

WINDY ARBOR PRIMARY SCHOOL

Pupil Premium Strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery 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	403
Proportion (%) of pupil premium eligible pupils	54.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Joanna Curry
Pupil premium lead	Rebecca Josephs
Governor / Trustee lead	Nick Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,240
Total budget for this academic year	£327,240

Part A: Pupil premium strategy plan

Statement of intent

At Windy Arbor Primary school, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school ethos:

Dream, Believe, Achieve

Each child entitled to the Pupil Premium funding is unique in their situation and our response to their needs must reflect this. With this in mind, at Windy Arbor we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential. Our key objective in using the Pupil Premium funding is to narrow the attainment and achievement gap for pupils identified as being eligible in relation to their peers.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.
2	Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do not develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions.
3	Poor attendance and persistent absence, family confidence and concerns following the pandemic.
4	There can be a low level of engagement from Pupil Premium children and their families.
5	The school is situated in Chelmsley Wood, North Solihull and serves an area of high deprivation. Turbulence in families' situations affects both attendance and the emotional resilience of disadvantaged pupils and ability to self-regulate. Attainment in reading is low and children have starting points that are typically lower than national expectations. This along with the impact of COVID 19 school closure has affected academic achievement, pupils' mental health and created gaps in learning.
6	Development of writing is an issue for our children. Writing at length is a challenge.

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
Quality first teaching is maintained, which supports children to close the gap.	Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils' achievement. High quality CPD supports teaching and learning so that all groups of learners make at least good progress. Little Wandle approach to phonics. Resources support delivery and ensure followed with fidelity, supporting development of PP pupils, particularly in language development. Oracy across school is deployed to support language development further.
Ensure that pupils consistently achieve highly, particularly the most disadvantaged.	Live marking and feedback demonstrate progress within lessons and misconceptions being rapidly addressed (evidenced through book scrutiny, teaching and learning cycle, learning walks, pupil voice, pupil progress meetings). Metacognitive talk is followed with fidelity, supporting the development of PP pupils understanding how to learn. Oracy across school is deployed to support language development further. Pupil progress meetings held half-termly monitor progress and effectiveness of interventions.
Rich, engaging curriculum	Pupils are engaged and motivated. They have a range of opportunities across the curriculum and a range of experiences including: access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.
Continue to improve and support attendance and behaviour	Enable disadvantaged pupils to achieve in line with other pupils nationally at the end of each key stage. Improve attendance to the national average (*94.1%*) and reduce the persistent absence to the national average (*5.9%*).
Pupil engagement with extra-curricular activities	Pupil premium children to have access to clubs across the year to promote engagement. Percentage of Pupil premium children to attend clubs in line with non-pupil premium.
Family engagement	Improve family engagement by offering more opportunities for families to engage with school (Behaviour and well-being meetings, parent information workshops)
Self-regulation of pupils	Introduction of co-regulation plans to improve pupils' self-regulation and have fidelity.

	Learning mentors employed with additional roles filled to support pupils.
Mental health and well-being	Children are happy, supporting each other and developing confidence and skills.

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:£154,842.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
LEADERSHIP Assessment developed by Assistant Headteacher and SLT to support pupil progress meetings. Coaching for middle leaders through Prosper Together MAT. Subject networks held termly across Prosper Together MAT. Teaching and learning review to support and develop teachers using the Prosper Together Matrix so that all staff use a common language when evaluating Teaching and Learning. Ensure quality first teaching and learning across the school leading to an improved standard of teaching, so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged as well as dedicated time for developing Middle Leaders. Ensure all staff, including those new to school have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs, enabling rapid progress of disadvantaged. Windy Arbor Primary School is part of Prosper Together Multi-academy Trust whereby good practice is collaborated through a range of networks.	EEF Guide to the Pupil Premium (2024) EEF Guide supporting school planning 2020-2021 highlights the importance of prioritising high-quality instruction in the classroom. EEF Guide Moving Forwards, Making a Difference (2022-23) Feedback approaches and educational attainment in children and young people Published 16 August, 2021 EEF Attainment Gap report 2018 acknowledges QFT has a significant impact. Mastery learning concepts demonstrates an impact of plus 5 months for very little cost. T Sherrington 'Teach everyone better' B Rosenshine 'Excellence in teaching model' EEF toolkit +8months when instant feedback strategy is applied. Early years interventions moderate impact (+5 months). <i>Mike Gershan 'Feedback loop'</i> <i>Dylan Williams 'Using feedback effectively'</i> <i>EEF recommendations</i> <i>'Making the best use of teaching assistants.'</i> 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5, 6

