



As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

In Windmill L.E.A.D. Academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20	
Academy	Windmill L.E.A.D. Academy
Pupil Premium Leader	James Colvin



Name of Academy: Windmill L.E.A.D. Academy

Academic Year	2019-2020	Total PP budget	£211,840	Date of most recent PP Review	July 2020
Total number of pupils	464	Number of pupils eligible for PP	132	Date for next internal review of this strategy	September 2021

Pupil Premium Report Academic Year 2019-20 End of Summer Term (using data from Spring 2 2020)

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
F1 and F2		£12000 and £12000	<p>Early Years Foundation Stage Two children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for Spring 2 2020 children eligible for Pupil Premium have made good progress in all areas – both prime and specific.</p> <p><u>Communication Intervention:</u> Boromi bags improved play and communication for all children involved in the project – with very strong anecdotal evidence from professional dialogue with parents and staff. Speaking improved, with children making +3 months progress by Spring 2 (due to range things in place for this priority – Boromi was one strand of this)</p>	<ul style="list-style-type: none"> • Writing is the area where children made the least progress. Barriers to learning in school relate to insufficient opportunities for modelled writing. • External barriers relate to exposure to a rich and varied vocabulary in English is often limited. Therefore, we will continue with the



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			<p><u>Additional intervention groups:</u> Additional adult time allowed for extra groups daily, to pre-teach sound awareness and engage children in active phonics and auditory memory activities. Following the RWI principles our children made +3 months in speaking by Spring 2</p> <p>Evaluation of the strategy</p> <p>With strong progress by all PP pupils the strategy was successful overall and will be built upon focussing on developing via the research based intervention identified from EEF research.</p>	<p>approach to tackle the need for spoken language to develop.</p> <ul style="list-style-type: none"> Looking at research on the EEF to develop early intervention initiatives developing language we have selected the Nuffield Early Language Intervention (NELI)
1	10 15%	£18000	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>There has not been a Phonic Screening Check for 2020. However, we were on track for PP pupils to attain well, with ¾ of PP pupils expected to reach the threshold for Phonics.</p> <p>Based on Teacher Assessments for Spring 2 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment was almost identical for PP and Non-PP pupils in this year group in all areas, with PP pupils closing the gap in reading and writing.</p>	<ul style="list-style-type: none"> The Year 2 strategy for next year is targeted at the needs of this cohort – which were very balanced in terms of outcomes and this is reflected in the approach.



			Evaluation of the strategy With strong progress and attainment now equal (between PP and Non-PP), the strategy was effective for Year 1 and will be continued next academic year.	
2		£17000	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. Outcomes for this year have however, been based on teacher assessment from Spring 2</p> <p>Based on Teacher Assessments for Spring 2 2020 pupils eligible for Pupil Premium have made good progress in writing, maths and grammar. In reading progress was not as strong as all other pupils were – due to a slight fall in the number of PP children attaining GDS. Attainment for the Pupil Premium group in this year group is significantly above non-Pupil Premium group.</p> <p>Evaluation of the strategy:</p> <p>Greater emphasis needs to be placed on the provision for GDS and potential GDS PP pupils in this cohort next year. All other PP performance measures were very positive in this cohort.</p>	<ul style="list-style-type: none">• PP pupils attain significantly higher in this cohort in all areas except GDS maths.• GDS maths will have a specific intervention added in
3		£11000	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for Spring2 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and GPVS. In maths, progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is significantly below non-Pupil Premium group. (This is the only cohort where that is the case).</p>	<ul style="list-style-type: none">• Progress in Maths for PP pupils will be a key focus of learning reviews for this cohort and for specific intervention.• PP pupils in this group account for



