



Pupil Premium Strategy Statement (2024-2025) – 01-10-24

School overview

Metric	Data
School name	West Denton Primary School
Pupils in school	331
Proportion of disadvantaged pupils	162/331 (49% inc Nursery)
Pupil premium allocation this academic year LAC pupil premium	151 pupils x £1,480.00 (£223,480.00), Post LAC (Awaiting data), 0 x Service children and Virtual School LAC pupils (Awaiting data). Total PP: £223,480.00
Academic year or years covered by statement	2024-2025
Publish date	July 2024
Review date	January 2025
Statement authorised by	Mick MingStones
Pupil premium lead	Mick MingStones
Governor lead	Joanne Lockey

Disadvantaged pupil progress scores for last 4 academic years

NB No KS2 external progress measure due to COVID-19 for Y6 2023-2024 cohort.

	2023-2024	PP	Non PP
July 2024 Internal data (As per T3 HT2 Data Overview)	Reading Progress	53%	58%
	Writing Progress	51%	56%
	Maths Progress	53%	59%
	2023-2024	PP	Non PP
Perspective Lite – Sep 2024	Attainment	ARE	GD
	RWM Combined	57%	5%
	Reading	65%	30%
	Writing	61%	18%
	Maths	61%	9%

	2022-2023	PP		Non PP	
July 2023 Internal data (As per T3 HT2 Data Overview)	Reading Progress	56%		68%	
	Writing Progress	52%		60%	
	Maths Progress	54%		67%	
		PP		Non PP	
Perspective Lite – October 2023	Attainment	ARE	GD	ARE	GD
	RWM Combined	63%	4%	75%	8%
	Reading	78%	33%	92%	50%
	Writing	74%	26%	75%	17%
	Maths	78%	33%	92%	8%
Perspective Lite – October 2023	Progress	PP		Non PP	
	Reading	2.5		3.9	
	Writing	0.6		-2.4	
	Maths	2.2		1.3	
	2021-2022	PP		Non PP	
July 2022 Internal data (As per T3 HT2 Data Overview)	Reading Progress	55%		63%	
	Writing Progress	55%		60%	
	Maths Progress	55%		63%	
		PP		Non PP	
Perspective Lite – July 2022	Attainment	ARE	GD	ARE	GD
	RWM Combined	33%	4%	61%	11%
	Reading	54%	21%	67%	22%
	Writing	63%	13%	89%	33%
	Maths	42%	4%	72%	11%
Perspective Lite – July 2022		PP		Non PP	
	Progress				
	Reading	+0.6 (-2.1 to +3.3)		+1.8 (-1.3 to +4.9)	
	Writing	+3.5 (+0.9 to +6.1)		+6.4 (+3.4 to +9.4)	

	Maths	-0.5 (-3.0 to +2.0)	+1.7 (-1.1 to +4.5)
2021 Data - NB No external data due to COVID-19 Pandemic	2020-2021	PP	Non PP
July 2021 Internal data (As per T3 HT2 Data Overview)	Reading Progress	51%	57%
	Writing Progress	48%	55%
	Maths Progress	46%	56%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	In line with National 2025.
Achieving high standard at KS2	In line with National 2025.

Measure	Desired Outcome/Measure	Success Criteria/Activity
Priority 1	Improve Oral Language, Reading and Writing skills for pupils eligible for PP in the Foundation Stage.	Pupils eligible for PP in the Foundation Stage make rapid progress across the two years so that all pupils eligible for PP meet age related expectations by the end of the Reception year. Ensure that staff deliver effective interventions and whole-class teaching strategies reflect Quality First teaching. Teaching supported by Early Years Teaching Assistants (NB Reduced support for 2024-2025 due to budget constraints). EYFS Leader to lead bespoke interventions in Nursery & Reception to address gaps in learning/socialisation skills, due to lack of social interaction/learning opportunities for children before coming to WDPS due to lockdown impact. Intervention Room used for targeting individual/ small groups. TA(s) deployed in each class and across Phase on a needs basis.
Priority 2	Improve Numeracy skills for pupils eligible for PP in the Foundation Stage.	Pupils eligible for PP in the Foundation Stage make rapid progress across the two years so that all pupils eligible for PP meet age related expectations by the end of the Reception year. Ensure that staff deliver effective interventions and whole-class teaching strategies reflect Quality First teaching. Teaching supported by Early Years Teaching Assistants (NB Reduced support for 2024-2025 due to budget constraints). EYFS Leader to lead bespoke interventions in Nursery & Reception to address gaps in learning/socialisation skills, due to lack of social interaction/learning opportunities for children before coming to WDPS due to lockdown impact. Intervention Room used for targeting individual/ small groups. TA(s) deployed in each class and across Phase on a needs basis.
Priority 3	Higher rates of progress across KS1 for pupils eligible for PP.	Pupils eligible for PP make as much progress as/ > than 'other' pupils across Key Stage 1 in Reading, Writing and Maths. Measured in Y1 and Y2 by teacher assessments and successful moderation practices