Teaching Assistants deliver small group targeted support, interventions and Language link to support bridging gaps. Little Wandle Phonics continues to be delivered as some pupils begin their time at Windy Arbor with a lower than expected level of development in speaking and listening. The lowest 20% of pupils take part in the letterbox project with the offer of 1:1 reading weekly and monitoring of home reading. Keep up sessions – half termly phonics assessments and termly reading assessments. BLAST training and delivery to be implemented for Reception children to strengthen early language skills. Develop and revise Maths No Problem, with discrete arithmetic lessons, to support basic skills. Continue to embed. Mastery in number introduced in the early years. Weekly recalls to revisit prior learning. End of term assessments are held to assess learning along with Multiplication Tables Check in year 4. Increase in concrete resources to support understanding and language development. Times Table Rockstars is used from Years 1-6. Bespoke CPD for staff based on the teaching and learning cycle. CPD on metacognitive and oracy strategies to improve independence.	EEF Teaching Assistant Interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF report on effective professional development states that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Plus Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 4, 5
--	---	------------

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

Budgeted cost: £118,561.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessing Pupil premium children on a vulnerability scale so that staff know the barriers and their most vulnerable. Continue to improve and support behaviour for disadvantaged pupils in order to enable them to achieve in line with other pupils nationally at the end of each key stage. Further develop self-regulated learners, who are aware of their strengths and areas to develop, and motivate themselves to engage in learning. Embed strategies which are tailored to meet individual needs, with individual targeted approaches and mentoring programmes, including: • Flourishing Futures • Little Wandle rapid catch-up • EEF metacognition and oracy training for staff	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) 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:	1, 2, 3, 4, 5, 6

• Speech and language therapist 2x day per week • SEMH for 100 hours – high needs support for staff actioned by Assistant Senco • Writing training for whole school • Oracy training for the writing lead to enhance spoken language approaches. • Next step from oracy training to further improve pupil talk	<u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u> 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> EEF evidence indicates that tutoring can be effective, delivering 5+months Extensive evidence shows metacognition can provide a high impact (+7 months) for a very low cost. EEF report metacognition and self-regulated learners. Costa & Garston 'Learning how we learn.' Guy Claxton 'Helping children become better learners.' Social and Emotional Learning - Moderate impact for moderate cost, based on extensive evidence (EEF Toolkit).	
Embed strategies in reading which are tailored to meet individual needs, with individual targeted approaches including: Reading Gladiators (GDS) Letterbox project - Identify bottom 20% Letterbox project mornings to enhance parental engagement Little Wandle catch up sessions	Gov.uk reports on A growing number of studies that show promoting reading can have a major impact on children and adults and their future https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	2,4,5
School led tutoring 3 members of staff employed weekly and 1 member every other week to support 1:1 and small group catch up in year 6. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	High quality teaching is the most powerful lever schools have for improving pupil outcomes. High quality tutoring can offer crucial evidence-based support for pupils.	2, 5, 6

Regular monitoring of planning and outcomes. Data is regularly reviewed.	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&utm_medium=search&utm_campaign=site_search&search_term=tutoring	
SEN Speech, language and communication needs are a high primary need. Speech and language therapist / 2x day per week Ongoing, Pupil premium pupils are targeted. On-going support for pupils as a result of gaining a 'Nurture school' award.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 5

