

Pupil premium strategy statement – Windmill Primary School

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	361
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Mark Gibbons
Pupil premium lead	Debbie Cambridge
Governor / Trustee lead	Alison Lamputt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,760.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£276,760.00

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Primary School we have a mission to give every child the best possible start to the rest of their lives. We do the best we can to help children at Windmill make positive choices, believing that their experiences here will continue to be an influence in their future lives. Our vision outlines key outcomes we hold for pupils, to become; generous, resilient, optimistic and wise citizens. Our holistic values mobilise our vision.

We use pupil premium funding to ensure that we hold high expectations and set ambitious outcomes for all children regardless of whether they are known to be disadvantaged or not, we appreciate that the applicability for funding can be narrow and acknowledge a wide range of disadvantaging factors, this is evident in our school data where, potentially, due to our high numbers of disadvantage and due to the area of social deprivation we serve, we do not always have significant differences between pupils who are disadvantaged or not known to be disadvantaged. All strategies implemented intend to benefit all pupils. We recognise that a school cannot be outstanding unless it is outstanding for every child.

High-quality teaching is at the heart of our approach, with a focus on Quality First Teaching (QFT) to ensure universal approaches meet a wide and increasing range of need across our school. We continuously develop ordinarily available provision to ensure that all pupils are included and are attaining. We place significant value on developing language and communication as the key to future success that underpins all learning.

We have a thorough understanding of the community we serve and continuously work to develop family-school partnerships, understanding that community and family engagement is a key factor of individual pupil success. We know pupils well and through relational approaches apply timely and proactive wider strategies linked to behaviour, attendance, safeguarding and well-being.

All actions taken are underpinned using robust diagnostic assessment to identify common challenges and individual needs, rather than assumptions of the impact of disadvantage. This enables us to apply targeted academic support in addition to high quality teaching. All strategies are implemented and embedded through vigorous monitoring and with clear accountability to ensure that we stride towards an equitable education for all.

Challenges

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

Challenge number	Detail of challenge
1	Baseline oracy assessments, observations, support from Speech and Language NHS, and discussions with pupils' and staff, evidence underdeveloped communication and language skills and vocabulary among many pupils. These are evident from Reception through to KS2.
2	Assessments, observations and discussions with pupils show that reading levels on entry to reception are significantly below age related expectations for all pupils. Pupils make good progress by the end of KS2; however, not enough progress is made to meet national expectations for the Phonic Screening Check (PSC) in Year 1. Therefore, challenges arise in curriculum coverage and accessibility of information whilst prioritising developing reading skills.
3	Internal and external data and moderation evidence that writing attainment among disadvantaged pupils is 20% lower than non-disadvantaged writing attainment across the whole school, and across each year group can range from 9-36% of those working below ARE who are known to be disadvantaged compared to those who are not known to be disadvantaged. The attainment gap per year group when tracked is not evidenced to widen from Reception through to end of KS2 but remains steady, evidencing that all pupils make progress but accelerated progress for disadvantaged pupils is not yet happening.
4	Identification of pupils and their families that require welfare and pastoral support has increased significantly according to school evaluation and central system data. The number of Early Help Assessments for families who require support directly from school has increased by 64% over the last 3 academic years, with a total of 46 families requiring Early Help Assessments last year, compared to 25 in the academic year of 2022-2023.
5	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been 2.5% lower than for non-disadvantaged pupils on average. 16% of disadvantaged pupils have been persistently absent compared to 13% of their peers during the 2023-2024 period. Although the gap is not wholly significant, our assessments and observations indicate that absenteeism can negatively impact disadvantaged pupils' progress.

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 language skills and vocabulary among	Talk Boost tracker data evidences the baseline entry data for each year group being tracked through from Reception to entry into Year 2 shows significant progress for all pupils, aiming to have above 65% of children

