

## Pupil premium strategy statement

This statement details our school's use of pupil 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	Windmill Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	190 = 46.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andy Gamble
Pupil premium lead	SLT
Governor / Trustee lead	Graham Myers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP1 £307,340 PP2 £14, 019 PP3 £335
Recovery premium funding allocation this academic year	£30,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£352,284</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Windmill Primary School is a two-form entry school in Leeds. We have a 100 place Children's Centre and provide extended provision from 7.45 am to 6.00 pm most days. We also offer a number of enrichment opportunities delivered by visitors and our own staff.

Our federation aim is to raise the standards of achievement of all our children, and to give them the best possible experiences that a school could offer. We are proud of the range and quality of learning activities in our schools, and we are unique in the Leeds Authority in offering a fully immersive, music-rich curriculum.

As well as learning to play a stringed instrument, every KS2 pupil has opportunities to take part in choir, orchestra and Class Dynamix. EYFS and KS1 pupils take part in musicianship. In addition, the wider curriculum is rich and varied, with trips and residential visits part of normal school life. We offer computing facilities, including Chromebooks and iPads for all phases, as well as employing a specialist Computing Teacher for pupils in Years 1-6. We employ a specialist PE coach and run a variety of after school clubs.

In our Federation, we have a positive and encouraging attitude to all aspects of school life, with genuine care and concern for every member of our schools' communities, ensuring that, together with the family, we can do the very best for every child in our care.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect. Our ultimate objective for all our pupils is embedded in our ethos: Excellence through Effort and Aspiration. The pupil premium outlined below ensures that all our pupils are given the best opportunities to success in all areas of the curriculum and their wider lives.

## Challenges

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

Challenge number	Detail of challenge
1	Social skills
2	Parental partnership
3	Self-esteem
4	Attainment into EYFS
5	Attendance
6	Emotional and physical wellbeing
7	Language and communication

## 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
Attendance	Attendance is inline or above national (5) Pupils achieve in line with national statistics (4, 7) Pupils are at school which will raise self-esteem and social skills (1, 3, 6)
EYFS Attainment	Pupils tracked attainment from the EYFS baseline ensures that maximum progress is made (4) Assessments of early language and communication increases throughout the year (7)
Phonics progress	Pupils achieve a Pass during KS1 Phonics screening (narrowing the gap) (2, 7)
Core subject attainment/progress	Pupils achieve and surpass the national expectation for reading, writing and maths at the end of KS2. (3, 4, 5, 6, 7) Progress measures from EYFS to KS2 are higher than average.
Social skills	Higher command of language Able to adapt to different social situations such as Music Performances, interactions between adults and pupils, Culturally aware Citizenship
Parental engagement increases	Parents are invited into school regularly and attend events (1, 2, 7)

## 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: £222,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Support Staff</b> Total cost = £374,700</p> <p>46.9% of above cost = £175,734</p>	<p>Evidence shows that targeted, structured support can have a positive impact. ‘The findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.’ Education Endowment Foundation.</p> <p>If disadvantaged pupils are achieving below the Expected Standard, they are included in this intervention. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per year group on average, 2 in EYFS and Year 6.</p> <p>Information from Education Endowment Foundation shows that those involved in 1-1 and small group tuition on average make 4 months extra progress annually.</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p> <p>7</p>
<p><b>Learning resources</b> Total cost = £18,650</p> <p>46.9% of above cost = £8747</p>	<p><b>Including, but not limited to:</b></p> <p><b>ICT Equipment</b> – for inside and outside of the classroom Education Endowment Foundation evidence indicates that working outside of school hours can advance children’s learning by 2 to 5 months</p> <p><b>Phonics</b> - 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.</p> <p><b>Learning environment</b> – stimulates the cognitive readiness promoting the breadth of global and cultural values to inspire a lifelong love of learning.</p> <p><b>Library/reading books</b> -</p>	<p>3</p> <p>4</p> <p>6</p> <p>7</p>
<p><b>In Harmony Music Provision</b> Total cost = £40,000</p> <p>46.9% of above cost = £18,760</p>	<p>In harmony – unique music provision in conjunction with Opera North. 50% of the cost paid with Pupil Premium funding. Impacts on pupils’ well-being, self-confidence, social awareness, social etiquette and a wider range of softer skills.</p> <p>Education Endowment Foundation evidence: 2 months extra progress across the curriculum for those who study the arts.</p>	<p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>7</p>
<p><b>Class Dynamix</b> Total cost = £2,500</p> <p>46.9% of above cost = £1173</p>	<p>We employ experienced and outstanding staff through Class Dynamix, who are able to remove barriers and guarantee to widen children’s experiences and enable them to access their learning in a different, innovative way.</p> <p>Education Endowment Foundation evidence: 2 months extra progress across the curriculum for those who study the arts.</p>	<p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>7</p>

