

WINDMILL PRIMARY SCHOOL – PUPIL PREMIUM PLAN

FINANCIAL YEAR 2020-21

At Windmill Primary School we dream big. Our mission statement is **‘to give children the best possible start to the rest of their lives’**.

What do these words mean to children at Windmill? It means children learn more than just facts and subjects. They are taught how to learn so they can be adaptable and be ready for the world we will be part of when they are older. Windmill encourages children to be self-motivated, to use their own initiative, to be resilient, curious, imaginative, determined and above all else to be kind and respectful. We want to be a school which IGNITES something inside children which grows and flourishes as they go through life. We believe we are that school already, but our vision is that we become the best in the world at:

I ncluding everyone
G uaranteeing opportunities
N urturing aspirations
I nspiring each other
T rying everything
E ncouraging independence

The calculation of Pupil Premium Grant (PPG) received by Windmill Primary School is based on the number of children on roll in the September of each year who are either known to have been eligible for free school meals at any time within the last six years (Ever 6 FSM) or who are looked after (LAC) or who have been adopted from care or have left care (Post LAC), or who are the children of armed service personnel (Ever 5 FSM).

The term ‘PPG’ is used throughout this document to refer to children in the categories Ever 6 FSM, LAC and Post LAC, for whom the school receives funding through the Pupil Premium Grant. This includes children in Reception, Key Stage One or Key Stage Two.

Total number on PPG register	383	Percentage of PPG	51%	Total funding	£267,655
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What are the barriers for our disadvantaged children?

At Windmill, we believe all children should be encouraged to be ambitious and achieve their best. We believe in opportunity for all, and we are committed to ensuring that every child reaches their full potential academically, socially and emotionally, ensuring they are ready to transition to secondary school and beyond. We recognise that PPG provision is central to our whole school approach. Our curriculum intent – focusing on recall, reading, a mastery approach and mental wellbeing – is woven throughout our pupil premium strategy as we know these are core to supporting our children.

We recognise that each child entitled to PPG is unique in their situation and has different needs; needs which are varied and complex across the school. With this in mind, at Windmill we have built the capacity and expertise to enable us to provide a highly personalised programme of support so that each child can reach his/her full potential. Our overall aim in using PPG is to extend opportunity and to narrow the attainment gap between those entitled to this funding and their non-disadvantaged peers nationally.

Although it can be difficult to identify main presenting barriers for the group as a whole, we recognise that several of our disadvantaged children experience one or more of the following:

- Limited speech, language and communication skills (on entry to the school, only 2% of pupils were working at expected levels).
- English as an Additional Language (EAL), which we have identified can reduce the potential for learning support at home
- Limited breadth of enhancing life experiences and learning opportunities outside of school
- Attachment related needs and difficulties establishing and maintaining secure relationships with others
- Poverty in the home-setting, impacting on nutrition, sleep, health and wellbeing within the family, space, access to books and resources for learning
- Lower self-esteem or emotional wellbeing

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching
- Targeted Academic Support
 - Wider approaches

Quality Teaching

Rationale: We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children and therefore investment in teaching staff: recruitment, retention and quality training is imperative.

