 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 & 5 |
| 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 | 4 & 5 |

**Total budgeted cost: £244,200**

# 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 2023 to 2024 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. | * CPD on Oracy strategies * CPD on phonics scheme – RWI and catch up tutoring, and consistent implementation of the scheme * Introduction of key vocabulary for foundation subjects. * Consistent use of NELI across EYFS including dedicated TA time for the intervention * Investment in Speech Link programme to identify individual speech sound needs | **End of F2 data**  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.  **Year 1 Phonics Data Outcomes**  70% of pupils passed the phonics screening check (56 pupils) | * Continue rigorous implementation of phonics scheme and teaching in EYFS and KS1. * Continued use of NELI language * Continued focus on language development in EYFS |
| To raise outcomes for disadvantaged pupils in reading and writing | * CPD on teaching of whole class reading and sequence of planning a reading unit on a weekly basis * CPD on phonics scheme – RWI and catch up tutoring, and consistent implementation of the scheme * Allocation of teaching assistant to Year 1 and Year 2, responsible for running small group interventions. * Development of assessment systems used for reading and phonics, with regular monitoring points throughout the academic year. * Termly Pupil Progress meetings * Half termly assessment points * Review of strategy of teaching reading took place and is now consistent from Y1- Y6. * Promotion of Reading for Pleasure across school * Investment in new books * Reading and phonics workshops for parents | **End of KS1 data for reading and writing**  **KS1 Reading**  68% of PP children reached EXP (17 children)  **KS1 writing**  68% of PP children reached EXP (17 children)  **End of KS2 data for reading and writing**  **KS2 Reading**  71% EXP  27% GDS  **KS2 Writing**  71% EXP  20% GDS | * Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1 * Increase in the amount of pupil premium pupils reaching GDS in reading and writing at the end of KS2. |
| To raise outcomes for disadvantaged pupils in maths | * Maths lead is a leader of excellence * Staff coaching model in maths * Termly Pupil Progress meetings * Staff CPD on maths vocabularly * Half termly assessment points * Review of strategy of teaching maths took place and is now consistent from Y1- Y6. * Maths workshops for parents | **End of F2 data**  54.5% of PP pupils (12 children) were working at the expected standard for the end of reception in maths.  **End of KS1 data for Maths**  73% of PP children reached EXP (19 children)  **End of KS2 data for Maths** | * Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1 * Increase in the amount of pupil premium pupils reaching GDS in maths at the end of KS2. |
| To raise outcomes in RWM in Y3/4 | * Strategies as above for RWM | **End of Y3 Data**  60.7% (17 children) reached EXP in Reading  53.6% (15 children) reached EXP in Writing  60.7% (17 children) reached EXP in Maths  **End of Y4 Data**  69% (20 children) reached EXP in Reading  55% (16 children) reached EXP in Writing  51.7% (15 children) reached EXP in Maths  70% of the Y4 cohort scored 20+ on the statutory Y4 multiplication check. | * Increase the amount of pupil premium pupils reaching EXP and GDS in year 3 and 4 * Increase in the amount of pupil premium pupils reaching GDS in RWM in year 3 and 4 |
| To raise outcomes in RWM in Y5/6 | * Strategies as above for RWM | **End of Y5 Data**  64% (21 children) reached EXP in Reading  55% (18 children) reached EXP in Writing  61% (20 children) reached EXP in Maths  **End of KS2 data for reading and writing**  **KS2 Reading**  71% EXP  27% GDS  **KS2 Writing**  71% EXP  20% GDS  **KS2 Maths**  68% EXP  27% GDS | * Increase the amount of pupil premium pupils reaching EXP and GDS in year 5 and 6 * Increase in the amount of pupil premium pupils reaching GDS in RWM in year 5 and 6 |
| To support disadvantaged learners with their wellbeing and social/emotional needs through a range of strategies  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 | * Partnership with Mental Health Support Team (MHST) for weekly support * Training from Behaviour Support Team for Theraplay * Emotion Coaching training for TAs * Use of emotions work in PSHE curriculum * Track-it lights behaviour system used across all classes | * 10 families across the school accessed personalised mental health support from MHST * Every child in year 3,4,5,6 attended at least 1 workshop from MHST * Targeted group of 6-8 children from each class accessed Theraplay interventions consequently * Children have been more able to talk about their emotions via PSHE work | * Implement of enhanced provision for SEN pupils (including those with SEMH needs) * Detailed analysis of behaviour incidents using Track-It Lights system |
| Raise attendance and lower persistent absence | * Attendance officer responsible for attendance, and also a DSL (a part of the wider safeguarding team at Windmill) * Partnership with Warboughtons to provide free bagels for breakfast across whole school * Breakfast club funding from Kelloggs * Half-termly newsletter featuring attendance figures | * Attendance for PP children rose from 92.07% in 2022/2023 to 93.36% last academic year (1.28% increase). * Persistent absence has dropped from 25.30% in 2022/2023 to 22.30% in 2023/2024 (drop in 3%) | * Whole school academic improvement plan target for academic year 2024-25. * Strategic plan for improving attendance across the academic, with particular focus on attendance of persistent absentees, and pupil premium pupils. * Introduction of incentives for attendance * Communication of attendance expectations and how this is promoted around the school site. * Implement tracking system for monitoring of persistent absentees (which will also include pupil premium pupils). |

## 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 |