

# WINDMILL PRIMARY SCHOOL – PUPIL PREMIUM PLAN

## FINANCIAL YEAR 2019-20

### **Principles**

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and huge amount of qualitative data is undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures guide us in deciding where and how to spend our pupil premium allocation.

### **Courses/Conferences/Research referred to:**

- ‘Narrowing The Gaps’ – National Strategies guidance (2010)
- ‘Pupil Premium Toolkit’ – Sutton Trust/EEF (2012)
- ‘Using The Pupil Premium To Change Lives’ – GOV.UK (Nick Clegg speech 2012)
- ‘The Pupil Premium: Making it work in your school’ – Oxford School Improvement (2013)
- ‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ – Ofsted (2013)
- ‘Pupil Premium: Innovation and Inspection’-The Key conference (February 2014)

### **Principles of PPG spending:**

- Pupil Premium money should be spent on Ever6 pupils\* and Children in Care
  - In none of the additional provisions, paid for by PPG, will Ever6 pupils miss out due to a non-Ever6 pupil taking their place.
- We all know the children that we are targeting
- Ever6/Children in Care pupils are not exclusively low-attainers
- Targeted interventions are supplementary to fundamental good and outstanding teaching (not ‘instead of’)
- We test and evaluate ideas for narrowing the attainment gaps

\*pupils who have been eligible for Free School Meals in the previous 6 years

1. Summary information					
School	Windmill Primary School				
Academic Year	2019/20	Total PP budget	£255,800	Date of most recent PP Review	Internal-June 2019
Total number of pupils	197	Percentage of pupils eligible for PP	50%	Date for next internal review of this strategy	Jan 2020

2. Current attainment at KS2									
	ARE Reading, Writing, Maths	ARE Reading	ARE writing	ARE Maths	ARE VGPS	ARE Science	Progress score reading	Progress score writing	Progress score maths
Windmill	51	60	66	73	67		-1.6	-2.1	-1.3
National Benchmark	65%	73%	78%	79%	78%	83%	0	0	0

Current attainment at KS1				
	ARE Reading	ARE Writing	ARE Maths	ARE Science
Windmill	82%	77%	86%	90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	On entry to the school, only 2% of pupils were working at expected levels.
B.	Historical underachievement of pupils impacting on attainment levels in KS2
C.	Behaviour issues for groups of PP pupils are having detrimental effect on their academic progress.
External barriers	
D.	Parental engagement can be low.
E.	Attendance and children arriving late to school has an impact on learning.
F.	High school mobility.
G.	Some home learning environments lack support for pupils' communication and literacy skills.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved attainment and progress in Mathematics	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
B.	Improve attainment and progress in Reading	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
C.	Improved attainment and progress in Writing	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
D.	Support pupils through use of Cover Supervisors, Intervention Teacher and Intervention Team Workers to work with small groups	Analysis of data shows positive impact of Cover Supervisors, Intervention Teacher and Intervention Team Workers in whole class lessons and interventions.
E.	Improve attainment of disadvantaged pupils in the Year 1 phonics test	Percentage of pupils eligible for PP achieving expected standard is in line or above the national average for non-disadvantaged pupils.

F.	Problem behaviour across the school addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
G.	Improved oral language skills in reception (and improve phonics outcomes in KS1)	Pupils eligible for PP in Nursery and Reception classes make rapid progress by the end of the year so that the percentage of pupils eligible for PP meeting age related expectations is in line with national percentage.
H.	Increased attendance rates	Attendance of PP children improves to 96%
I.	Provide deep and diverse opportunities	Pupils eligible for PP attend a range of trips and visits that increase their aspirations and provide them with rich and varied opportunities that they may not experience otherwise.
J.	Improve wellbeing of pupils	Pupil questionnaires used at the beginning and end of interventions show an increase in wellbeing. Pupils report that they feel supported and know who they can speak to if they have a problem.
K.	Improve parental involvement	Attendance of parents at events (including parent evening, workshops, coffee mornings and community events) is in line with the percentage of parents of children not entitled to PP attending events. Data collected by Family Intervention Team Worker reports families feeling more supported and increased signposted to relevant agencies. Increased focus in EYFS to engage parents early with a new intake party organised in June and home visits running throughout June and July.
L.	Increased participation in the arts through music tuition	Pupil premium pupils have access to high quality music tuition. More PPG pupils' uptake small group music lessons in a specific instrument.
M.	Participate in outdoor adventure learning	Pupil premium children participating in outdoor and adventurous activities.
N.	Increased participation with digital technology through ICT provision.	All PPG pupils have access to a tablet. ICT opportunities are provided across the curriculum.

