

Pupil premium strategy statement – Windmill Hill School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant. Therefore all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable it to happen.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	48.03%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Kevin Latham
Pupil premium lead	Michelle Brett
Governor / Trustee lead	Jeanette Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 48.03%	£88,550
This is 49 students out of a total of 102 students.	
Total budget for this academic year	£88,550

Part A: Pupil premium strategy plan

Statement of intent

The intention of the pupil premium strategy funding is to enable students to be able to access education at Windmill Hill School using a wide variety of support mechanisms in place.

Our current pupil premium strategy works towards using a range of specialist members of staff to offer various interventions including family support, pastoral support and PE and Sensory Integration. We recognise that there are many barriers to our students being able to access their learning and therefore these are really important strategies to support our students to regulate and be ready to learn.

In addition, the focus on family support enables disadvantaged families to have a point of familiar contact for advice about benefits, support groups to enable students to thrive and achieve their potential, removing barriers to learning as well as providing support to raise attendance.

Future plans are to increase the availability and access to a range of therapy provisions including Occupational Therapy, Speech & Language Therapy.

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

Challenge number	Detail of challenge
1	Poor Mental Health for students
2	Communication difficulties for students
3	Parental engagement
4	Families need to access food banks, benefits, travel and other support services

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
<p>Students will have access to a range of strategies to support their mental health and wellbeing</p> <p>Students will self-regulate and access learning</p> <p>Access to PE & Sensory Integration supports student regulation</p>	<p>Reduced behavioural incidents recorded on Arbour, difference in progress diminished.</p> <p>Improve the accurate recording of behaviours on Arbour to ensure the accuracy of the data.</p> <p>Students will engage in strategies aimed at improving the mental health and wellbeing of students around the school.</p> <p>Effective use of interventions to support student regulation and wellbeing.</p> <p>Impact of Think Sport on the timetable supports student regulation.</p>
<p>Students will be able to communicate their needs and wants and be able to make progress against their communication outcomes.</p>	<p>Staff have the training needed to support the communication needs of students at Windmill Hill School.</p> <p>Students make progress against their communication outcome on their EHCP.</p> <p>Staff have a range of communication aids in place to support communication to include CIP, SALT plans, visual resources, and schedules.</p> <p>Assessment of EHCP outcomes shows individual progress with the effective use of interventions</p>
<p>Parents feel better able to support their child</p>	<p>Increased opportunities for engagement in school activities leading to an increase in parent confidence (shown through parent survey).</p> <p>Improved student attendance and wellbeing.</p>

	<p>Opportunities to engage with the Pastoral team including family support and assistant welfare lead to remove barriers to accessing learning / school.</p> <p>A range of support available to parents including access to services, workshops, information etc</p>
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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: £88,550 total. 50% = £44,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of a Family Support Worker	<p>Family Support Worker has supported families who needed additional help and guidance with communication and engagement.</p> <p>She has arranged series of collaborative workshops with local agencies like Luton Adult Learning. This is specifically for families and focuses on issues that are critical to families to support their children and their own welfare on daily basis. Some of the workshops are: healthy cooking on budget; supporting an anxious child; how to support your own and your family's mental health and wellbeing and how to manage challenging behaviour.</p> <p>Help with FSM applications, vouchers for free school uniform and shoes, carer's allowance, DLA, travel assistance arrangement and referral to other agencies.</p> <p>Signposting to other support networks and services specific to a family/child.</p> <p>Support for families to raise attendance of students</p>	3 and 4

Part funding for Think Sport to support the Emotional Regulation of students through PE & Sensory Integration.	<p>Every class has access to Think Sport to support Emotional Regulation and physical development.</p> <p>Sensory Circuits are in place for students.</p> <p>Think Sport work in collaboration with Occupational Therapy & Physio to support the EHCP outcomes of students.</p> <p>Training for staff to support sensory needs of students at Windmill Hill School.</p>	1
Training for staff for Total Communication	Planned training throughout the year for staff to target a whole school approach to Total Communication.	2
Training for Trauma Informed approaches	Planned training throughout the year for staff to target a whole school approach to supporting children who may have experienced trauma during childhood	1

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

Budgeted cost: £23,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>2 x learning mentors</i>	Support for disadvantaged pupils, when provided through a structured programme and with a clear and defined purpose can support engagement and access to learning	1
<i>Resources for sensory integration</i>	Resources identified by sensory integration specialist Occupational Therapists support students who have difficulty regulating their emotions (executive functioning skills; self monitoring / self-regulating). With targeted resources, and training, students are able to 'sensory snack; and so reducing disengagement	1,2

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

Budgeted cost: £ 20,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Support Assistant	Support for disadvantaged pupils, when provided through a structured programme and with a clear and defined purpose can support development of resilience and positive mental health and wellbeing and so support students to be available to learn and access a wider range of activities	1,2

Total budgeted cost: £ 44,275 + £23,753 + £20,522 = £88,550

Part B: Review of the previous academic year has not done this part.

Outcomes for disadvantaged pupils

This details the impact that our pupil premium spending had on students in 2022-2023 academic year.

The use of our Pupil premium funding was successful in that the Family Support Worker spent time working with all the feeder schools to get to know the families coming to us and to introduce herself to them in a range of ways, conducting home visits for welfare checks, working with families during periods of class closure due to Covid. Food banks were accessed, additional funding was accessed for those families struggling financially.

Parental workshops included: How to support an anxious child; Healthy cooking on Budget; How to support your own and your family's mental health and wellbeing; Managing challenging behaviour and Mental Health pampering sessions for parents/carers.

The Family Support Worker held monthly coffee morning with a focus topic. She invited various local agencies and support groups to introduce themselves to our parents/carer's community through coffee mornings. These included SENDIAS Luton, ASD SWAN/FLAG, Autism Bedfordshire, Epic Luton, Continence services and Luton Adult Learning.

The Family support worker helped families with FSM applications, vouchers for free school uniform and shoes, carer's allowance, DLA, travel assistance arrangement and referral to other agencies.

FSW also acted as deputy DSL to ensure comprehensive handover of safeguarding information to ensure that work continued where support was required.

Parental engagement increased throughout the year, recorded by engagement on Class dojo, attendance at coffee mornings, attendance at parents evening and parental surveys.

Parental surveys positive with constructive feedback given.

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.

N/A	
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

We did not have any service pupil premium in 2022-2023.

The impact of that spending on service pupil premium eligible pupils

N/A

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