			<p>Evaluation of the strategy</p> <p>The gap between PP and Non-PP pupils grew in this cohort (again, no this was not the case in any other cohort). Partially this is explained by mobility: 5 PP pupils left (80% at EXS and 5 arrived 1 at EXS). In addition however, three did not make good progress and they will, along with the new PP pupils at WTS) be targeted for specific maths interventions from the additional adult in Year 4 next academic year.</p>	<p>45% of this cohort and need to diminish the difference across the board.</p> <ul style="list-style-type: none">• Additional SEND support has been targeted at key children to allow the TA to focus on more time with intervention groups for 2020/21
4		£15420	<p>In Year 4, pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for Spring 2 2020 pupils eligible for Pupil Premium have made good progress in all areas, with 100% making good or better progress writing, maths and GPVS. In all areas PP progress was stronger than Non-PP progress. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group.</p> <p>Evaluation of the strategy</p> <p>PP pupils made excellent progress and attain higher. The process will be tweaked slightly with this cohort accessing breakfast boosters next year, which will focus on Maths (and particularly Maths at GDS for PP pupils – the next area for development in this cohort).</p>	<ul style="list-style-type: none">• Continue with the provision next year as it has impacted well• Breakfast Boosters will introduced to this cohort – focussing on the GDS maths aspect



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5		£21420	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for Spring 2 2020 pupils eligible for Pupil Premium have made good progress in all areas (and in line or above Non-PP pupils in all areas). Attainment for the Pupil Premium group in this year group is in line with non-Pupil Premium group.</p> <p>Evaluation of the strategy</p> <p>Overall PP attainment improved and progress was very strong in all areas. However, the overall attainment of this cohort (PP and Non-PP) is still an area to develop further.</p>	<p>In addition to the current strategies, which have proved effective for this cohort, we will use a booster teacher to support with additional provision in both English and Maths for this cohort in Year 6.</p>
6		£26000	<p>In Year 6, the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas with 100% PP pupils making good or better progress across the board.</p> <p>Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group by 7%</p>	<p>This cohort will be in Year 7 next year.</p>



			Evaluation of the strategy The strategy was largely successful with 100% of PP pupils making good or better progress.	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Increase the provision of reading material (books) to read in school and at home.	All	£9000	The number of children actively engaging in the weekly reading expectation has significantly risen with 98% of KS2 now completing their weekly reading expectation of reading three times a week.	Continue the in school monitoring and following up procedures and review book need at the end of this academic year – but no spend required this year as reading books are now well stocked.
Raise attendance	All pupils	£13500	The impact of this strategy is very complicated to fully assess this year as attendance levels were skewed by COVID 19, including that some parents choose to, in large numbers, keep children at home prior to the closing down date imposed by Government. Even greater numbers withdrew children between the announcement and the full lockdown, again making the numbers left skew expected outcomes in normal circumstances.	Based on the outcomes of previous years, which showed an improvement of attendance rates for PP pupils we will continue this for one year and review outcomes.



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Increased non-contact time for SENDCo	97 (47 PP pupils)	£9500	Systems to support staff are now in place for them to access direct help with developing strategies and outcomes for children with additional and different needs – including SENDCo support in class time. The outcome has been all children eligible receiving specialist support from the TAC (Team Around the Child) Team.	Continue to contribute to this as high numbers of PP children (47) also have additional and different needs being supported via the TAC team.
Breakfast Club (Inclusion and supporting confidence)	42 (30 PP Pupils)	£9000	Those attending were reported by school staff to start the day with a positive attitude to learning and also received a good breakfast ensuring a positive start to the school day. Monitoring also shows a decline in amber or red warnings on our Trackit behaviour system for those children involved in breakfast club.	Continue the strategy, starting September 21 st - again targeting support for PP key children.
Lower/remove barriers to learning through Counselling	12 pupils	£3000	Individual counselling records show individual impact measures, with positive outcomes being recorded in a range of ways.	Continue offer for counselling for the most vulnerable FSM pupils in the next academic year and review again.
Support key children to make accelerated progress in Reading and Spelling	90 pupils	£1500	The children involved with this key strategy made an average of +3 months progress through this intervention	Repeat the offer. Continue to target key PP children.
Allocation of funding to support eligible families with uniform costs.	180	£4322	Professional dialogue and pupil questionnaires highlight that this popular strategy increased pride and sense of belonging for children and enabled a successful engagement with our school uniform policy. Parent feedback highlighted this as valued strategy within the community.	Repeat the offer as before.