## 5. Planned expenditure

Academic year 2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment and progress in Mathematics	<ul style="list-style-type: none"> <li>Assistant Head Teacher role with Maths Subject Leader responsibility.</li> <li>Implementation of Maths Mastery in years Reception to Year 2.</li> <li>Implementation of the mastery approach for years 2 to 6.</li> <li>Introduction of Maths with parents</li> <li>Implementation of daily maths meetings across the whole school.</li> <li>Implementation of recall sessions across the school</li> <li>Role of Head Teacher overall assessment responsibility.</li> </ul>	<p>Research by NCETM states that teaching is more effective when it; builds upon the knowledge learners already have; where formative assessment techniques are developed; higher-order questioning is used; where reasoning is encouraged.</p> <p>EEF also states 'there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.'</p>	<ul style="list-style-type: none"> <li>Peer observations to embed learning.</li> <li>Assistant Head Teacher with half timetabled non-teaching time to focus on improving teaching and learning in Maths across the whole school.</li> <li>Monitoring by SLT through drop ins/ pupil voice and data analysis.</li> <li>Embedded into Maths Policy.</li> <li>External Maths Mastery training provided for Reception and Y2 teachers and Cover Supervisors.</li> <li>Internal mastery approach training provided for all teachers and Cover Supervisors.</li> <li>Maths with parents training for KS1 staff.</li> </ul>	MG/CR	June 2020

<p>Improved attainment and progress in Reading</p>	<ul style="list-style-type: none"> <li>• Develop the Cornerstones 'Love to Read' scheme and link to Cornerstones assessment.</li> <li>• Staff training on content domains</li> <li>• Implementation of Accelerated Reader</li> <li>• Role of Assistant Head Teacher with English Subject Leader responsibility.</li> <li>• Role of Head Teacher with overall assessment responsibility.</li> </ul>	<p>Research reported in 'Reading the Next Step' published by the DFE says that adults with good Literacy skills (the equivalent of a good English Language GCSE or better) are much more likely to be in employment than those with lower levels of Literacy. 83% compared to 55%. We aim to promote Literacy for life by ensuring children engage and excel in reading lessons.</p> <p>The 'Effective Teachers of Literacy' research paper states that teachers are more effective when they 'centre much of their teaching of literacy around 'shared' texts, that is, texts which the teacher and children either read or wrote together.'</p>	<ul style="list-style-type: none"> <li>• Peer observations to embed learning.</li> <li>• Use staff meeting time to deliver training on content domains.</li> <li>• Employment of Assistant Head Teacher with half timetabled non-teaching time to focus improving teacher and learning in English.</li> <li>• Monitoring by SLT through lesson drop ins/ pupil voice and data analysis.</li> <li>• Embedded into Reading Policy.</li> <li>• Purchase Cornerstones Reading tests</li> <li>• Purchase Accelerated Reader</li> <li>• Purchase reading books to match Accelerated Reader.</li> </ul>	<p>MG/EM</p>	<p>June 2020</p>
<p>Improved attainment and progress in Writing</p>	<ul style="list-style-type: none"> <li>• Encourage engagement of reluctant writers by linking writing themes and genres to the Cornerstones curriculum</li> <li>• Develop links with Cornerstones Curriculum</li> <li>• Link Grammar strategies to Writing lessons</li> <li>• Separate VGPS and composition sessions.</li> <li>• Implementation of English meetings and recall sessions.</li> <li>• Employment of Assistant Head Teacher with English Subject Leader responsibility.</li> <li>• Introduce Cornerstones Assessment.</li> </ul>	<p>The EEF finds extensive evidence to support the approach that 'effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goalsetting and activating prior knowledge.'</p>	<ul style="list-style-type: none"> <li>• Assistant Head Teacher with half timetabled non-teaching time to focus on improving teaching and learning in English.</li> <li>• Ensure writing links to the 'Love to Read' and 'Cornerstones Curriculum'</li> <li>• Ensure grammar elements are taught through separate VGPS sessions by using Alan Peat grammar suggestions and Cornerstones expectations.</li> <li>• English meetings and recall sessions</li> <li>• Monitoring by SLT through lesson observations and data analysis.</li> <li>• Embedded into Writing Policy.</li> </ul>	<p>MG/EM</p>	<p>June 2020</p>

