

## 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 2024-2025 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	Windale Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Katie Geran-Haq, Headteacher
Pupil premium lead	Lindsay Watson Assistant Headteacher
Governor / Trustee lead	Nicky Laird, Lead for disadvantaged pupils

#### Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£117,230.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£117,230.00</b>

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 or are 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 are 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
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	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.
4	Our assessments and observations indicate that the education and wellbeing 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. 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.
5	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. 87% of the persistent absentees were eligible for pupil premium funding. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	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 widened with partial school closures.
7	Our assessments, monitoring and discussions with our children who are eligible for pupil premium funding, their families and the staff who work with them, suggest that, historically, disadvantaged children have been less likely to participate in enrichment activities which develop their character and expose them to cultural capital.
8	Our monitoring of family engagement and participation indicates that the families of disadvantaged children do not engage as well in supporting their children's learning, in comparison to their peers.

## 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 funding 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	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.

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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.	All disadvantaged children will have the opportunity to engage in an increased number of enrichment activities. These will develop their character and ensure access to cultural capital. Monitoring processes will evidence an improved uptake and greater engagement, impacting on improved outcomes across the curriculum. Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Improved engagement and participation of the families of children who are eligible for pupil premium in their children's learning.	All parents/carers of disadvantaged children will be invited and actively supported to attend events, workshops and activities linked to their child's learning. Attendance at parents'/carers' evenings and other events will improve year on year to be at least in line with the rest of cohort.

## 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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 6</p>
<p>Embedding dialogic activities across the school curriculum. 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 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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 6</p>
<p>Purchase replacement materials and release staff and develop leadership to support the development and embedding of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (RWI) to secure</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Reducing class size   Small Group Tuition Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,6,8</p>

stronger phonics teaching for all pupils.		
<p>Enhancement of our Maths and English teaching, leadership and curriculum planning 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 Maths Hub resources, ULT Maths and English training sessions and CPD.</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:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The latest research regarding the teaching of Writing linked to staff CPD  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review</a></p>	2, 3, 4, 6
<p>Continue to lead and develop and embed high quality social and emotional learning using the Jigsaw and Zones of Regulation schemes alongside the Windale Wheel of Wishes, Education with Character Values and elements of Conscious Discipline.</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):  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5, 7, 8
Employment of additional trainee teacher in Year 2.	There is evidence that reducing class size so that the teacher can have higher quality interactions with children, provide higher quality feedback and	1, 4, 6,

We will map provision across the Year 2 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.	work more intensively with children positively impacts the progress they make.  <a href="#">Reducing class size   Small Group Tuition Toolkit Strand   Education Endowment Foundation   EEF</a>	
Continual enhanced provision of ELSA to further develop the pastoral support available to both children with SEND and those with disadvantaged backgrounds.	There is evidence to show that where ELSA staff are appropriately trained and prepared for their roles, they can have a big impact on supporting children with SEL needs.	4, 5, 7, 8
Quality First Teaching is always at the forefront of our approach to supporting all our children and particularly those who are disadvantaged.	Retention of high-quality teaching staff enables us to develop the highest quality of teaching. By using the technique of instructional coaching, this will be developed strategically and individually to build sustainability.	1, 2, 3, 4, 5, 6, 7, 8

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 6,



Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 6
Purchase and implement focused interventions to provide support and development for those whose education has been most impacted by the pandemic	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	1, 2, 4, 6,

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

Budgeted cost: **£27,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Zones of Regulation schemes alongside the Windale Wheel of Wishes, elements of Conscious Discipline and Education with Character Values.  Focused play therapy, school-based clubs and volunteers, plus	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	All

other interventions to develop well-being, good mental health and self-regulation.		
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for senior leaders and attendance staff to strengthen procedures, engage with the county attendance team and improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 8
Engagement in residential visits, trips and wider curricular activities to be subsidised for all to ensure inclusion and promote and develop cultural capital.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 7, 8
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.	All

**Total budgeted cost:** £117,230.00

## 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.

#### Summary: Sept 2024

#### What is working (how do we know):

- NELI impacts positively on oral language development when used at the right point of a child's development as seen in baseline – end of scheme scores and pupil observations.

