

Windale Primary School

Statement of Intent for Pupil Premium and Recovery Funding

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

Detail	Data
School name	Windale Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katie Geran-Haq, Headteacher
Pupil premium lead	Katie Whiteley, Deputy Headteacher
Governor / Trustee lead	Liz Burton, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,500
Recovery premium funding allocation this academic year	£15,515 (£145 x 107) + £6000 (ULT) + £11,948 (School Led Tutoring programme) + £8500 DfE grant = £41,963
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£181,463

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support children who are eligible for pupil premium to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges and individual barriers faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach at Windale Primary School. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit children who are not eligible for pupil – premium in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils and incorporates a focus on intervention and well-being as well.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Number and scribing skills for children in Nursery and Reception are lower for disadvantaged children than for other children. This slows progress in subsequent years.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the core curriculum of Reading, Writing and Maths; with children not achieving national expectations by the end of KS1 and KS2.</p>
5	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has not been consistent and at times has been lower than for non-disadvantaged pupils.</p> <p>11% of disadvantaged pupils have been 'persistently absent' compared to 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our internal monitoring indicates that disadvantaged children with SEND are underachieving (compared to the rest of the cohort) in all core subject areas. The gap has been widened due to partial school closures.</p>
7	<p>Our assessments, monitoring and discussions with our children who are eligible for pupil premium, their families and the staff who work with them suggest that disadvantaged children have less opportunity to participate in enrichment activities which develop their character and expose them to cultural capital.</p>
8	<p>Our monitoring of family engagement and participation indicates that the families of disadvantaged children do not engage in supporting their children's learning, in comparison to their peers.</p>

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 disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved knowledge and understanding of number and early writing skills in children in Nursery and Reception who are disadvantaged achieve their GLD at the end of Reception.	Assessments, observations and moderation (internal and external) indicate that the number of children who are eligible for pupil premium, achieving their GLD at the end of Reception is in line with the rest of cohort.
Improved engagement, knowledge, and application in the use of phonics across the curriculum among disadvantaged children and those impacted by partial closures.	Assessments, observations, monitoring and feedback indicate significantly improved phonological awareness among disadvantaged children. This is evident in their engagement and application of their learning across the curriculum, linked to reading and impacts upon statutory assessments. (e.g. GLD, Year 1 and 2 phonics screening, Year 2 SATs).
Improved reading, writing and maths attainment among disadvantaged pupils and those impacted by partial closures.	KS1 and KS2 Reading, Writing and Maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils and those impacted by partial school closures meet the expected standard.
Improved attendance for disadvantaged children so that they can engage and make progress in their learning.	The attendance of disadvantaged children will be in line with National statistics. The number of disadvantaged children who are persistent absentees will be in line with the rest of the cohort.
Improved outcomes for children who are disadvantaged and have SEND.	Evidence (internal and external assessments, internal monitoring procedures) will show that children who are disadvantaged and have SEND will have made accelerated progress towards their targeted outcomes.
Improved participation in enrichment activities by children who are disadvantaged.	<p>All disadvantaged children will have the opportunity to engage in enrichment activities which develop their character and ensure access to cultural capital.</p> <p>Monitoring processes will evidence an improved uptake and greater engagement, impacting on improved outcomes across the curriculum.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
<p>Improved engagement and participation of the families of children who are eligible for pupil premium in their children's learning.</p>	<p>All parents/carers of disadvantaged children will be invited and actively supported to attend events, workshops and activities linked to their child's learning.</p> <p>Attendance at parents'/carers' evenings and other events will improve year on year to be at least in line with the rest of cohort.</p>

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: **£111,463**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time plus leadership time.</p>	<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 Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4,
<p>Purchase replacement materials and release staff and develop leadership to support the development and embedding of a DfE validated Systematic Synthetic Phonics programme (RWI) 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 (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,6,8
<p>Enhancement of our maths and English teaching, leadership and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	2,4,6

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources, ULT Maths and English training sessions and CPD.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Continue to lead and develop and embed the high quality social and emotional learning using the Jigsaw and Family Links schemes alongside the Windale Wheel of Wheels and Education with Character Values.</p> <p>The SLT will lead the embedding of Social and emotional Learning approaches into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4,5,7
<p>Employment of additional teacher in Year 5 and 6.</p> <p>We will map provision across the Year 5 and 6 cohort to ensure children who are eligible for PP, those with SEND and those disadvantaged from school closures receive small group, targeted teaching to close gaps and accelerate learning.</p>	<p>There is evidence that reducing class size so that the teacher can have higher quality interactions with children, provide higher quality feedback and work more intensively with children positively impacts the progress they make.</p> <p>Reducing class size Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 3 4 6

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 6</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 6</p>
<p>Purchase and implement focused interventions to provide support and development for those whose education has been most impacted by the pandemic</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue whole staff training on behaviour management and anti-bullying approaches with the aim of developing and embedding the high quality social and emotional learning using the Jigsaw and Family Links schemes alongside the Windale Wheel of Wheels and Education with Character Values.</p> <p>Focused play therapy, School based clubs and volunteers, plus other interventions to develop well-being, good mental health and self-regulation</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for senior leaders, HSLW and pastoral staff to strengthen procedures, engage with the county attendance team and improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Engagement in residential visit, trips and wider curricular activities to be subsidised for all to ensure inclusion and promote and develop cultural capital.</p>	<p>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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 7, 8
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £181,463

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.

Summary: Light touch review – July 2021

See [Evaluated Pupil Premium Strategy 2019 – 2022 for full evaluation.](#)

What is working (how do we know)

- Scribing and Reading CPD, implementation and monitoring in EYFS.
- RWInc scheme has been launched this year and had a great impact on pupils' outcomes and confidence in reading. This will be further embedded in the next academic year. Year 1 Phonics Screening (non-compulsory) indicates the positive impact of the RWInc approach to teaching.
- Staff Assessment and feedback is having a positive impact on children's progress and attainment. Teachers are identifying individual barriers and gaps in learning and planning their teaching accordingly.
- Attendance systems and analysis including Parent contracts, daily phone calls, regular contact with families of persistent absentees, and issuing of penalty notices has improved attendance.
- PSHE Curriculum and the Windale Wheel of Wishes alongside the new behaviour policy had a significant impact on PP children's well-being and involvement in incidents.
- Modelling and Questioning have been the foci for this academic year.

What needs subtle re-direction of resources (why)

- Mastery approach to teaching Maths - PP children to be more engaged and active (needs to continue)
- TA CPD on assessment and feedback to now be focused on PP children-use of appropriate resources to scaffold.
- Monitoring of PP books to be more regular and more often compared to the ROC.
- Pupil conferences to be prioritised for next year and 50% of the group to be PP.

What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

- Enrichment activities, clubs and parental involvement needs to be a priority again, as this was cancelled due to Covid-19.

Thus funding re-directed to:

- Intervention provision and feedback has been analysed by the SENCo but the impact needs to be measured carefully and the provision to be revised by Teachers. At times, teachers to be delivering interventions instead of TAs in line with current research.
- SENCo support and CPD on PP with SEND for both Teachers and TAs.

To ensure:

- Teachers and TAs to be skilled and appropriately trained to support PP children with SEND to minimise the gap and make accelerated progress.

Measure	Details
N/A	N/A