<p>Support pupils through use of teaching assistants and inclusion assistants to work with small groups to ensure progress data shows expected and more than expected progress.</p>	<ul style="list-style-type: none"> <li>• Teaching assistants support small groups within classes during Maths and English.</li> <li>• Teaching assistants run English and Maths interventions for pupils in groups or one to one.</li> <li>• Intervention Teacher runs and plans for targeted small group and 1:1 interventions across the school.</li> <li>• Employment of Deputy Head Teacher to be SENDCO and intervention team leader.</li> <li>• Nurture group supports lower ability pupils in a small group to make progress.</li> <li>• Extend Teaching Assistant/Cover Supervisor hours to full day ensuring they are well trained and fully involved in monitoring process.</li> <li>• Inclusion Team to work in phases to support all children.</li> </ul>	<p>Research by EEF has shown that teaching assistants have a positive impact on learning when they provided one to one and small group support.</p> <p>‘There is extensive and consistent evidence from at least six meta-analyses and reviews, including studies involving pupils aged 5-7 and 7-11, of the impact of structured interventions and intensive one to one support.’ EEF Improving literacy in Key Stage One and improving literacy in Key Stage Two 2017.</p>	<ul style="list-style-type: none"> <li>• Organise timetables to allow sufficient time for interventions</li> <li>• Assistant Head Teachers to monitor effectiveness of Maths and English interventions.</li> <li>• Provision mapping meetings to adequately plan for children with additional needs.</li> <li>• Provision maps identify pupils who need additional support and tracks progress.</li> <li>• Introduction of accelerated progress forms and meetings to track progress.</li> <li>• Measurable interventions (baseline and outcomes tracked)</li> <li>• Monitoring of intervention to assess impact</li> <li>• Intervention folders show impact of their interventions.</li> <li>• Teachers work collaboratively with Teaching Assistants to plan appropriate interventions.</li> <li>• Deputy Head Teacher to lead intervention team and to monitor impact of support offered.</li> <li>• Inclusion Team to be allocated to phases to support children in groups and/or 1:1.</li> <li>• Intervention Team to work on the PD days so that they are included in whole school training opportunities.</li> </ul>	<p>JM/EM/CR</p>	<p>Jun 2020</p>
<p>Total budgeted cost</p>					<p>£184,165</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Continue to improve attainment of disadvantaged pupils in the Year 1 phonics test</p>	<ul style="list-style-type: none"> <li>• Appropriate groupings</li> <li>• Provide training and support for Rec and Y1 staff in Read Write Inc</li> <li>• RWI training for all teaching staff from Nursery to Year 4 and all Cover Supervisors.</li> <li>• Identify pupils with gaps in learning to implement intervention programmes quickly and effectively.</li> <li>• Assistant Headteacher with overall responsibility for English.</li> <li>• Implementation of phonics tracker</li> </ul>	<p>The EEF toolkit states that 'phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.'</p>	<ul style="list-style-type: none"> <li>• Class Teachers to organise and implement intervention programmes.</li> <li>• Children appropriately grouped and planned for by teachers.</li> <li>• Teachers work collaboratively with Teaching Assistants to plan appropriate interventions.</li> <li>• Training session for teachers, Cover Supervisors and Inclusion staff.</li> <li>• Assistant Head Teacher and EYFS phase manager monitors phonics teaching and interventions.</li> <li>• Phonics tracker used to inform planning and interventions.</li> </ul>	<p>JM/JC/C B/EM/CR /GL/SH</p>	<p>June 2020</p>
<p>Problem behaviours across the school are reduced, including reducing the amount of exclusions.</p>	<ul style="list-style-type: none"> <li>• Identify a targeted behaviour intervention for identified students.</li> <li>• Employment of Behaviour Team Leader.</li> <li>• Use Behaviour Intervention Team Workers and Children's and SENDCO/ Inclusion Manager to engage parents.</li> <li>• Employment of Welfare Team Leader</li> <li>• Use Inclusion Room resources and Butterfly Room staff to manage behaviour across the school.</li> <li>• Subsidy of Breakfast Club</li> <li>• Play time and lunchtime provision.</li> <li>• Educational Psychologist.</li> <li>• Counselling Services</li> </ul>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<ul style="list-style-type: none"> <li>• Ensure identification of target pupils is fair, transparent and properly recorded.</li> <li>• Use of provision mapping sessions to identify target children.</li> <li>• Monitor behaviour, but also monitor whether improvements in behaviour translate into improved attainment through data analysis.</li> <li>• Ensure all teachers understand and follow the behaviour policy.</li> <li>• Use of Class Dojo to implement behaviour system.</li> <li>• Teachers provide Intervention Team with a daily update on the amount of 'C..' that have been given to pupils.</li> <li>• Consistent use of CPOMS.</li> <li>• Target pupils who would benefit from Breakfast Club Provision.</li> <li>• Intervention Team and Cover Supervisors to provide support for pupils during lunchtime and break times.</li> <li>• Use playtime equipment to reduce the amount of potential behaviour problems during lunchtime and break time.</li> <li>• Provide incentives for good behaviour with prizes and rewards.</li> <li>• Breakfast Bagels scheme</li> </ul>	<p>JM/KC/ Interventi on Team</p>	<p>June 2020</p>



