

Pupil premium strategy statement for West Denton Primary School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	West Denton Primary School
Number of pupils in school	288 (R-Y6)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Gavin Johnston (Head Teacher)
Pupil premium lead	Gavin Johnston
Governor / Trustee lead	Catherine Carvel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£242,400

Part A: Pupil premium strategy plan

Statement of intent

At West Denton our vision is “Enjoying learning and growing together”. Our core values are: Respect – Persevere - Achieve. We aim for the best outcomes for all our pupils including those who are disadvantaged in an environment where they will flourish and thrive. We will consider the challenges faced by vulnerable pupils including those with a social worker.

- Our ultimate aim is for all children to achieve the best they can. This includes doing everything possible to ensure our disadvantaged pupils make the progress they need to catch up with their peers academically.
- We promote reading and provide a culture which encourages children to read and enjoy reading. We promote: learning to read, reading to learn and reading for pleasure.
- Our pupil premium strategy includes supporting all of our pupils to take part in all school activities. We have a proud tradition of being fully inclusive. This includes attending trips, engaging in sports clubs and experiencing high quality residential visits.
- Our curriculum is designed to increase the cultural capital of all our learners. We ensure high quality teaching across the whole curriculum with a focus on aspiration and careers to support children in learning skills for their future. Our core values underpin this with children understanding the importance of respect and perseverance resulting in achievement.

Challenges

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

Challenge number	Detail of challenge
1	Lower outcomes for disadvantaged pupils (2025) • Reception - 50% GLD for disadvantaged pupils • KS1 Reading 54% Expected for disadvantaged pupils • KS1 Writing 48% Expected for disadvantaged pupils • KS1 Maths 58% Expected for disadvantaged pupils • KS2 Reading 39% Expected for disadvantaged pupils • KS2 Writing 60% Expected for disadvantaged pupils • KS2 Maths 46% Expected for disadvantaged pupils

2	Persistent absence by disadvantaged children <i>Attendance levels for children in receipt of pupil premium</i> 23/24 92.9% 24/25 91.6% compared with 92.2% National average
3	Safeguarding concerns <i>Increased safeguarding concerns for disadvantaged pupils</i>
4	Cultural capital and widening experiences <i>Providing a wealth of opportunities for disadvantaged children in terms of visits, visitors and experiences.</i>

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
1. To achieve and sustain improved attendance for all pupils including our disadvantaged pupils.	Attendance rates from 2025/26 will show a marked improvement for all children including disadvantaged pupils towards a target of 96%
2. Improved reading attainment among disadvantaged pupils	KS1 and 2 reading outcomes will show that an increasing number of disadvantaged pupils meet the expected standard.
3. Improved maths attainment among disadvantaged pupils	KS1 and 2 maths outcomes will show that an increasing number of disadvantaged pupils meet the expected standard.
4. To provide support for disadvantaged children who are experiencing safeguarding concerns	Resources are deployed effectively to provide support for children and families as they need it
5. To provide enriching opportunities and experiences for disadvantaged children	Open access to a range of experiences including visits and visitors and targeted support for children who would benefit from specific activities.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [72,200]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics</i>	EEF Toolkit +5. A bespoke programme of synthetic phonics following the Read Write Inc. Having fidelity to the scheme and including time for catch-up as needed.	2
<i>Reading Comprehension strategies</i>	EEF Toolkit +7. Use of programs to provide support to children in developing comprehension skills: Accelerated Reader, Reading Plus and Lexia. In addition, CPD from CLPE to support the teaching of reading	2
<i>Teaching assistant intervention</i>	EEF Toolkit +4 Use of teaching assistant support staff to provide interventions to support learning for disadvantaged pupils across the school.	2, 3
<i>Mastery learning</i>	EEF Toolkit +5 teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations and an expectation of a high level of success.	2, 3
<i>Staff Access to high quality CPD</i>	High quality CPD is needed to provide teachers with up to date knowledge in curriculum, learning theory and cognitive science. This will enable teaching to be of the highest quality for all of our children.	2, 3

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

Budgeted cost: £ [100,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<i>One to one tuition</i>	EEF Toolkit +5. Using well-trained staff to provide 1:1 tuition to children to support progress in specific English and maths interventions.	2, 3
<i>Small group tuition</i>	EEF Toolkit +4. Using existing staff to provide small group tuition to children to support progress in specific English and maths interventions.	2, 3

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

Budgeted cost: £ [70,200]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve attendance</i>	DFE Working together to improve school attendance . Wider participation in school experiences	1, 5
<i>Early years communication and language</i>	EEF Toolkit +7 Working alongside colleagues from established Early Years units, we aim to improve the experience for all our children across early years to support play-based learning and engagement to increase progress in preparation for starting year 1.	1, 2
<i>Parent support partner</i>	EEF Toolkit +4 supporting the involvement of parents in the children's learning activities and more intensive programmes for families and crisis.	1, 2, 3, 4

Total budgeted cost: £ 242,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS – Good Level of Development

All Pupils 64.3%

Pupils in Receipt of Pupil Premium 50%

Year 1 – Phonics

All Pupils 74.4%

Pupils in Receipt of Pupil Premium 76.2%

KS2 SATS

Reading

All Pupils 51.1%

Pupils in Receipt of Pupil Premium 39.4%

Writing

All Pupils 68.9%

Pupils in Receipt of Pupil Premium 60.6%

Maths

All Pupils 55.6%

Pupils in Receipt of Pupil Premium 45.5%

Combined

All Pupils 44.4%

Pupils in Receipt of Pupil Premium 33.3%

SPaG

All Pupils 46.7%

Pupils in Receipt of Pupil Premium 36.4%

The data demonstrates that our disadvantaged pupils are outperforming our non-disadvantaged pupils in Year 1 phonics but are performing lower in all other measures. The gap is over 14% at the end of Reception using the GLD measure. At Key Stage 2 the gap is widest in reading at 11.7% and narrowest in writing at 8.3%

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
Reading Plus	Dreambox
Lexia	Lexia Learning
TT Rock Stars	Maths Circle
Doodle English and maths	Doodle Education
Read Write Inc Phonics	Ruth Miskin