<b>Specialist Computer teacher</b> Total cost = £15,320  46.9% of above cost = £7,185	We employ experienced and outstanding staff who through their extended knowledge, are able to remove barriers and guarantee to widen children's experiences. Class teachers are able to gain confidence in the delivery of the ever-changing advances in technology.  Education Endowment Foundation evidence: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	3 6 7
<b>Specialist PE teacher</b> Total cost = £13,800  46.9% of above cost = £6472	We employ experienced and outstanding staff who through their extended knowledge, are able to remove barriers and guarantee to widen children's experiences.	
<b>CPD</b> Total Cost = £10,000 46.9% of above cost = £4690	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET days.	1 3 4 6 7

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

Budgeted cost: £118,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional Support/Nurture</b> Total cost = £91,000 (GM, JH, MG, TS) Nurture CD = £750  46.9% of above cost = £43,031	Through our work with JESS cluster, we are able to offer bespoke therapeutic provision which aid self-esteem, listening skills, self-regulation and developing key co-ordination skills which may not have developed in early childhood.  Pupils identified by the pastoral team. On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	3 6 7
<b>Safeguarding/Pastoral teams</b> AP, SS, VL, CH Total = £128,310 46.9% of above cost = £60,177  <b>Jess Cluster Support Package</b> Total = £32,274 46.9% of above cost = £15,137	PP pupils generate a disproportioned amount of work for the safeguarding and pastoral team. The Federation ensures that there are multiple staff trained to the DSL level, and have two DSLs at the Windmill Site.  Education Endowment Foundation: evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1 2 3 5 6

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

Budgeted cost: £ 18,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Educational Visit supplement</b> Total cost = £14,700 46.9% of above cost = £6,894</p> <p><b>Minibuses</b> Total cost = £10,900 46.9% of above cost = £5,112</p> <p><b>Excel Choir</b> Total cost = £2000 46.9% of above cost = £938</p>	<p>Social deprivation can lead to less opportunities for our pupils to visit places outside of their immediate living area. The federation wants to ensure that all pupils have the opportunity for first-hand experiences.</p> <p>Education Endowment Foundation evidence: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</p>	<p>1 6</p>
<p><b>Enterprise resources</b> Total Cost = £3000 46.9% of above cost = £1,407</p>	<p>We run class enterprise days every half term to widen children's experiences and enable them to access their learning in a different, innovative way. These enrich curriculum by offering first hand experiences.</p> <p>Education Endowment Foundation evidence: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The impact of collaborative approaches on learning is consistently positive.</p>	<p>1 3 6 7</p>
<p><b>Breakfast club</b> Staff - £8000 Resources - £1000</p> <p>46.9% of above cost = £4,221</p>	<p>Windmill Primary school offers a free breakfast club where PP children can have a hot breakfast. Staff plan and deliver engaging activities. Various resources which may be purchased for use in and outside of the classroom.</p> <p>Education Endowment Foundation evidence: The EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	<p>2 5 6</p>

**Total budgeted cost: £359,678**

Please note, total budgeted cost is based on 46.9% of actual expenditure in many cases. See above for details.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Phonics Trend LA PP compared to Windmill PP