<p>Improve wellbeing of pupils</p>	<ul style="list-style-type: none"> <li>• Inclusion Team to run interventions and to address pupil wellbeing needs.</li> <li>• ELSA Training for Welfare Assistant</li> <li>• Bought in Services for Counselling.</li> <li>• Subsidy of Breakfast Club</li> <li>• Play time and lunchtime provision.</li> <li>• Purchase resources for Intervention Team such as clothing and equipment for disadvantaged pupils.</li> <li>• Educational Psychologist</li> <li>• Counselling Services</li> <li>• DSL and Welfare Team Leader</li> <li>• Deputy Head Teacher as SENDCO and Inclusion Team Lead</li> </ul>	<p>Support groups, where children are able to share their experience with others, can lead to new and more effective ways of coping (Black, 1998). EEF research found that these interventions impact positively on disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Ensure identification of target pupils is fair, transparent and properly recorded.</li> <li>• Monitor intervention groups but also monitor whether improvements in wellbeing translate into improved attainment through data analysis.</li> <li>• ELSA sessions available for children in need of emotional support.</li> <li>• Nurture groups will improve confidence and address social and emotional needs.</li> <li>• Pupil questionnaires.</li> <li>• Consistent use of CPOMS.</li> <li>• Liaison with School Counsellors to ensure collaborate working.</li> <li>• Target pupils who would benefit from Breakfast Club Provision.</li> <li>• Intervention Team and Cover Supervisors to provide support for pupils during lunchtime and break times.</li> <li>• SEND groups to provide learning support to pupils who struggle in a whole class environment.</li> <li>• Welfare Team Leader to work closely with families</li> </ul>	<p>JM/Intervention Team</p>	<p>Jun 2020</p>
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<p>Improve parental involvement</p>	<ul style="list-style-type: none"> <li>• Employing DSL/ Welfare Team Leader to address identified needs for parents which impact upon pupils.</li> <li>• Parental engagement activities to include school-home links, support and training for parents and family and community based interventions</li> <li>• Engagement of parents of pupils in EYFS at the earliest possible time through parties and home visits.</li> <li>• Use of EWO</li> <li>• Introduction of school radio and tv stations</li> </ul>	<p>DFE report entitled 'Review of Best Practice in Parental Engagement' found that parental engagement has a large and positive impact on children's learning.</p>	<ul style="list-style-type: none"> <li>• Organising the calendar to ensure opportunities are identified and planned for.</li> <li>• Parent questionnaire and evaluations.</li> <li>• EYFS party for new intake in July.</li> <li>• Additional staff required to release EYFS teachers to do home visits in June and July.</li> <li>• Welfare Team Leader to regularly meet parents to provide support and challenge.</li> <li>• Parental engagement has a LIP priority</li> </ul>	<p>JM/ KC/ GL</p>	<p>June 2020</p>
<p>Improved oral language skills in reception (and improve phonics outcomes in KS1)</p>	<ul style="list-style-type: none"> <li>• Identify a targeted intervention that support oral literacy skills in EYFS</li> <li>• Use RWI to develop phonics</li> <li>• Small group provision of oral literacy Intervention for children in Reception.</li> <li>• Use NfER as an accurate baseline</li> </ul>	<p>The EEF toolkit states that 'overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'</p>	<ul style="list-style-type: none"> <li>• Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>• RWI training provided to Nursery and Reception staff.</li> <li>• Monitoring of intervention to show impact by EYFS Phase Manager.</li> <li>• Use NfER to produce an accurate baseline.</li> </ul>	<p>GL/SH</p>	<p>June 2020</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£55540.10</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased participation in the arts through music tuition	<ul style="list-style-type: none"> <li>• Music2the4 music tuition bought in to teach whole class and small groups.