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

Budgeted cost: £52,722.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering an extensive number of extra-curricular activities, offered at no cost to children. 50 after school clubs throughout the year, offered at no cost to children. Offering a range of experiences including; access to resources, trips, visitors in order to broaden their knowledge and perspective of the world. Ensure children are in school and ready to learn. Breakfast club offered daily from 8am to 8.30am. Mid-morning snack session for pp children to ensure hunger is not a barrier to learning. Subsidising Residential trips. Supporting cultural capital, ensuring out of school experiences for PP children, with the same opportunities offered. A range of workshops for parents offered to promote engagement. Years 1-6 PE t-shirts and shorts for disadvantaged children.	EEF guidance reports on the benefits of working with parents to support children's learning. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669908837 Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-	3,4,5

	<u>boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast</u>	
Two learning mentors – 1:1- small group sessions to extend roles in school Inclusion Team Referrals with bespoke targeted plans for individual pupils – high levels of communication Art Therapy Takeover day Forest school	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): <u>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</u> There is some evidence to suggest that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond <u>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=skills%20builder</u>	1, 2, 3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training for SLT to develop and implement new procedures. Employment of external attendance and welfare officer to assist in improving attendance (CSAWS) Continuing with Attendance panels with CSAWS and SLT to challenge parents of children with persistently low attendance. Attendance awards and incentives shared weekly with children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Total spend: £326,126.33

Part B: Review of the previous academic year

Pupil Premium Impact Statement – Summer 2025

This year, Windy Arbor Primary received Pupil Premium funding supporting 55% of our pupils. Our strategy has focused on raising attainment in reading, writing, and maths, improving attendance, and ensuring disadvantaged pupils have equal access to enrichment and wellbeing support.

Pupil Premium children at Windy Arbor enjoy coming to school and speak highly of the teachers, the support they receive, and the positive relationships they have with staff. They feel both challenged and supported. One pupil shared, “They help all the time if I need help and it has helped me a lot.” Others commented on learning tools and strategies, saying, “Miss shows you ways to work it out by yourself... or you can ask a partner.” Pupils enjoy reading, writing, and school events like discos, and feel proud of their progress: “Yes, because I read cool books because I know all the sounds now.” As one child summed up, “I love school because you get to see your friends and learn new things.”

Outcomes

Pupil Premium pupils have shown notable improvements in reading throughout this year. Reading outcomes demonstrate that disadvantaged pupils are increasingly able to achieve in line with their peers:

- KS2 PP: 82% vs National 75%
- Year 1 PP: 74% vs National 71%
- KS2 SEND PP: 86%

In reading, children at KS2 achieved 30% at GDS, which was broadly in line with national all.

KS2 writing data is broadly in line with national averages. 70% pupil premium children achieved ARE. GDS writing was 8% for both PP and Non-PP children in year 4. However, some year groups—particularly Years 3 and 5—have not shown the anticipated improvement in writing, which will be a focus for the next academic year.

Phonics outcomes for Pupil Premium children are slightly below national all figure (80%); this is partly due to 7 pupils with SEND needs in the cohort. Overall, 75% of PP pupils met the phonics standard, 95% (other) of our children did overall which is above the national figure of 80%.

Language Link intervention has had a strong impact, with 87.5% of children from Year 2 upwards now working at age-appropriate levels for receptive language. Of the 48 pupils who took part, 45 made clear progress.

In maths, disadvantaged pupils made the strongest gains, with Year 5 improving by 35% and Year 4 by 29% compared to spring outcomes. In KS2, PP pupils achieved 73% compared to 77% all, narrowing the attainment gap to -4%. PP achieved 37% at GDS compared to national all at 26%. 57% of SEND Pupil Premium pupils achieved the expected standard in KS2 Maths SATs, and 83% successfully passed the Multiplication Tables Check (MTC).

Following targeted phase leader coaching, leaders now have a more accurate understanding of the quality of teaching in their phases. This has strengthened consistency across the school, ensured interventions are targeted effectively, and improved alignment between formative and summative assessments.

