**PUPIL PREMIUM CASE STUDY**

**2018**

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| **Name of school: Windmill Primary School** | **Headteacher: Lynn Knapp** |
| **School context including numbers of pupils on roll who are identified as disadvantaged and their make-up eg FSM, service, PLAC and LAC**  Windmill Primary School is a large 3 form entry primary school in Oxford City.  There are currently 72 children on the SEND register (12%) of which 5 children have an EHCP. There are 13% of pupils who are eligible for Pupil Premium funding, 11 of which qualify because they are Looked After or have been in the Care system. | |
| **Outcomes EY, KS1, Phonics and KS2. Differences between other year groups.**  Outcomes in Early Years above the national average in all areas with 82% meeting GLD  In Year 1 82% of pupils passed the phonics screening which was a drop of 6% from 2017. However, the pupils not meeting the threshold made good progress from their baseline set in September 2017. 6 of the 8 PP pupils passed their phonics test.  Attainment in KS1 increased significantly in 2018 with the % of pupils meeting the expected standard rising in Reading from 76% to 88%, from 46% to 72% in Writing and 67% to 83%in Mathematics. The 4 disadvantaged pupils met the expected standard in all areas.  Attainment in KS2 increased in 2018 in both writing and maths. 81% of pupils met the expected standard in maths, in writing 74% and in reading 74%. 41% of the PP pupils met the expected standard in reading, writing and maths combined, compared to 63% of all pupils. | |
| **School development priorities?**   * To embed The Write Stuff approach to teaching writing to raise attainment in writing with a particular focus on SEND and PP pupils. * To continue to embed mastery teaching in mathematics with a focus on SEND and PP pupils. * To embed pupils’ understanding of how their brain learns including growth mindset. * To raise attainment in reading at end of KS2 by teaching reading through whole class text talk and access to high quality texts. | |
| **Key actions and strategies that have led to improved PP outcomes:**   * Pre-teaching of certain key skills needed in year 1 during summer term in year R. * Focus on grammar in year 1 so that pupils better equipped on transition to year 2. * The Write Stuff programme developed by Jane Considine who also provided whole school training. Focus on quality of writing and embedding writing skills. * KS1 teachers run Sentence Club Intervention to support those who were experiencing difficulties in grasping the concept of sentences. * Jotters used actively to rehearse sentences, to edit and to improve before writing in English books. * Immediate feedback has had a significant impact on disadvantaged learners. * Spelling homework – use of investigations into words and identifying patterns linked to phonics. Pupils were not given a list of words to learn. * Dilemma Led Learning – engaged disadvantaged pupils and encouraged writing. * Developed maths mastery through Maths No Problem scheme * Developed Young Leaders in years 5 & 6 who acted as maths and English buddies in younger classes. Young Leaders received training in effective support. * Culture of growth mindset throughout the school to build resilience. * Reading – focus on developing vocabulary. Use the traffic light system developed by Jean Gross. * Talk Boost and Silver Seal for identified pupils. Early identification and intervention. * The use of a range of interventions to support social, emotional and mental health needs including a play therapist and a nurture group. * Whole school screening using Pira and Puma followed up by fine-tuned assessments where concerns raised through Pupil Progress Meetings. | |
| **What next?**   * Embed all of the strategies used in 2017 /18 throughout the school. * Focus on the weaker element of writing which is spelling. * Strengthen the growth mindset culture of the school. | |