

Pupil premium strategy statement – Windmill Hill Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 148 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/26 to 2027/28 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Abby Bassett Headteacher Jo-Anne Callow CEO |
| Pupil premium lead | Abby Bassett Headteacher |
| Governor / Trustee lead | Nichola Vidler PPG Governor |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £78,780 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £78,780 |

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Hill Academy, we are committed to providing the highest quality education for every child. Our vision, ***“Inspiring passionate lifelong learners who strive to make a positive contribution to their local community and the wider world,”*** is central to all that we do.

Our aim is that all pupils, regardless of background or barriers, make strong progress and achieve excellent outcomes across all subjects. The Pupil Premium strategy focuses on ensuring disadvantaged pupils reach this goal, including those who are already high attainers.

We recognise that disadvantaged pupils face a range of challenges, from common issues such as attendance and punctuality to more complex family circumstances. These challenges vary widely and we understand that there is no single solution. Our approach is therefore flexible, responsive and tailored to individual needs.

High-quality teaching lies at the heart of our strategy. Evidence shows this has the greatest impact on closing the attainment gap while benefiting all pupils. Alongside this, we adopt complementary approaches to ensure every child thrives. Our intended outcomes also include sustaining and improving attainment for non-disadvantaged pupils.

To achieve this, we will:

- **Designate clear leadership and accountability:**
 - PPG Lead – *Mrs Abby Bassett (Headteacher)*
 - Named Governor for Disadvantaged – *Mrs Nichola Vidler*
- **Publish and review a costed Pupil Premium Strategy** based on the EEF's three-tiered approach, available on our website and monitored by the Headteacher and Governors.
- **Embed a whole-school culture of high expectations**, where all staff take responsibility for disadvantaged pupils' outcomes.
- **Ensure adaptive, high-quality teaching** that meets learners' needs.
- **Use evidence-informed practices**, such as explicitly teaching learning behaviours and metacognition through *Visible Learning*, enabling all pupils to become assessment-capable, lifelong learners with high aspirations.

- **Provide a broad and enriching curriculum**, ensuring disadvantaged pupils can access academic and extra-curricular opportunities that build cultural capital and life experiences.
- **Offer opportunities for extra-curricular clubs and events**, ensuring disadvantaged pupils are fully included and represented in all aspects of school life.
- **Act early with targeted interventions** when needs are identified.
- **Promote excellent attendance**, addressing barriers swiftly and effectively.
- **Offer practical support to remove barriers to learning**, such as assistance with school uniform, reduced costs for wraparound care to ensure all pupils have access to a healthy breakfast.

Through these actions, we aim to remove barriers, raise aspirations and empower every pupil to succeed.

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 | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. On entry to Reception class in the last three years, between 0% - 33% of our disadvantaged pupils arrive below age-related expectations compared to 9% - 70% of other pupils. This gap narrows significantly but remains in place to the end of KS2. |
| 3 | Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last three years, between 0% - 33% of our disadvantaged pupils arrive below age-related expectations |

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| | compared to 40% - 64% of other pupils. This gap narrows significantly but remains in place to the end of KS2. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high for disadvantaged pupils. |
| 5 | Although our attendance data has steadily increased, is above national statistics and is broadly in line with non-PPG, there remains a slight gap PPG - 95.38%; non-PPG- 95.79%. |

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 writing attainment among disadvantaged pupils. | KS2 writing outcomes in 2027/28 show that the vast majority of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2027/28 show that the vast majority of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> qualitative data from stakeholder voice and teacher observation. a significant increase in participation in enrichment and extra-curriculum activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> improved overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. the percentage of all pupils who are persistently absent being reduced and the figure among |

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| | disadvantaged pupils reduced between than their peers. |
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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: £6150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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. | 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: Oral language interventions Teaching and Learning Toolkit EEF | 1 |
| Quality first and adaptive teaching | Quality first teaching is the most effective way to close the attainment gap. Teachers/TAs will evaluate effectively to ensure misconceptions are identified and addressed. | 1, 2, 3 |
| Quality assurance of learning (including interventions) | Monitoring ensures there are high expectations for all and targeted areas for improvement provided through feedback and actions. | 1, 2, 3 |
| Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to complete writing | 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: Oral language interventions Teaching and Learning Toolkit EEF | 1, 2, 3 |

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| audit, embed key elements of guidance in school and to access English Hub and CPD. | <p>The EEF writing framework provides evidence-based guidance for teaching writing effectively in primary schools, emphasising the importance of transcription skills and oral composition.</p> <p>The writing framework</p> | |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. | <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> <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> | 3 |
| SEN support and CPD | Training supports teachers' CPD. | 2, 3 |
| Instructional Coaching and deliberate practice | To maintain high quality teaching, continued professional development must be embedded. Step Lab and Walkthrus will be used for the school to personalise staff CPD. | 1, 2, 3, 4 |

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

Budgeted cost: £69130

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted deployment of teaching assistants. | <p>Internal data supports the progress of children who have support from a teaching assistant in class and through interventions.</p> <p>EEF recognises the effective use of teaching assistants:</p> <p>New EEF Guidance Report - Making Best Use of Teaching Assistants EEF</p> | 1, 2, 3 |

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|--|---|----------------|
| <p>Small group and one-to-one interventions.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>EEF recognises the value of 1:1 and small group tuition as a catch-up strategy:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3</p> |
|--|---|----------------|

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

Budgeted cost: £3500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>5</p> |
| <p>Extra-Curricular Activities and Curriculum Enrichment</p> | <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Use of Absolute education to monitor attendance within clubs.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Use of TIS and NHS Educational Mental Health Practitioner to support identified disadvantaged pupils.</p> | <p>Internal data shows that these children are making progress in their learning and attendance when supported with their mental health.</p> | <p>1, 2, 3, 4, 5</p> |

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Total budgeted cost: £78,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have undertaken a detailed analysis of the performance of our disadvantaged pupils during the previous academic year, drawing on national assessment data alongside our own internal summative and formative assessments.