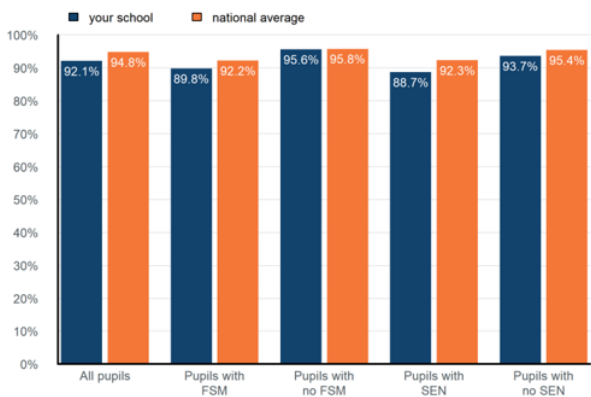
Pupils needing additional support are identified rapidly; tutoring takes place on a daily basis to ensure gaps narrow and children achieve well no matter what their barriers are. Impact is monitored half-termly and children who received these tutoring sessions made accelerated progress.

Attendance and Behaviour

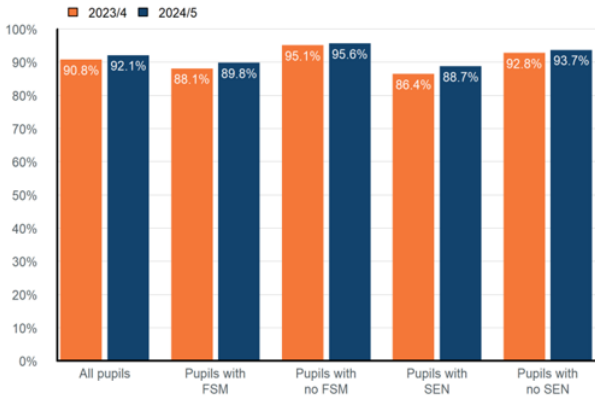
Attendance for Pupil Premium pupils remains an area for improvement. Across Years 1 to 6, PP attendance ranges from 88.3% to 92.2%, with the lowest attendance in Year 3 and the highest in Year 5. In comparison, Non-PP attendance is consistently higher, ranging from 94.2% to 97.5%. Nationally, primary attendance averages around 94.8%, while attendance for disadvantaged pupils is slightly lower at approximately 92.2%. Windy Arbor's PP

attendance in most year groups falls below both national averages, with Years 2 and 3 showing the widest gaps. This highlights the ongoing need for targeted attendance support and early intervention. Although part-time timetables have influenced attendance figures, overall attendance has improved compared to last year across all pupil groups.

Pupil Group Attendance Comparison Summer 2025



Previous Academic Year Comparison



The Attendance Club has had a measurable impact—100% of participating pupils improved their attendance, and 56% moved out of persistent absence, the majority of whom were Pupil Premium pupils. 69% of pupils improved their attendance.

Learning mentor support has contributed to stabilising Year 5, where behaviour had previously impacted attainment. While exclusions remain low overall, they continue to disproportionately affect Pupil Premium pupils, underscoring the need for continued focus on inclusive strategies and pastoral support.

Enrichment and Wellbeing

Beyond attendance, over 96% of Pupil Premium pupils attended at least one after-school club, matching the participation rates of their peers. Pupil Premium pupils also accessed trips and residential through subsidies, ensuring full participation in enrichment opportunities.

Targeted SEMH (Social, Emotional, and Mental Health) interventions—including Relax Kids, art therapy, nurture groups, and forest school—have supported pupils’ confidence, wellbeing, and readiness to learn. Increased family engagement through workshops and personal invitations has boosted uptake of wider opportunities among disadvantaged families.

Next Steps

Moving forward, Windy Arbor will continue to prioritise writing outcomes, particularly in Years 3 and 5, and focus on improving attendance for Pupil Premium and SEND pupils, with special attention to Years 2 and 3. We will maintain our commitment to teaching consistency, building on the positive impact of phase leader coaching, while strengthening family engagement and reducing barriers to enrichment.

Interventions will be closely monitored to ensure they are effective in accelerating pupil progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mastering Number	NCETM
Little Wandle Phonics	Little Wandle