- Oracy across the school has improved – children are more likely to respond appropriately in full sentences to questions from known and unknown adults. Greater emphasis is placed on verbal ‘performing’ in assemblies throughout the year.
- RWInc scheme has continued to have a positive impact on pupils’ outcomes and confidence in reading. Year 1 Phonics Screening indicates the positive impact of the RWInc approach to teaching with 85% of Year 1 Working At in the phonics screening – 3 children did not pass, all of whom have SEND. Two are eligible for PP.
- In-house moderation of core subjects indicates that 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 continued. Staff have had up-to-date training on attendance concerns through United Learning training and County training. A new Attendance officer is in place at County level and is supporting Windale staff and parents.
- The PSHE Curriculum and the Windale Wheel of Wishes, alongside the up-dated behaviour policy, had a significant impact on the well-being of children who are eligible for PP funding.
- Reviewing Writing using pupil conferencing and improving the teaching and learning of Art and Music have been the foci for staff CPD throughout the year. Pupil voice indicates that all children, including those who are PP eligible have increased enjoyment in these subject areas.
- Implementation of quality first teaching in Year 6 ensured that data was strong; (3 children who were admitted on roll within the last 3 academic years, coming from abroad with English not as their first language, were removed from the official data in the September Checking Exercise, as per government guidelines)  
 Windale Data: Reading: 82% Writing: 73% Maths: 73% Combined: 59%  
 National Data: Reading: 74% Writing: 72% Maths: 73% Combined: 61%  
 We exceeded Reading and Writing National Data, were in line with National Maths data and were just 2% below National data for Combined. This is the highest combined percentage for Windale since 2016
- Year 6 KS2 SATs results were above in-school target
- In Reading, children eligible for PP funding who met national expectations was 73%, lower than those who are non-PP (100%). In Writing, 67% of children eligible for PP funding achieved the expected standard, compared to 86% of those not eligible. In Maths, 47% of children eligible for PP funding achieved the expected standard whereas 100% of those not eligible met it. Combined was 47% for those eligible and 86% for those not eligible.
- In the whole cohort, 60% met their GLD, for those children who are eligible for PP, only 50% met their GLD.

- The majority of children eligible for PP attended residential this year (61% of the 19 children at Youlbury and 59% of the 19 children at Kingswood). All PP children attended trips offered to them in all year groups.

**What needs subtle re-direction of resources (why)**

- Pupil conferencing to continue to be a focus within and across Writing lessons with those eligible for PP funding receiving more regular conferencing from the class teacher.
- Flearning should continue to be a focus in all lessons.
- Teacher and TA CPD to focus on Writing and support for handwriting and spelling.
- Monitoring of PP books to continue to be more regular and more often compared to the ROC.
- Parents/carers are invited to more events within school to develop relationships and their knowledge around school-based learning.

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

- Children who are both eligible for PP funding and have SEND are not making accelerated progress despite quality first teaching and targeted interventions.
- Attendance data for children eligible for PP has been low (with high levels of Persistent Absence).

**Thus, funding re-directed to:**

- Intervention provision and CPD around cognitive load, particularly in the process of writing to ensure teachers and support staff are providing appropriate support and adaptations for children who are eligible for PP funding and have SEND, along with the ROC.
- Strategic meetings with the County attendance lead are timetabled to ensure improved data for all children (especially those eligible for PP). One member of staff to have dedicated time to work on attendances concerns. Pupil voice is included to engage and motivate persistent absentees. Windale to take part in attendance evaluation offered by Impact Ed starting in Autumn 2024. Further training on Attendance concerns and rewards for positive and improved attendance for children and families.

Measure	Details
N/A	N/A