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Additional Lunchtime Clubs.	210	£7195	Improved fitness, Physical Education skills and wellbeing of pupils. Enjoyment of learning and attending school are evident and were shown in both parental feedback, staff feedback and pupil questionnaires.	Repeat the offer. Continue to target key PP children.
After School Clubs	210	£4500	Improved fitness, Physical Education skills and wellbeing of pupils. Enjoyment of learning and attending school are evident and were shown in both parental feedback, staff feedback and pupil questionnaires.	Repeat the offer. Continue to target key PP children.
Homework Clubs	120	£4500	These clubs were to target key and specific learning gaps and were integral to the success and progress rates of these key children.	Repeat the offer. Continue to target key PP children.

Summary: how well are eligible pupils doing? Is the difference diminishing?

- On average across KS1 and KS2 PP pupils 96%+ made good or better progress in all core areas of the curriculum (Reading, Writing and Maths) as well as in GPVS.
- PP pupils attain higher in four of the six year groups and in line in the fifth. Strategy in place for other year group

Summary of Proposed Actions for the 2020/21

- A significant number of the strategies will be rolled over for this year as data shows they have been effective, with tweaks where appropriate.
- In addition EEF researched interventions are being added in across FDN, KS1 and KS2 – some of these via Pupil Premium and some via the new Catch-Up Funding Programme post COVID-19.
- The additional consideration is the amelioration of the impact of continued high mobility – mobility is very high within the school and was even more prevalent in PP pupils this year. As such mobility and the impact of it will be tracked very closely with half term updates on the impact it has on our attainment and progress figures.



Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	Windmill L.E.A.D. Academy				
Pupil Premium Leader	James Colvin				
Academic Year	2020 - 2021	Total PP budget	£225,270	Date of most recent PP Review	July 2020
Total number of pupils	438	Number of pupils eligible for PP	144	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc.)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Boys attain lower than girls in years 1, 2, 3, 4 and 6 (not 5) at EXS in all areas – with the widest gap in writing.	70% of the pupils at Windmill L.E.A.D Academy did not meaningfully engage with education during the period of March 23 rd until September 2 nd during the period of non-mandatory period of attendance
Pupil Premium pupils attain as well as Non-PP pupils overall at EXS but not at GDS	Windmill L.E.A.D. Academy is situated in a community identified as in the most deprived 3 to 5% of Britain according to the IDACI scale, meaning material poverty, health (physical and mental) issues and dental health issues, high crime rates and a range of other challenges for the community.
A significant number of PP children also have EAL (48%) – this is approximately half of all PP pupils. However, this is lower than the school average for EAL of 6/10. Non-PP pupils are 71% EAL.	6/10 children at Windmill have English as an additional language. This is in the highest quintile nationally.



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23% of Pupil Premium Pupils also have SEND (Special Educational Needs) – this is approximately 1 in 4 pupils.	Mobility is high. Typically, any class will experience three pupils leaving and three arriving. To date 70% of children who move on are at EXS but only 15% of those arriving
31% (approximately 1 in 3) of male pupil premium pupils also have SEND.	New to English: a significant number of our children who arrive are at stage 0 or stage 1 of English acquisition and require specialist support to access learning and accelerate their language learning.
Writing remains the area of lowest attainment for all pupils and PP pupils.	Safeguarding and Social Care are both prevalent – affecting a significant number of families within the community.
Year 4 PP pupils are below Non-PP pupils in all areas at EXS and GDS. This year group is unique in this respect	35% of the school community (approximately 1/3 pupils) are eligible for Pupil Premium Funding. In addition to this a significant number of pupils are shown to be affected by poverty but not eligible for Pupil Premium Funding.