Action	Desired outcome	Implementation (how and who)	Approximate PPG contribution	Measuring the impact
<p>Experienced Intervention teacher in Upper Key Stage Two, where a number of pupils have been identified as having gaps in their learning as a result of COVID 19.</p>	<p>Quality first teaching and smaller group sizes will allow smaller pupil: staff ratios to ensure all children are challenged and reach their potential.</p> <p>Attainment and progress data continue to be in line with 2019 KS2 end of year assessments.</p>	<p>Intervention Teacher employed 3 days a week to work with groups of children in Years 5 and 6. (IB)</p> <p>Headteacher line manages intervention teacher and meets regularly to ensure time is managed effectively to support those most in need. (MG)</p> <p>Regular drop ins of intervention teacher and teaching staff include a focus on progress of PPG children. (SLT)</p> <p>Assistant Headteachers mentor NQTs in Year 5 to provide support with assessment and planning. (EM, CR)</p>	<p>£16,884.00 <i>(Intervention teacher salary 51%)</i></p>	<p>Observations and drop ins of learning and progress in Years 5 and 6.</p> <p>Assistant Headteachers monitor progress and attainment data in Years 5 and 6.</p> <p>Regular meetings with NQTs show understanding of assessment and ability to assess accurately.</p> <p>Observations of interventions in Year 5 and 6 show progress.</p>
<p>Assistant Headteachers receive 0.5 time to focus on improving teaching and learning for English and Maths.</p>	<p>Attainment gap closes between PPG and non-PPG children.</p> <p>Clear COVID-19 recovery curriculum ensures learning gaps have closed by Summer 2021 and curriculum has returned to 'normal'.</p> <p>Attainment and progress data continue to be in line with 2019 KS1 and KS2 end of year data.</p>	<p>Current and up to date training delivered to all staff through twilights, PD days and staff meetings. (EM, CR)</p> <p>Implementation of Maths Mastery in Year 3. (CR)</p> <p>Implementation of Accelerated Reader in KS2. (EM)</p>	<p>£18,174.00 <i>(Assistant HT 50% and then 51% of that salary)</i></p> <p>£18,174.00 <i>(Assistant HT 50% and then 51% of that salary)</i></p>	<p>Teachers in EYFS, KS1 and Year 3 deliver Maths Mastery programme effectively.</p> <p>All children in KS2 receive Accelerated Reader books and teachers analyse AR data to identify children who need intervention, which reflects in progress and attainment data.</p> <p>Assistant Headteachers monitor progress and attainment data and ensure that learning gaps are closed using the COVID19 recovery curriculum.</p>

<p>Regular professional development for staff</p>	<p>All staff receive in school training based on School Development priorities and curriculum development. They are therefore better able to deliver quality teaching and support improved progress of disadvantaged children.</p>	<p>SLT plan weekly staff meetings and support staff needs to:</p> <ul style="list-style-type: none"> - Reflect curriculum needs to ensure all staff are supported to plan and be confident to deliver an outstanding curriculum. - Reflect on the needs of the class to ensure continued progress and attainment of all children. (SLT) <p>School Business manager to develop and start to roll out a bespoke Windmill CPD programme. (CY)</p> <p>All monitoring including book looks, pupil voice and lesson drop ins have a focus on and include work from disadvantaged children.</p>	<p>£5100 (CPD training 51%)</p>	<p>Attainment and progress data shows expected or better than expected especially for PPG children.</p> <p>Staff meeting minutes show a focus on quality CPD.</p> <p>CPD programme targets all staff members.</p>
<p>Lessons in all curriculum areas across the school are reading rich.</p>	<p>All children, especially those from disadvantaged backgrounds have access to a wide range of books both at school and at home.</p> <p>Disadvantaged groups make accelerated progress in reading to close the gap due to COVID 19.</p> <p>Children are identified and targeted to receive Reading interventions to close learning gaps due to COVID19.</p>	<p>English recovery curriculum places emphasis on reading across the curriculum. This is monitored by Assistant Headteacher. (EM)</p> <p>Love to Read in all KS2 classes focus on reading skills and comprehension skills. (EM)</p> <p>Accelerated Reader in KS2 ensure that all children have access to books matched to their reading and comprehension ability. (EM)</p> <p>Take home books in KS1 and EYFS matched to RWI scheme to enhance phonics ability. (EM)</p> <p>RWI is supported in school by the online subscription and all staff receive in house training (EM, SH)</p> <p>CPD sessions run by Assistant Headteachers have a focus on reading in the wider curriculum (EM)</p> <p>Support from English Hub will support action planning in school. (EM)</p>	<p>£ 1,479.00 (Accelerated Reader 51%)</p>	<p>Evidence of reading embedded into all parts of the curriculum which are evidenced through pupil voice, planning and drop ins.</p> <p>Accelerated Reader is used successfully informing interventions.</p> <p>KS1 phonics results are in line with previous years.</p> <p>KS1 and KS2 reading results are in line with previous years.</p> <p>Monitoring of reading mentor shows progress in interventions. This is reflected in attainment data.</p>