disadvantaged pupils.	working at ARE by entry to Year 1 and 80% of children working at ARE in oral language and communication skills by entry to Year 2 with a narrowing disadvantage gap.
Improved reading attainment among disadvantaged pupils.	<p>Reading attainment data shows that increasing numbers of pupils are working at ARE by Spring Term of Year 2 achieving 75% by February 2026 with a narrowing disadvantage gap.</p> <p>Children with additional learning needs all have an identified reading target and above 95% of children with IEP's are making expected small-step progress with their reading targets.</p> <p>End of KS2 data shows that increasing numbers of disadvantaged pupils are making expected progress in reading and that the attainment gap reduces.</p>
Improved writing attainment for disadvantaged pupils by the end of KS2.	<p>Pupils who are known to be disadvantaged in early years make accelerated progress with their writing to narrow the attainment gap from 30% to 15% by 2026.</p> <p>Pupils who are known to be disadvantaged across KS1 and KS2 make accelerated progress to further reduce the disadvantage attainment gap per year group.</p> <p>Pupil voice evidence that pupils know what they need to do to improve their writing and that they enjoy writing.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Emotional Literacy intervention programmes evaluated show significant improvement and a reduction in pupils requiring multiple interventions.</p> <p>Positive pupil voice in response to mental health and well-being surveys increases.</p> <p>Positive family voice in response to support and feeling heard and part of decision-making increases.</p> <p>Continued reduction in children being placed on CP/CIN plans.</p> <p>Reduction in safeguarding reported incidents- bullying, homophobia.</p> <p>Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustain high attendance by 2026/27 demonstrated by:</p> <p>The overall unauthorised absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a further 1-2%</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £138,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Assessments purchased:</p> <ul style="list-style-type: none"> Granada Learning (GL) Accelerated Reader (AR) Ruth Miskin Phonics (RWi) White Rose Maths (WRM) Edukey for IEP assessment. Talk Boost (TB) Evidence Me- EYFS 	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time (covered by known staff, funding higher rate pay) specifically linked to the following programmes.</p> <ul style="list-style-type: none"> Read Write Inc Love 2 Read Talk Boost White Rose Maths 	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme Ruth Miskins Read Write Inc to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Enhancement of our writing teaching and curriculum in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Writing resources and CPD.</p> <p>Specifically, staff will use the guidance to embed spelling, grammar and composition approaches to writing, attend moderation training within the English Hub. Engagement with writing at home to support writing at school will be promoted by an online interactive programme called 'Emile'.</p>	<p>The DfE non-statutory guidance has been produced to offer guidance on improving literacy, drawing on evidence-based approaches:</p> <p>Improving Literacy in Key Stage 1</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 2</p>	3

Purchasing Grammarsaurus for writing resources on spelling, punctuation and grammar promotes the EEF approaches.		
Improve the quality and impact of social and emotional learning. (SEL) Using Emotional Literacy support Assistants (ELSA), service level agreements with Educational Psychologists and multi-agency working with our local Virtual School and NHS Mental Health School Teams and School nurses, we will fund, provide and embed high-quality SEL approaches, embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning	4
Providing feedback to pupils. By appointing two full-time members of staff per class, per year group we can provide timely feedback. We make this commitment to recruitment and retention. We will purchase ongoing CPD and fund release time to ensure staff are well equipped to provide pupils with feedback that moves learning forward.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve EEF Guide to Providing Feedback	1,2,3

Targeted academic support

Budgeted cost: £69,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring is implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Structured Interventions We make a commitment to not remove pupils from lessons. Where this does happen it is for evidence-based, well-monitored and consists of informed delivery of a key number of programmes. Reading- Ruth Miskin's Fresh Start and Fast Track Tutoring. Language- Talk Boost Speech- Contrastive Pairs	Structured interventions can have a considerate impact on pupils who require a higher level of support to access the curriculum. EEF Structured Interventions	1, 2, 3, 4

<p>SEMH- ELSA Physical- Cool Character and Cool Kids Maths- NCETM</p> <p>We appoint inclusion staff to support the delivery and provide all staff with CPD on developing targeted precision teaching and approaches, all interventions are monitored closely to gauge impact and progress made. KS1 teachers deliver targeted after school phonic clubs.</p>		
<p>Appointing outreach staff to support and train staff on how to meet the needs of an increasing number of pupils with complex special educational needs. Ultimately developing pupil independence through work/reward baskets, reducing the requirement for intense 1:1 learning support.</p> <p>School is funding the training and use of visual resources using the purchase of an online tool called InPrint to ensure enabling classrooms and neurodivergent best practice.</p>	<p>Outreach support is widely recognised as an approach to upskill staff with regular pragmatic advice.</p> <p>Equitable Education- Soan and Monsen (2023)</p> <p>Creating an enabling environment.</p> <p>Autism Education Trust- Enabling Environments</p>	1, 2, 3, 4
<p>Daily early opening hours for pupils to access online tutoring. IXL adaptive technology. Sessions facilitated by an adult. Year 4 project.</p>	<p>Personalised learning in English, Maths and Science through instant feedback via computer adaptive technology. Encouraging and developing metacognition and self-regulation.</p> <p>IXL Digital Tutoring</p> <p>EEF Metacognition Guidance</p> <p>EEF Guidance on using digital technology to improve learning</p>	1, 2, 3, 5

Wider strategies

Budgeted cost: £69,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on relational based strategies, including but not limited to, restorative conversations, PACE approach, emotion coaching and trauma informed practice with the</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4, 5.

