

WINDY ARBOR PRIMARY SCHOOL

Pupil Premium Strategy statement 2021-24



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

When deciding how to spend the Pupil Premium funding it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and include; school readiness in EYFS, poor language acquisition and vocabulary, low attendance of Pupil Premium children, levels of engagement of Pupil Premium children and their families, attainment in reading and typically lower starting points in English and Maths than national expectations.

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.

Pupil premium strategy statement

School overview

Metric	Data
School name	Windy Arbor Primary School
Pupils in school	435
Proportion of disadvantaged pupils	PP 49.43%
Pupil premium allocation this academic year	£312,850 inc recovery premium
Academic year or years covered by statement	2021-22
Publish date	December 21
Review date	November 22
Statement authorised by	Jane Taylor
Pupil premium lead	Claire Jones
Governor lead	Nick Stephens

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No statutory data 2020-21
Writing	No statutory data 2020-21
Maths	No statutory data 2020-21

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No statutory data 2020-21
Achieving high standard at KS2	No statutory data 2020-21.
Measure	Activity
Ensure PP children have reached the expected level of progress/attainment in Reading, writing and maths	Closing the gap with attainment with reading and phonics. Identify bottom 20% for letterbox project Letterbox project mornings to enhance parental engagement Keep up Little Wandall sessions – half termly phonics assessments and termly reading assessments. Introduce essential spelling to ensure teaching of spelling Vocabulary Ninja

Ensure all 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	Ensure QFT in all classrooms through robust monitoring Staff completing NPQs will drive new initiatives across school to raise standards CPD on metacognitive Strategies to improve independence
Improve attendance	Inclusion Team work
Barriers to learning these priorities address	School readiness in EYFS Poor language acquisition and vocabulary Attendance of Pupil Premium children Engagement of Pupil Premium children and their families Attainment in reading Typically, lower starting points in English and Maths than nationally
Projected spending	£282,690 (pp spend) + £30,160 (recovery premium)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores I KS2 reading July 2021	July 2022
Progress in Writing	Progress in Writing Achieve at least national average	July 2022
Progress in Mathematics	Progress in Mathematics Achieve at least national average	July 2022
Phonics	Phonics Achieve at least national average in	July 2022
Other	To improve the attendance of PP children to be at least in line with local schools and that children recorded a PA is at least in line with national school.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Reading	Teaching assistant Support: Read aloud 1-2-1 Letterbox Interventions Reading practice Monitoring home reading – rainbow readers Language Link (overseen by SENCO) External Support: Beanstalks Reading Champions Resources: Little Wandle Teachers: Reading Gladiators

SEMH and wellbeing	SEMH support from LA X2 learning mentors – 1-21- small group sessions Inclusion Team Referrals with bespoke targeted plans for individual pupils – high levels of communication Inclusion Team – Inclusion drop in for parents (9am – 10am); Meet and greets External support Relaxed kids – yoga Art Therapy
Covid Recovery Catch Up	School led tutoring
Barriers to learning these priorities address	Poor language acquisition and vocabulary Attendance of Pupil Premium children Engagement of Pupil Premium children and their families Attainment in reading Typically lower starting points in English and Maths than nationally
Projected spending	£277, 132

Wider strategies for current academic year

Measure	Activity
Raise aspirations	Takeover day Skills builder throughout curriculum Residential Trips
Attendance	Dedicated CSAWS staff and supervision support CSAWS home visits on Friday Inclusion Team working with key families: Targeted phone calls Late Gates Pick-ups and drops off Motivation: Attendance Assemblies Termly Treat Breakfast Club
Engagement	Mid-morning snack session for pp children to ensure hunger is not a barrier to learning

	School & PE bags with full kit & water bottles in early years Every other year PE shirt and water bottle
School Readiness in EYFS	Early Starting Age Little Wandle (explore strategy) Forest School Reading workshops and phonics workshops for parents
Barriers to learning these priorities address	Attendance of Pupil Premium children Engagement of Pupil Premium children and their families School readiness in EYFS
Projected spending	£40,823

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Limited subject knowledge when implementing new initiatives such as Little Wandle and Essential Spelling	Whole School CPD from little Wandle advisor and Phonics and Early Reading Lead Peer to peer observations Observing partnership Schools
Targeted support	TA's subject knowledge of new initiatives To ensure children make accelerated progress	Weekly TA meetings with senior leader Termly intervention scrutiny completed by phase and senior leaders and monitoring of provision map completed by class teachers
Wider strategies	Limited time of inclusion team to make desired impact Sustained attendance and engagement of disadvantaged families	Additional member of staff to support any gaps CSAWS and CFSW supporting identified families

Review: last year's aims and outcomes

Aim	Outcome
Aim: To ensure PP children make rapid progress to 'close the gap' between themselves and their peers where needed. To ensure 'More Able' PP children are sufficiently challenged and reach their full potential.	Limited evidence to show Pupil Premium children reached their full potential as learners. Whilst all efforts were put in place despite the robust remote learning in place, bought laptops and effective intervention being implemented there were still gaps that are continually being monitored and evaluated.
To address and break down any barriers to learning faced by disadvantaged pupils with a focus on attendance and punctuality.	Unvalidated due to national lockdowns and limited attendance in school of all children however during lockdown in January 2021 73% of children were recorded as having attended school including 74% SEND children 71% PP children and 97% LAC.
To ensure there are a range of extra-curricular and enrichment activities that all pupils can access	Whilst we were unable to ensure all disadvantaged pupils were able to attend clubs and trips so they can gain valuable life experiences due to COVID we did provide additional opportunities. These were activities such as online challenges; off screen activities linked to outdoor and wellbeing afternoons; links to a variety of extra- curricular activities that could be accessed at home which as a result improved engagement and wellbeing of pupils.
To provide support for individuals on a 'child by child' basis by ensuring rigorous tracking systems and excellent communication between teachers and the pastoral team.	Every family were supported which meant it improved all pp children's approach to learning. Communication was improved greatly between parents and teachers due to direct contact.