		Employment of Reading mentor using COVID 19 premium money to run interventions with a focus on reading.		
Mastery approach followed in Maths	All children have access to high quality maths teaching which builds upon learning using the mastery approach.	<p>Maths recovery curriculum in place to close any learning gaps caused by COVID19 school closures. This is monitored by Assistant Headteacher. (CR)</p> <p>Maths mastery rolled out to include Year 3. Training delivered to Year 3 staff. (CR)</p> <p>Resources are provided to support the maths mastery programme. (CR)</p> <p>Parents can access high quality resources and tasks at home using maths with parents. (CR)</p>	<p>£2,295.00 <i>(Maths Mastery 51%)</i></p> <p>£440.00 <i>(Maths with parents 51%)</i></p>	<p>Monitoring shows that Maths mastery approaches are being used across the school.</p> <p>Attainment and data shows children are achieving age related expectations.</p>
The curriculum is sequenced and has a focus on learning, applying and retaining skills.	<p>All Middle Leaders plan a curriculum that is well sequenced and has a focus on skills.</p> <p>All children have access to high quality teaching for all subjects.</p>	<p>Cornerstones used by teachers to plan around a 'topic'.</p> <p>Grammarsaurus used by teachers for high quality resources. (EM)</p> <p>Middle Leaders released from class to plan, monitor, support teaching and learning for the subjects they lead.</p> <p>Curriculum Lead on SLT supports Middle Leaders and leads monitoring. (KO)</p>	<p>£367.00 <i>(Cornerstones / Maestro 51%)</i></p> <p>£180.00 <i>(Grammarsaurus 51%)</i></p> <p>£3,347 <i>(Senior Teacher ½ day 51%)</i></p>	<p>Curriculum maps show clear sequencing and progression.</p> <p>Monitoring shows that all subjects are being taught following a sequence of lessons.</p> <p>Pupil voice shows that children are retaining information and new skills.</p>

Targeted Academic Support

Rationale: We know it is vital that gaps in children's understanding are quickly identified and addressed through targeted intervention and support. According to the Education Endowment Fund 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' and this has been verified by our own experiences.

Action	Desired outcome	Implementation (how and who)	Approximate PPG contribution	Measuring the impact
The school applied and were approved to be part of NELI (Nuffield Early Language Intervention)	Children are identified who, in their first year of primary school, show weakness in their oral language skills and who are at risk of experiencing difficulty with reading.	All EYFS staff receive NELI training released online (8-10hrs) between November and December. (GL)	£6,694 <i>(EYFS Lead 1 day 51%)</i>	In July 2021, children will have made expected progress towards expectations using the follow-up language screen programme.