Key Findings from Academic Performance Data:

- Overall Progress:**
The vast majority of disadvantaged pupils made expected or better progress in reading (80%), with slightly lower progress in writing (68%) and mathematics (76%). These outcomes are broadly in line with those of non-Pupil Premium pupils.
- EYFS:**
60% of disadvantaged pupils (PPG) achieved a Good Level of Development (GLD). It is important to note that this cohort had a high level of need, including one pupil with an EHCP and two pupils on the EHCP pathway.
- Year 1 Phonics:**
80% of disadvantaged pupils (PPG) passed the phonics screening check.
- Key Stage 2:**
 - Reading: 67% disadvantaged pupils (PPG) achieved the expected standard
 - Writing: 60% disadvantaged pupils (PPG) achieved the expected standard
 - Mathematics: 67% disadvantaged pupils (PPG) achieved the expected standard
 - Combined (R/W/M): 50% disadvantaged pupils (PPG) achieved the expected standard

Contextual factors (KS2):

- 56% of Pupil Premium pupils were inwardly mobile, with the majority working below age-related expectations on arrival.
- Two pupils with EHCPs were disappledied from SATs as they were working well below ARE.
- All pupils made good progress from their starting points, though formal progress measures are no longer in place.

To benchmark performance, we compared these outcomes with those of disadvantaged and non-disadvantaged pupils nationally and locally, as well as with our own non-Pupil Premium cohort. We acknowledge that prior disruption due to Covid-19 may have affected individual pupils and schools differently.

Wider Factors Considered:

- **Attendance:**
End-of-year attendance for Pupil Premium pupils was 95.38%, broadly in line with non-Pupil Premium pupils (95.79%).
- **Enrichment and Engagement:**
 - All Pupil Premium pupils who expressed interest in after-school clubs and events attended.
 - All Pupil Premium pupils who expressed interest in UKS2 residential attended (representing 74% of the cohort).
- **Stakeholder Feedback (Summer Term Surveys):**
 - **Pupils:** Vast majority agreed positively across all areas.
 - **Parents:** Majority reported their children are happy, safe and making good progress. Teaching quality, high expectations and leadership were recognised and appreciated.
 - **Staff:** Vast majority agreed that the school successfully meets the differing needs of individual pupils.

Following this review, we have updated our Pupil Premium strategy and made adjustments to how we will allocate the budget for the current academic year to further improve outcomes and address identified priorities.

Externally provided programmes

| Programme | Provider |
|--|-------------------|
| Mastering Number | NCETM |
| Visible Learning | Corwin |
| Thinking Matters | Exeter University |
| Little Wandle Letters and Sounds Revised | Little Wandle |
| Accelerated Reader | Renaissance |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- **Embedding Effective Feedback Practices**

We will continue to strengthen feedback strategies across the school. Evidence from the Education Endowment Foundation (EEF) highlights that high-quality feedback has a significant positive impact on pupil progress, particularly for disadvantaged learners.

- **Enhancing Wellbeing Support**

Wellbeing provision will remain a priority for all pupils, with targeted interventions where needed. This includes ongoing support from the Senior Mental Health Lead, Education Mental Health Practitioner, and Trauma-Informed Schools (TIS) sessions.

- **Training a New Senior Mental Health Lead**

Following a change in role for the existing lead, we will use an additional DfE grant to train a new Senior Mental Health Lead. The selected training, informed by the DfE online diagnostic tool, will focus on:

- Understanding pupils' needs more deeply
- Giving pupils a voice in shaping wellbeing provision
- Strengthening collaboration with parents

- **Expanding Enrichment and Extra-Curricular Opportunities**

We will continue to offer a wide range of high-quality enrichment activities to promote wellbeing, positive behaviour, attendance, and aspiration.

Disadvantaged pupils will be actively encouraged and supported to participate. Provision includes free after-school clubs and subsidised UKS2 residential trips.

- **Removing Practical Barriers to Learning**

To ensure equitable access, we will provide:

- **A school uniform donation station** at no cost
- **Reduced costs for wraparound care**, ensuring all pupils can access a healthy breakfast.

Planning, Implementation, and Evaluation

In developing our new pupil premium strategy, we critically reviewed previous activities. Our approach included:

- **Evidence Triangulation:** Drawing on assessment data, book scrutinies, learning walks and stakeholder feedback to identify key challenges for disadvantaged pupils.
- **Research-Informed Practice:** Reviewing reports and studies on effective pupil premium use and strategies to mitigate socio-economic disadvantage.

- **EEF Implementation Guidance:** Using the 'Explore' phase to diagnose pupil needs and select approaches most likely to succeed in our context. This guidance will continue to inform implementation.
- **Robust Evaluation Framework:** A three-year plan with ongoing monitoring and adjustments to secure improved outcomes for all pupils.