</li> <li>• Small group provision with specialist music teachers.</li> </ul>	The EEF Toolkit suggests that arts participation improved outcomes in English, Maths and Science. Wider benefits on attitudes to learning and wellbeing have also been reported. Research by Michael Matthews ( <a href="http://www.effectivemusicteaching.com">www.effectivemusicteaching.com</a> ) showed that playing a musical instrument promotes emotional and social wellbeing.	<ul style="list-style-type: none"> <li>• Impact overseen by music subject specialist and also curriculum lead.</li> <li>• Monitoring of music by Curriculum Lead and Music Subject specialist.</li> </ul>	KO	June 2020
Increased participation with digital technology through ICT provision.	<ul style="list-style-type: none"> <li>• Tablets that interface with the display screens in the classrooms available for children to use.</li> <li>• Employment 0.5 ICT support.</li> <li>• Implementation of radio and tv stations</li> </ul>	The Education Endowment Foundation states 'overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).'	<ul style="list-style-type: none"> <li>• Use of the property management tool to identify ICT faults.</li> <li>• Quick response from ICT support.</li> <li>• Data kept on how often problems occur and need ICT support to fix technical faults.</li> <li>• All teachers trained on how to use ICT equipment.</li> </ul>	MG/MP	June 2020
Increased attendance rates	<ul style="list-style-type: none"> <li>• Attendance lead to monitor pupils and follow up quickly on absences.</li> <li>• Bought in services for EWO</li> </ul>	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>• Thorough briefing of attendance officer and Family Intervention Worker about existing absence issues.</li> <li>• Good communication with EWO and quick follow up regarding attendance concerns.</li> <li>• Attendance lead to update class teacher daily of any pupil absence.</li> <li>• Attendance lead to contact parents when pupil is not in school.</li> <li>• Attendance lead to pass on any ongoing concerns to the Head Teacher and Family Intervention Worker.</li> <li>• Family Intervention Worker to arrange support where there are ongoing attendance issues.</li> </ul>	MD/KC/MG	Jan 2020
Participate in outdoor adventure learning	Residential and/or outdoor learning opportunity for Year 6: Arthog Year 5: John Muir /The Wrekin walk Year 4: Condoover Year 3: Outdoor Pursuits	Studies of adventures learning consistently show positive benefits on academic learning, and other outcomes such as confidence. EEF concluded that participation in outdoor adventure learning can add an additional 4 months progress over the course of a school	<ul style="list-style-type: none"> <li>•Organise the calendar so that outdoor learning is planned into the calendar.</li> <li>•Sufficient time on timetables for outdoor learning and use of the Wildlife area.</li> <li>•Outdoor learning lead to work with every class throughout the year to provide all children with an outdoor learning experience.</li> </ul>	MC/NM/KO	June 2020

	<p>Year 2: Big Mose  Year 1: Telford Town Park  Reception: Madeley Woods  Nursery: Forest School / Wildlife area</p> <ul style="list-style-type: none"> <li>Release time for one morning a week to Outdoor learning lead</li> </ul>	<p>year. Research into forest schools by the National Professional Qualification for Middle Leadership project showed that forest schools can develop positive behaviours.</p>			
<p>Provide deep and diverse opportunities</p>	<p>Trips and visits to the local area for  Year 6: Coalport China Darby Houses  Year 5: Museum of the Gorge  Year 4: Museum of Iron  Year 3: Enginuity  Year 2: Jackfield the Museum  Year 1: The Ironbridge and toll house  Reception: Blists Hill  Nursery: Enginuity</p>	<p>Ofsted conducted a survey where evidence showed that well organised activities outside the classroom contributed much to the quality and depth of learning.</p>	<ul style="list-style-type: none"> <li>Organise the calendar so that trips and visits are carefully planned for.</li> <li>Arrange additional staffing to provide acceptable ratios between staff and pupils.</li> </ul>	All staff	June 2020
<b>Total budgeted cost</b>					£11087