<p>Programme) The programme will train reception school staff to deliver the programme and also to ascertain which children will benefit from the programme through an initial assessment.</p>	<p>Children will make the three months progress in oral language skills.</p> <p>Children will begin to become successful readers, based on their initial assessment.</p>	<p>Staff will deliver the 20 week course as soon as staff receive resources in January 2021, to cover two, ten week blocks. (GL)</p>		
<p>High quality interventions - that are rapid, effective and individualised - delivered by teachers and support staff.</p> <p>Additional tutors deliver quality interventions to identified children to close COVID 19 gaps using the national tutoring programme.</p> <p>Children are identified and targeted to receive Reading interventions to close learning gaps due to COVID19.</p>	<p>Children who are not making expected progress are quickly identified, and strategies or interventions planned in response, leading to improved outcomes.</p>	<p>Half termly progress meetings (or alternate data sharing exercises to ensure COVID safety) scheduled between class team and senior leaders for children identified as making less than expected progress. (SLT)</p> <p>Children needing additional support identified and interventions planned. Interventions monitored by SLT.</p> <p>All classes have a permanent teacher and Cover Supervisor to allow for afternoon interventions across the school.</p> <p>Children are identified by class teachers who have significant gaps in their learning and access high quality interventions led by tutors from the tutoring programme.</p>	<p>£80,823.00 (cover supervisor's salary 50% and then 51%)</p>	<p>Attainment and progress data reflect children are now making expected or better than expected progress.</p> <p>Monitoring shows that children are making progress in interventions and they are targeted and timely.</p> <p>Monitoring shows that Cover Supervisors are used effectively in lessons.</p> <p>Monitoring and data shows that children are making progress towards achieving age related expectations.</p>
<p>Learning resources to support home learning.</p>	<p>Parents and children have the resources to allow quality learning in the home environment.</p> <p>No families are put at a disadvantage due to lack of learning resources outside of school.</p>	<p>Home learning resource packs created by every teacher to support home learning if there is a period of isolation at home. (all staff)</p> <p>Home learning packs delivered to families who do not have access to ICT. (MD)</p> <p>Stationary provided to identified disadvantaged families to allow home learning. (MD)</p> <p>Oxford Owl, Accelerated Reader and RWI books provided to ensure reading at home can continue. (EM)</p>	<p>£232.00 (RWI subscription 51%)</p>	<p>Monitoring shows all children are provided with work that matches the curriculum.</p> <p>Children are identified quickly and given additional resources to support learning at home. Parent voice/ pupil voice.</p>

<p>Continue to improve attainment of disadvantaged pupils in the Year 1 phonics test.</p> <p>Maintain attainment for Year 2 children taking the phonics test in Year 2 due to COVID 19 school closures.</p>	<p>Children are grouped appropriately according to phonic knowledge.</p> <p>Children with gaps in learning are identified to implement intervention programmes quickly and effectively.</p> <p>Continued use of Phonics Tracker to record progress and identify gaps.</p> <p>Children who did not pass the phonics check are identified and access RWI interventions in KS2.</p>	<p>Provide training and support for Reception, Y1, Y2 and including staff in Read Write Inc. (EM/ SH)</p> <p>RWI training for all teaching staff from Nursery to Year 4 and all Cover Supervisors. (EM/ SH)</p> <p>Assistant Headteacher with overall responsibility for English to monitor. (EM)</p>	<p>£232.00 (Phonics tracker 51%)</p>	<p>Data in the Year 2 phonics test shows that attainment has maintained compared to previous years. This is also the case with the Year 1 phonics test.</p> <p>Pupil voice shows that children enjoy phonics and additional monitoring shows that they are using the correct strategies in their writing and reading.</p> <p>Children who did not pass the phonics test make progress towards passing in KS2.</p>
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Wider Strategies

Rationale: There are a number of non-academic barriers that exist for our children and which impact on their success at school. We know that happy, nurtured children are much more able to learn, and prioritise supporting children's emotional wellbeing as part of our curriculum intent.

Action	Desired outcome	Implementation (how and who)	Approximate PPG contribution	Measuring the impact
<p>Problem behaviours across the school are reduced, including reducing the amount of exclusions.</p>	<p>Children with additional behaviour needs are identified for interventions such as ELSA, mental health groups, Counselling services.</p> <p>Behaviour Team Leader works alongside all staff to identify how to best support children with additional needs in the classroom.</p> <p>Communication with parents is frequent and allows for good partnership working between school and home.</p> <p>Educational Psychologist provides quality support and guidance regarding behaviour concerns.</p> <p>Behaviour incidents at play and lunch time are reduced.</p>	<p>Butterfly room/ sensory room / T room are accessed by children identified by class teachers and supervised by LS.</p> <p>Class teachers use class dojo to communicate with parents regularly. (class teachers).</p> <p>Behaviour Lead to phone parents regarding more serious behaviour incidents. (LS)</p> <p>SENCO arranges meetings with the Educational Psychologist and teachers. (JM)</p> <p>Additional play equipment to be purchased for play and lunch times. (EJ)</p> <p>Breakfast bagel scheme used in every class to allow for all disadvantaged children to receive a breakfast at the start of the school day. (KC)</p>	<p>£27,306.00 (Inclusion Team based in bubbles 51%)</p> <p>£1,713.00 (Educational Psychologist 51%)</p> <p>£2,142.00 (Counselling Services 51%)</p> <p>£19,575.00 (Deputy Headteacher/ SENCO 50% and then 51%)</p> <p>£14,987.00 (Behaviour Lead 51%)</p>	<p>Data shows that exclusions are reducing.</p> <p>Improvements in behaviour translate into improved attainment through data analysis.</p>

