

WINDY ARBOR PRIMARY SCHOOL

Pupil Premium Strategy statement 2021-24

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	427
Proportion (%) of pupil premium eligible pupils	55% (235 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 23
Date on which it will be reviewed	November 24
Statement authorised by	Jane Taylor
Pupil premium lead	Claire Jones
Governor / Trustee lead	Nick Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£341, 925
Recovery premium funding allocation this academic year	£33, 089
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	
Total budget for this academic year	£375,014

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.
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. 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.

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
To ensure that PP children will have reached the expected level of progress/attainment in Reading, writing and maths.	End of Key stage outcomes in 2023/24 will show disadvantaged pupils to achieve in line with other pupils nationally.
To ensure that PP children have access to quality first teaching to enable them to make at least expected progress by the end of KS2 in English and Maths.	By the 2023/24 Key stage progress data will show that: Disadvantaged pupil progress in maths and English to be in line with National The percentage of disadvantaged pupils who attain greater depth to increase to national.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils to achieve in line with other pupils nationally at the end of each key stage. Improve attendance to the national average (96%) and reduce persistent absence to the national average (9%)

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: £ 180000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase leaders to be released to support staff in providing interventions for both SEN and GD children.	EEF Guide supporting school planning 2020-2021 highlights the importance of prioritising high-quality instruction in the classroom.	2,3,4,5
Staff completing NPQs will drive new initiatives across school to raise standards	EEF report on effective professional development states that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2

Ensure QFT in all classrooms through robust monitoring	EEF Attainment Gap report 2018 acknowledges QFT has a significant impact.	1,2,4,5
CPD on metacognitive Strategies to improve independence	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=meta	1,2,4,5
Little Wandle - Keep up sessions – half termly phonics assessments and termly reading assessments.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4,5

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

Budgeted cost: £70500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Letterbox project - Identify bottom 20% Letterbox project mornings to enhance parental engagement	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	2,4,5
Beanstalks	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
Reading Gladiators		2,4,5
Reading Champions		

Little Wandle catch up sessions	EEF reports that systematic phonics programs have a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=catch%20up%20ph	2,4,5
School led tutoring	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. 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 An extended after school tutoring program, targeted at PP children, will be introduced. This will help address gaps in learning and areas of development. This will also be linked this with physical fitness and active learning, not only to encourage higher attendance levels, but also to impact the well-being and physical health of pupils.	4,5
Workshops for parents	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	4,5
Speech and Language therapist	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2,4,5
TAs - Read aloud 1-2-1	EEF recommendations making the best use of teaching assistants.	2,4,5
Tas - Monitoring home reading – rainbow readers		4,5
Language Link (overseen by SENCO)		

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

Budgeted cost: £ **110000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support from LA	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3,4,5
X2 learning mentors – 1-21- small group sessions	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3,4,5
Inclusion Team Referrals with bespoke targeted plans for individual pupils – high levels of communication		3,4,5
Relaxed kids – yoga		1,2
Art Therapy	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 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	3,4
Takeover day		2,4
Skills builder throughout curriculum		1,2,4,5
Residential Trips		2,3,4
Health living		2
Forest school		2
CSAWS	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=atten	3,4
Attendance awards		3
Breakfast Club	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-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	3,4,5
Mid-morning snack session for pp children to ensure hunger is not a barrier to learning		4,5

School & PE bags with full kit & water bottles in early years		4
Years 1-6 PE shirt and water bottle for disadvantaged children		4

Total budgeted cost: £ 360,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

21-22 Outcomes

Internal assessments for the for academic year 2021-22 show that the percentage of disadvantaged pupils reaching the expected standard in Reading, Writing and Maths has increased and the attainment gap between pupil premium and non pupil premium children has been reduced. Data also shows that the greatest increase in attainment for disadvantaged pupil is in Reading, with the percentage of children achieving the expected standard currently being in line with that of the non pupil premium children. This is pleasing to see as Reading has been a strong focus when allocating Pupil Premium funding.