Estab.				Values (& YoY* vs Self)		
No.	Estab. Name	Indicator	Average of Years	2019	2022	2023
	Local Authority - Leeds	Cohort	2433	2,452 -	2,416 -36	2,432 +16
		WA	64.4%	67.7% -	61.1% -6.6%	64.4% +3.3%
		APS	0.3	30.3 -	28.4 -1.9	29.1 +0.7
2471	Windmill Primary School	Cohort	30	39 -	23 -16	29 +6
		WA	54.7%	38.5% -	73.9% +35.4%	51.7% -22.2%
		APS	0.3	22.1 -	30.2 +8.1	25.8 -4.4

#### Below is an outline of Key Stage 1 Data (LA PP compared to Windmill PP)

Estab.					Values (& YoY* vs Self)		
No.	Establishment	Indicator	Cohort 2023	Average of Years	2019	2022	2023
	Local Authority - Leeds	Reading ≥ EXS	2,597	49.4%	55.4% +0.7% pts	45.6% -9.8% pts	47.3% +1.7% pts
		Writing ≥ EXS	2,597	40.6%	47.3% +0.8% pts	36.3% -11.0% pts	38.2% +1.9% pts
		Maths ≥ EXS	2,597	51.4%	56.1% 0.0% pts	47.2% -8.9% pts	50.9% +3.7% pts
		RWM ≥ EXS	2,597	36.6%	43.0% +1.7% pts	32.7% -10.3% pts	34.2% +1.5% pts
2471	Windmill Primary School	Reading ≥ EXS	26	60.5%	48.4% +1.0% pts	64.0% +15.6% pts	69.2% +5.2% pts
		Writing ≥ EXS	26	53.2%	41.9% -0.2% pts	60.0% +18.1% pts	57.7% -2.3% pts
		Maths ≥ EXS	26	67.9%	54.8% +4.8% pts	68.0% +13.2% pts	80.8% +12.8% pts
		RWM ≥ EXS	26	51.1%	35.5% -4.0% pts	60.0% +24.5% pts	57.7% -2.3% pts

## Windmill KS1 PP Compared to Non-PP

2471	Windmill Primary School	Reading ≥ EXS	26	60.5%	48.4% +1.0% pts	64.0% +15.6% pts	69.2% +5.2% pts
		Writing ≥ EXS	26	53.2%	41.9% -0.2% pts	60.0% +18.1% pts	57.7% -2.3% pts
		Maths ≥ EXS	26	67.9%	54.8% +4.8% pts	68.0% +13.2% pts	80.8% +12.8% pts
		RWM ≥ EXS	26	51.1%	35.5% -4.0% pts	60.0% +24.5% pts	57.7% -2.3% pts

2471	Windmill Primary School	Reading ≥ EXS	29	54.3%	54.3% -12.4% pts	50.0% -4.3% pts	58.6% +8.6% pts
		Writing ≥ EXS	29	52.9%	60.0% -6.7% pts	47.1% -12.9% pts	51.7% +4.6% pts
		Maths ≥ EXS	29	69.0%	74.3% +3.5% pts	70.6% -3.7% pts	62.1% -8.5% pts
		RWM ≥ EXS	29	47.9%	51.4% -6.9% pts	44.1% -7.3% pts	48.3% +4.2% pts

## Below is an outline of Key Stage 2 Data (LA PP compared to Windmill PP)

Estab. No.	Establishment	Indicator	Cohort 2023	Average of Years	Values (& YoY* vs Self)		
					2019	2022	2023
Local Authority - Leeds		Reading ≥ Exp. Std.	3,408	57.2%	56.6% -2.8% pts	59.9% +3.3% pts	55.1% -4.8% pts
		Writing TA ≥ EXS	3,406	55.2%	61.5% +0.1% pts	51.0% -10.5% pts	53.1% +2.1% pts
		Maths ≥ Exp. Std.	3,409	57.6%	63.1% +4.8% pts	53.8% -9.3% pts	56.0% +2.2% pts
		RWM ≥ Exp. Std.	3,405	41.6%	45.2% +0.2% pts	39.4% -5.8% pts	40.2% +0.8% pts
		Reading Avg. SS	3,139	101.1	100.6 -0.8pts	101.3 +0.7pts	101.3 -0.0pts
		Maths Avg. SS	3,163	100.9	101.7 +1.0pts	100.3 -1.4pts	100.7 +0.4pts
		Reading Avg. Prog. Scr.	3,215	-0.33	-0.41 +0.05pts	0.07 +0.48pts	-0.65 -0.73pts
		Writing Avg. Prog. Scr.	3,220	-0.22	-0.42 +0.13pts	-0.05 +0.37pts	-0.20 -0.16pts
		Maths Avg. Prog. Scr.	3,198	-0.17	-0.23 +0.28pts	-0.03 +0.20pts	-0.25 -0.22pts
2471	Windmill Primary School	Reading ≥ Exp. Std.	30	75.0%	79.2% -9.0% pts	69.2% -10.0% pts	76.7% +7.5% pts
		Writing TA ≥ EXS	30	72.8%	68.8% +4.1% pts	76.3% +7.5% pts	73.3% -3.0% pts
		Maths ≥ Exp. Std.	30	80.9%	83.3% +18.6% pts	79.5% -3.8% pts	80.0% +0.5% pts