	<p>New COVID19 behaviour policy is adhered to by all staff.</p> <p>Improved emotional wellbeing leads to an increase in ability to learn and demonstrate resilience and improve outcomes.</p>		£361.00 (Play equipment 51%)	
Increased participation in the arts through music tuition	Children access high quality music provision in the form of whole class lessons and small groups.	<p>Music2the4 lessons scheduled by Curriculum Lead (KO)</p> <p>Music2the4 music tuition bought in to teach whole class and small groups.</p>	£9,546.00 (Music tuition 51%)	Monitoring shows that music provision is good across the school.
Increased participation with digital technology through ICT provision.	Children and staff can use high quality ICT equipment to enhance learning experiences.	<p>Tablets that interface with the display screens in the classrooms available for children to use. (MP)</p> <p>Employment 0.5 ICT support. (MP)</p>	£5,424.00 (ICT support role 50% and then 51%)	Monitoring shows that ICT provision is good across the school.
Talents are recognised and supported.	Children receive support to ensure they have access to appropriate resources and clubs that nurture their talents.	<p>List of talents is created by all staff. (EM)</p> <p>PPG children identified and bids made to receive PPG funding to nurture talents. (EM)</p>	£3,400 (talents allocation)	PPG children access provision that keeps them engaged with school and nurture their talents.
Extended hours provision is provided to families.	Children are able to come into school early, eat a healthy breakfast and have the opportunity to talk to a staff member as required, meaning by the start of the school day they are able to be in class promptly and ready to learn.	<p>Breakfast bagels provided to every classroom. (KC)</p> <p>Breakfast club has suitable and engaging resources and is staffed correctly. (KC)</p>	£5,147.00 (Breakfast club cost of supplies and staffing 51%)	<p>Children are ready to learn in the morning which can be seen through drop ins.</p> <p>PPG families accessing breakfast club provision.</p>
Provide deep and diverse opportunities.	<p>Trips and visits to the local area for</p> <p>Year 6: Coalport China Darby Houses</p> <p>Year 5: Museum of the Gorge</p> <p>Year 4: Museum of Iron</p> <p>Year 3: Enginuity</p> <p>Year 2: Jackfield the Museum</p> <p>Year 1: The Ironbridge and toll house</p> <p>Reception: Blists Hill</p> <p>Nursery: Enginuity</p>	<p>Organise the calendar so that trips and visits are carefully planned for. (SLT)</p> <p>Arrange additional staffing to provide acceptable ratios between staff and pupils. (SLT)</p> <p>Consider COVID19 restrictions on trips and visits and provide accurate risk assessments. (JM)</p>	£5,533.00 (trips and visits 51%)	Children receive well organised activities outside the classroom which contribute to the quality and depth of learning.
Support is provided for at risk families.	<p>The needs of our disadvantaged families are better understood and families build links with wider support services.</p> <p>Increased stability and support for families leads to improved emotional</p>	<p>Dedicated time for all DSLs to meet to identify any needs / barriers facing some families. (MG, JM, MD, KC)</p> <p>Families to be signposted to different agencies to access support. (KC)</p>	£18,107.00 (Welfare Lead 51%)	<p>Parent feedback – in person and through the parent survey</p> <p>Attendance records show increased attendance.</p> <p>Safeguarding and behaviour records show families are</p>

	wellbeing for children and ultimately improved learning outcomes.	DSL to attend child protection meeting and liaise with staff in school. (KC)		supported and any children who are at risk are identified and safeguarded from harm.
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