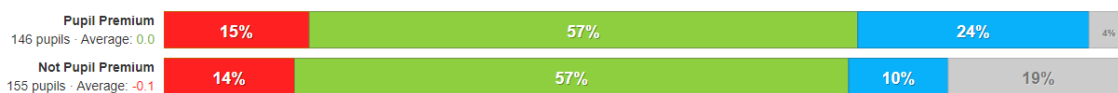
The data below shows a comparison of progress levels for disadvantaged and non-disadvantaged pupils, currently in years 2-6, over the last academic year. It is clearly evident that while expected levels of progress in both groups are similar, above expected levels progress for disadvantaged pupils far exceeds those of non disadvantaged pupils, which again shows that the gap between pupil premium children and non pupil premium children is closing. This is across Reading, Writing and Maths and could be a result of various aspects of support and intervention that have been put in place as a result of pupil premium funding, that are having an impact across different areas of the curriculum.

Progress Overview for Pupils in Years 2-6 – 2020-2021 Summer 2 to 2021-2022 Summer 2 Main Assessment

Print

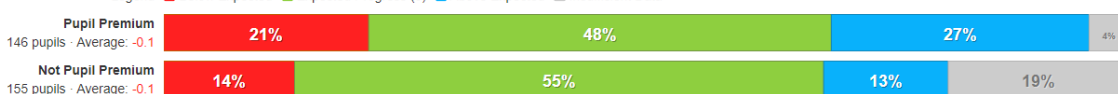
Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



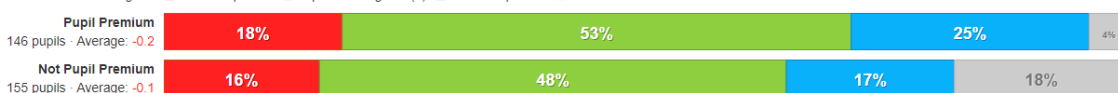
Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Despite changes to the Early Years Framework, internal data comparisons indicate that there has also been an increase in the percentage of disadvantaged pupils reaching the expected standard in all areas. While disadvantaged pupils are not in line with other children in most areas of the Early Years Framework, this is not the case for areas relating to creativity and imagination, where pupil premium children are out performing non-pupil premium children.

Attendance has been a huge focus and in the academic year 2020-21 Windy Arbor's attendance percentage was 94%. Despite this being below the national average for that academic year, it is slightly above the national average for North Solihull.

22-23 Outcomes

Annual whole school pupil voice surveys reveal that Pupil Premium children attending Windy Arbor enjoy coming to school. They spoke highly of the teachers in school, the positive relationships and how much staff in school do to help them. They enjoy lessons and feel both supported and challenged.

In the academic year 2022-2023, an in-depth analysis of attainment levels between Pupil Premium (PP) and non-PP pupils reveals varying degrees of achievement across different subjects and year groups.

Across school, non-PP pupils consistently demonstrated higher levels of attainment in reading, outperforming their PP counterparts. This pattern persisted across subsequent years, with disparities ranging from 11-23 percentage points. Similarly, in writing assessments, non-PP pupils generally showcased higher levels of achievement across the years. The differences in attainment fluctuated between 11-24 percentage points. Disparities in math attainment were evident across different years as well. Non-PP pupils consistently outperformed PP pupils, with differences ranging from 7-26 percentage points.

While non-PP pupils generally achieved higher levels of attainment across reading, writing, and math assessments, it's essential to recognise the progress and efforts of PP pupils. Whole school internal progress data shows less of a gap between PP children and Non-PP children, with some year groups, such as year 6, showing similar percentages achieving expected or greater progress in reading and maths.

The robust data analysis highlights the need to reflect and refine the strategies put in place for our pupil premium children, to ensure they are getting the very best offer and that the gap is being closed. With this in mind Windy Arbor are developing an extended after school tutoring program, targeted at PP children, to help address gaps in learning and areas of development. This will also be linked this with physical fitness and active learning, not only to encourage higher attendance levels, but also to impact the well-being and physical health of pupils.

In addition to this, school will begin implementing regular Pupil Premium Panel meetings to ensure that those most in need will receive appropriate targeted support. Meetings will involve key adults from across the school coming together to decide on the most relevant and impactful strategies and interventions to implement, for specific groups of Pupil Premium children. This will inform the extended tutoring program and will be monitored and reviewed regularly.

At Windy Arbor we recognise that quality first teaching has the biggest impact on children's outcomes. Therefore, we have collaborated with schools who have similar cohorts and have reviewed how we teach reading and chosen to double the length of reading sessions

and introduce a more robust and proven system to improve progress and attainment. We are also providing targeted CPD sessions to improve the delivery of English teaching, including oracy and moderation. In maths, we have identified areas where children appear to struggling, this has then informed coaching and CPD sessions to enhance quality first teaching.

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