3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs.						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	To raise the % of PP children at ARE in Speaking to 65+%	65% of N2 PP pupils attain expected standard 100% show good or better progress	Boromi bags/activities	Teach First Innovation Award Boromi Bags are part of a programme that helps young children develop the foundations they need to thrive and reach their potential, supporting parents to stimulate and learn through play, interaction and most importantly through increased language opportunities.	Termly outcomes Parent and Teacher dialogue Observations of children	£1500 for F1 Bags, including new mini-me home bags.



	As above	As above	Additional adult time (5 days of Learning Support Assistant [LSA]Time)	Improving the adult to child ratio allows for additional staff to child interaction during play based learning; additional interventions for key children; additional inputs for key individuals including SEND support.	Foundation Stage Leader via weekly feedback meetings DHT via half termly monitoring	£17500 contribution
Year R	To raise the % of PP children at ARE in Speaking to 70%+	70%+ of eligible pupils reach the age related standard		Teach First Innovation Award Boromi Bags are part of a programme that helps young children develop the foundations they need to thrive and reach their potential, supporting parents to stimulate and learn through play, interaction and most importantly through increased language opportunities.	Early Years Foundation Stage Leader to analyse data each half term and monitor quality of provision and provide ½ termly feedback to PP Leader	£1500 for F2 bags, including the new 'Keep Me' bags
	To reflect the greater emphasis on Literacy skills in EYFS after lockdown we are focussing on those skills	70%+ of eligible Pupil Premium pupils to achieve in Writing.	Indoor and outdoor fine motor provision/resources	An audit of the Early Years Foundation Stage provision showed that there could be more resources to give opportunities for children to develop their writing skills, particularly fine motor, for example, developing the pencil grip.	Early Years Foundation Stage leader to monitor quality of provision and provide summary report	£1000
	Nuffield Early Language Intervention (NELI). Communication and Language is the key prime strand for EYFS children who have fallen behind.		Twice weekly sessions for one whole term (TA to 8 groups of 4	EEF research shows children in this intervention make +4 months progress for the 30-week programme. We will review the programme termly.	EYFS Phase Leader and TA delivering will review progress made every half term – with in depth termly reviews	One day of TA time per week funded to deliver this: £7000



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<p>Year 1</p>	<p>Increase the percentage of children obtaining national outcomes and GDS</p> <p>Additional Apprentice for high level SEND needs for PP pupils in this year group</p>	<p>Increased progress rates for pupils (above 3.0+) Raise the percentage obtaining ARE by 3 to 5%</p> <p>Key support for those PP children with high level additional and different needs</p>	<p>Additional Phonics interventions Additional Reading interventions Additional Maths interventions Additional Writing Interventions</p> <p>Apprentice will provide additional and different support via group and 1:1 direct support for those children with high level needs, thus allowing the TA to complete the above mentioned interventions for other PP children</p>	<p>The EEF has found that high quality interventions in Early Years equate to +5 months of progress so a continuation of this approach in Y1 will continue to support diminished differences</p> <p>This cohort has a number of children with significant SEND needs that need additional adult support. Steps of progress will be accredited individually including use of P Levels.</p>	<p>Half termly staff reviews Termly data reviews via Data analysis by DHT.</p> <p>Weekly reviews with SENCo and half termly progress and attainment reviews</p>	<p>£20000 contribution towards year group for the</p> <p>£15000 contribution</p>
<p>Year 2</p>	<p>Increase the percentage of children obtaining national outcomes and GDS</p>	<p>Increased progress rates for pupils (above 3.0+) Raise the percentage obtaining ARE by 3 to 5%</p>	<p>Additional Phonics interventions Additional Reading interventions Additional Maths interventions Additional Writing Interventions</p>	<p>The EEF has found that high quality interventions in Early Years equate to +5 months of progress so a continuation of this approach in Y2 will continue to support diminished differences</p>	<p>Half termly staff reviews Termly data reviews via Data analysis by DHT.</p>	<p>£15,000 contribution</p>
<p>Year 3</p>	<p>Increase the percentage of children obtaining national outcomes and GDS</p>	<p>Increased progress rates for pupils Raise the percentage obtaining ARE by 4%</p>	<p>Additional 1:1 and small group interventions as well as additional phonics and reading comprehension groups</p>	<p>Our internal review found having additional support delivering systematic intervention contributed to the accelerated progress made in 2019-2020. We will continue with this strategy to support further diminished differences.</p>	<p>Half termly staff reviews Termly data reviews via Data analysis by DHT.</p>	<p>£ 15000 contribution</p>