2471	Windmill Primary School	RWM ≥ Exp. Std.	30	67.0%	64.6% +8.7% pts	63.2% -1.4% pts	73.3% +10.1% pts
		Reading Avg. SS	30	103.9	103.6 -2.8pts	103.4 -0.2pts	104.6 +1.1pts
		Maths Avg. SS	30	103.7	105.1 +1.7pts	103.4 -1.7pts	102.8 -0.6pts
		Reading Avg. Prog. Scr.	30	5.35	6.64 +1.75pts	3.84 -2.80pts	5.58 +1.74pts
		Writing Avg. Prog. Scr.	30	3.51	2.95 +3.17pts	4.81 +1.85pts	2.78 -2.03pts
		Maths Avg. Prog. Scr.	30	5.30	6.81 +4.30pts	4.53 -2.27pts	4.57 +0.04pts

### Windmill KS2 PP Compared to Non-PP

2471	Windmill Primary School	Reading ≥ Exp. Std.	30	75.0%	79.2% -9.0% pts	69.2% -10.0% pts	76.7% +7.5% pts
		Writing TA ≥ EXS	30	72.8%	68.8% +4.1% pts	76.3% +7.5% pts	73.3% -3.0% pts
		Maths ≥ Exp. Std.	30	80.9%	83.3% +18.6% pts	79.5% -3.8% pts	80.0% +0.5% pts
		RWM ≥ Exp. Std.	30	67.0%	64.6% +8.7% pts	63.2% -1.4% pts	73.3% +10.1% pts

		Reading ≥ Exp. Std.	32	91.9%	81.8% +2.9% pts	100.0% +18.2% pts	93.8% -6.2% pts
		Writing TA ≥ EXS	32	90.3%	81.8% +13.4% pts	95.2% +13.4% pts	93.8% -1.4% pts
		Maths ≥ Exp. Std.	32	94.3%	90.9% +17.2% pts	95.2% +4.3% pts	96.9% +1.7% pts
		RWM ≥ Exp. Std.	32	82.6%	63.6% +0.4% pts	90.5% +26.9% pts	93.8% +3.3% pts

Our external assessments during 2022/23 suggested that the performance of disadvantaged pupils is significantly higher than those within the Leeds Authority for key areas of the curriculum in both Key stage 1 and Key stage 2.

When comparing disadvantaged pupils to non-disadvantaged pupils within the school, disadvantaged pupils in Key stage 1 are achieving higher in maths, reading and writing which **could** be as a result of the implementation of Little Wandle Phonics scheme included in the Pupil Premium Statement 2021/22.

There is still a gap within KS2 Pupil premium results compared to non-pupil premium results however as evidenced in schools across the country, school closures during the COVID-19 pandemic were most detrimental to disadvantaged pupils. The success of the actions detailed in the Pupil Premium statement 2021/22 and 2022/23 have ensured that the impact has been minimum and internal data indicated that there was rapid progress for disadvantaged pupils between Autumn and Summer data captures.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to contextual issues heightened by COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Class Dynamix	Class Dynamix
In Harmony music provision	Opera North
Extended services	JESS Cluster

## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

For further information on how our school operates, please visit our website.