aim of developing our school ethos and improving pupil wellbeing.		
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Specifically: attendance motivational whole school-based reward system. Supportive intervention meetings to provide early help.</p> <p>Breakfast Club providing wrap-around care and supporting families with working hours.</p> <p>After school clubs based on interests and abilities, targeted at disadvantaged pupils.</p>	<p>EEF guidance to supporting school attendance built on a six-strand approach.</p> <ol style="list-style-type: none"> 1. Building a holistic understanding of children and families 2. Build a culture of community and belonging. 3. Communicate effectively with families 4. Improve universal provision for all pupils 5. Deliver targeted interventions 6. Monitor the impact <p><u>EEF supporting school attendance</u></p>	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5
<p>Appointing a family-liaison/welfare officer to work as a core member within the schools' wider pastoral team.</p> <p>Ensuring resources and training enable staff to work collaboratively to use information not assumption to target support for families and pupils.</p>	<p><u>EEF Parental Engagement</u></p> <p><u>Creating family-school partnerships (Webster, 2023)</u></p> <p><u>EEF Family-Liaison Officer Guidance for Schools</u></p> <p>We place great value on collaborative relationships with all stakeholders and use EEF guidance to understand what strategies have the most impact on pupil outcomes.</p>	1, 2, 3, 4, 5
<p>Deep and Diverse experiences</p> <p>We understand that some pupils have limited experiences outside of the classroom and use funding to offer deep and diverse experiences based on cultural capital. Planned events are prioritised and consistently offered to all pupils with no additional charge. Experiences range from museum visits, theatre trips and residential to hosting afternoon teas.</p>	<p>Engagement is increased due to pupils gaining hands-on experience. Often this is linked to improved writing outcomes, and this is linked to the following guidance-</p> <p><u>Arts Participation- school impact</u></p>	1, 3, 4, 5

Total budgeted cost: £276, 760.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: To improve oral language skills and vocabulary among disadvantaged pupils.

Evidence

Talk Boost data (July 2025) shows:

- Reception cohort at ARE entering Year 1: 52% (13% below target).
- Year 1 cohort at ARE entering Year 2: 75% (5% below target).
- Disadvantaged pupils outperform non-disadvantaged in Year 1 (+24%).

Impact

Significant progress is evident, but targets for oral language development are not fully met. While some cohorts show narrowing gaps, SEND pupils remain the largest group not achieving ARE.

Next Steps

- Strengthen inclusive provision for SEND pupils and consider moving toward a 'Total Communication School'.
- Ensure SLCN interventions are timely and effective, with ongoing monitoring.
- Train EY staff on Talk Boost and Concept Cat; recruit and deploy SLCN inclusion staff to improve quality interactions.

Intended Outcome 2: Improve reading attainment among disadvantaged pupils

Evidence

- Year 1: 43% on track for ARE by Spring Year 2; disadvantaged pupils disproportionately represented among those below ARE.
- 84% of pupils with IEPs making expected progress in reading.
- KS2 reading gap: 1%; attainment above national expectations.

Impact

KS2 outcomes are strong, but early years and KS1 show persistent disadvantage gaps, limiting access to the wider curriculum and requiring adaptations.

Next Steps

- Maintain focus on high-quality teaching of foundational skills in EY and KS1.
- Conduct half-termly reading assessments and use GL data for Years 3–5 to track progress and target support.

Intended Outcome 3: Improved writing attainment for disadvantaged pupils by the end of KS2.

Evidence

- Reception disadvantage gap reduced to 12% (from 30%).
- KS2 writing attainment above national by 10%, but disadvantage gap remains wide (22%).
- Pupil voice indicates enjoyment and understanding of writing improvement strategies.

Impact

While KS2 results are positive, accelerated progress for disadvantaged pupils is not yet evident. Cohort-level tracking needs strengthening to inform timely interventions.

Next Steps

- Keep writing as a priority in the SIP, focusing on EY and KS1 foundational skills.
- Track cohorts regularly and adapt teaching strategies accordingly.
- Continue linking writing tasks to cultural experiences through the Deep and Diverse offer.

Intended Outcome 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Evidence

- 95% of pupils receiving ELS interventions were PP eligible; 90% made progress toward targets.
- Positive pupil and family surveys show increased confidence and engagement; parental voice indicates strong trust in staff and desire for more communication.

Impact

ELS interventions are highly effective, reducing negative incidents and improving emotional literacy. Families value pastoral support and collaborative approaches.

Next Steps

- Expand ELS provision by training additional staff.
- Continue strengthening family engagement and co-production strategies.

Intended Outcome 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Evidence

- Overall attendance: 95%; disadvantaged: 94%; gap: 2% (improved by 0.5%).
- Persistent absence: 13% overall; 18% disadvantaged (gap widened to 12%).

Impact

Overall attendance improved, but persistent absence among disadvantaged pupils increased significantly, requiring targeted action.

Next Steps

- Analyse PA data in detail to identify patterns and barriers.
- Implement targeted engagement strategies for disadvantaged pupils at risk of persistent absence.

An additional outcome that has been noted through reviewing our PP strategy this academic year is that we do not currently have an EYPP strategy or plan in place. We have identified Early Years as a key area for improvement in our school improvement plan and will create an EYPP strategy, that as per guidance will be for nursery aged pupils, to further evidence and support the work that we are carrying out in Early Years.