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<p>Year 4</p>	<p>Increase the percentage of children obtaining national outcomes and GDS</p> <p>Provision of free music tuition and development of musical ability and engagement</p>	<p>Increased progress rates for pupils Raise the percentage obtaining ARE by 4%</p> <p>Music Tuition and instruments</p>	<p>Additional 1:1 and small group interventions as well as additional phonics and reading comprehension groups. There will also be a focus on Maths interventions as progress was weakest here for PP pupils.</p> <p>Whole Class sessions</p>	<p>Our internal review found having additional support delivering systematic intervention contributed to the progress made in 2019-2020. We will continue with this strategy to support further diminished differences. Maths is the key area for PP pupils in this year group – with only 87% of PP pupils making good progress in Maths in this cohort last year.</p> <p>Pupil well-being, increase in pupils’ auditory listening skills, timing and understanding of notation. All PP pupils within this year group will access this intervention. It also enables pupils to participate in the LEAD music festival.</p>	<p>Half termly staff reviews Termly data reviews via Data analysis by DHT.</p> <p>Professional dialogue, staff and pupil questionnaires.</p>	<p>£15000 contribution</p> <p>£ 5000 contribution</p>
<p>Year 5</p>	<p>Provision of free music tuition and development of musical ability and engagement</p> <p>Improve outcomes for key children in Maths</p>	<p>Music Tuition and instruments</p> <p>Gap between PP Pupils (especially for boys) and NonPP children to diminish</p>	<p>Whole Class sessions</p> <p>Breakfast Booster sessions</p>	<p>Pupil well-being, increase in pupils’ auditory listening skills, timing and understanding of notation. All PP pupils within this year group will access this intervention. It also enables pupils to participate in the LEAD music festival.</p> <p>The evidence from the last academic year shows children who regularly attended had faster progress rates. Free breakfast booster sessions for Key children (At least 60% of whom will be PP Pupils). Mathletics accounts paid for the key children to use at the sessions and can be accessed at home for additional opportunities to learn.</p>	<p>Professional dialogue, staff and pupil questionnaires.</p> <p>Half-termly outcomes. Progress rates v non-attending peers.</p>	<p>£ 5000 contribution</p> <p>Cost of food and preparation by Kitchen, Online Subscriptions, IT equipment and cost of Deputy Headteacher time £3000 contribution</p>



Name of Academy: Windmill L.E.A.D. Academy

	Increase the percentage of children obtaining national outcomes and GDS	Increased progress rates for pupils Raise the percentage obtaining EXS by 4%	Additional 1:1 and small group interventions in reading; writing and maths	Our internal review found having additional support delivering systematic intervention contributed to the accelerated progress made in 2019-2020. We will continue with this strategy to support further diminished differences.	Half termly staff reviews Termly data reviews via Data analysis by DHT.	£15000 contribution
Year 6	Improve outcomes for key children in Maths	Gap between PP Pupils (especially for boys) and Non-PP children to diminish	Breakfast Booster sessions	The evidence from the last academic year shows children who regularly attended had faster progress rates. Free breakfast booster sessions for Key children (At least 60% of whom will be PP Pupils). Mathematics accounts paid for the key children to use at the sessions and can be accessed at home for additional opportunities to learn.	Half-termly outcomes. Progress rates v non-attending peers	Food and preparation by Kitchen. Online subscriptions, additional IT equipment and Assistant Headteacher time £ 3000
	Support for key pupils to enable quality first teaching that leads to rapid progress rates for Y6	Progress rates for PP children to be 96%+ good or better and 20%+ at accelerated	Additional Teaching Assistant in Y6	Support for key learners with additional support needs: the intended benefit is to target the specific requirements of these key children. In turn, this increases the time the teacher and class teaching assistant can spend directly working with pupils. The evidence from last year shows Y6 pupils made the fastest rates of progress in school, with this measure being one aspect of that accelerated progress.	Percentage of Pupil Premium children at ARE and at GD (measured termly)	£ 15000 contribution
	As above	As above	Additional Booster Teacher (0.5)	Additional Booster Teacher (0.5) to work with key children, enabling specific requirements and additional and different needs to be met. Internal reviews showed that help the Y6 pupils make the equivalent of +3 months progress	The rates of progress of Y6 Pupil Premium Progress (measured half-termly)	£15000 contribution



Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Increased non-contact time for SENDCo	Reduce contact time to 0.5	To allow for greater time working with staff in situ to develop strategies for supporting key PP children with additional and different SEND requirements.	Fortnightly meetings to review progress. ½ termly data reviews of SEND progress and attainment.	£10000 contribution
Raise attendance	Attendance officer	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates. To reach 97% overall and 96% for PP pupils (over 2½% higher than the national average).	Half-termly reports including evaluations and actions.	1/3 of pupils are Pupil Premium 60% of cost- as more time spent with eligible pupils. £15,500 contribution
Inclusion and supporting confidence	Breakfast Club	To ensure we provide opportunity for key children to access additional opportunities for learning (Arts, crafts, PSHE activities) to enjoy a free breakfast and free care prior to the main school day. This enables those children to effectively access learning during the school day.	Visits to breakfast club Weekly feedback Outcomes and progress rates for chosen children monitored ½ termly	£ 9000 contribution



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Lower/remove barriers to learning through Counselling	Counsellor to provide onsite support for key children	To support key children by lowering/removing barriers to learning for key children in need of specific support due to external factors. Increased rates of pupil well-being Increased rates of individual progress	SENDCo to monitor progress rates for key children Staff dialogue	£ 6000 (£2000 per term) contribution
Support key children to make accelerated progress in Reading and Spelling	IDL and additional reading material	Evidence from last academic year showed those children who used IDL for the whole year made 7 months extra progress in Spelling and four months extra in reading.	Progress in reading recorded and analysed termly.	£1500
Homework Clubs	Providing a range of opportunities for	Closing specific learning gaps for age-related expectations and greater depth Improved school readiness	Outcomes for PP pupils at ARE and GDS	£ 8000
After School Clubs	Providing a range of opportunities for additional learning (including a range of sporting opportunities) for our pupils	Outline: Improved attitudes to learning and school readiness Improved enjoyment of school Ensure a balance of boys and girls attending The number of children who will attend clubs over the year will be at least 25% of KS1 and KS2.	Baseline of skills and end of club skills to be audited. Skills chosen relevant to the club.	£ 8000
Additional Lunchtime Clubs.	These clubs provide welcome engagement and alternative provision for those who have additional and different needs to have a successful lunchtime.	Greater enjoyment of school and learning Reduction in of lunchtime incidents for key children attending. Children will return more settled to learning and therefore make more of their learning opportunities. This will also mean other pupils do not have any interruptions to their learning. Increase in positive play experiences	Pupil enjoyment via pupil interview and professional dialogue with staff. Incident records. Behaviour points.	£ 8000



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Allocation of funding to support eligible families with uniform costs.	Key parents supported with the provision of uniform and PE Kit. Blazers provided in Y5 and Y6.	Whilst it is acknowledged that the provision of uniform does not on its own increase attainment (EEF) we believe it is important to support the inclusion and well-being of our pupils who are eligible being removing this barrier.	Feedback from stakeholders	£ 4500
			Total	£225,000

Date: 22nd July 2020

Pupil Premium Leader: James Colvin