		established across the ONE Trust. Maximise the teaching of basic English and Maths skills and action interventions throughout KS1 to address gaps in learning due to residual impact of Covid19 lockdown period. KS1 Leader/SENDCo to lead bespoke interventions in KS1. Intervention Room used for targeting individual/ small groups. Teaching supported by Phase 1 Teaching Assistants (NB Reduced support for 2024-2025 due to budget constraints). Teaching Assistants deployed on a priority needs basis.
Priority 4	Higher rates of Reading, Writing and Numeracy progress across KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as/ > than 'other' pupils across Key Stage 2 in Reading, Writing and Numeracy. Measured by teacher assessments and successful moderation practices established across the ONE Trust. Maximise the teaching of English and Maths skills and action interventions throughout KS2 to address gaps in learning due to residual impact of Covid19 lockdown period. Phase Leaders to lead bespoke interventions in Phases 2 and 3. Intervention Rooms used for targeting individual/ small groups. Teaching supported by Phase 2 and 3 Teaching Assistants (NB Reduced support for 2024-2025 due to budget constraints). Teaching Assistants deployed on a priority needs basis.
Priority 5	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 93% to 96% in line with ONE Trust target for all students. Additional attendance support for target pupils to reduce persistent absence.

Barriers to learning these priorities address	Attainment on entry into Nursery is lower for pupils eligible for PP than for other pupils due to poor oral language skills, which results in the Good Level of Development being lower for PP than for other pupils at the end of Reception. This prevents sustained high attainment, resulting in lower numbers of pupils achieving greater depth at the end of KS1 and KS2 especially in Reading and Writing. Attendance rates for PP students are below Non PP children. This reduces their school hours and can cause them to fall behind on attainment.
Projected spending	£223,480.00– Total PP spend for 2024-2025

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure pupils across school meet/exceed age related expectations.	July 2025
Progress in Writing	Ensure pupils across school meet/exceed age related expectations.	July 2025
Progress in Mathematics	Ensure pupils across school meet/exceed age related expectations.	July 2025
Phonics	Achieve National Average (ARE) or above the expected standard in phonics. Focus on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.	July 2025
Attendance	Improve attendance of disadvantaged pupils to LA average and ONE Trust target of 96% and reduce the number of persistent absentees among pupils eligible for PP.	July 2025

Targeted academic support for current academic year

Measure	Activity
Priorities 1 to 4 (Literacy and Numeracy)	Quality First Teaching and basic skills intervention for PP pupils falling behind age-related expectations. Skilled staff to deliver effective teaching with an aim of rapid progress. Timetables reorganised and staffing re-structured. Staff (Teachers/Teaching Assistants) will provide targeted interventions throughout each Phase. Reading High quality phonics and reading CPD for new staff to enable them to effectively support individual and groups of children across school Additional SENCO support, RWI support (N – Y6) from Foundation Stage Leader/Phonics Leader, 'Funky Finger Programme' for early mark making, Early Talk Boost to target language delay, Phonics for Writing strategies (N), Talk for Write strategies to develop S and L, oral rehearsal and story sequencing skills, Finger Gym intervention group, Early Talk Boost (R), Linguistic Learning Journey, WDPS Feedback Policy, Higher Order vocab balloons (KS1 and KS2), Lexia (Y1 to Y6), Reading Plus (Y3-Y6), Doodle English and SATS Boot Camp Reading. DH/Literacy Leader and More Able Leader participating in National Literacy Trust and Northumbria University Project – Reading for Pleasure. Snuggle and Read initiative. Maths Numicon training for new staff, 'Ten Town' to improve number formation, Work with Great North Maths Hub (SS) to access ongoing CPD via MathsHub for school staff to continue to upskill staff. Staff attending Maths Mastery readiness course. Continue to use resources to secure basic number skills e.g. TimesTables Rock Stars, Doodle Maths, Doodle Tables and SATS Boot Camp Maths etc. Booster sessions in Maths for target pupils Writing CPD to ensure consistency and non-negotiables in writing for each year group. Review handwriting and spelling scheme of work to ensure consistency. Continue to use resources: Doodle Spell and Grammar, SPAG Mats and SATS Boot Camp SPAG.

Barriers to learning these priorities address	The above priorities will identify gaps in learning and quickly address needs through the use of rigorous assessment (led by SENDCo and Phase Leaders). Restructuring/re-deployment of teaching assistants will enable teachers to target priority-needs children within the phase for bespoke interventions. Pastoral Team (Teaching Assistant Team Leader and SENDCo) to work closely with SLT and all staff to address the needs of pupils within nurture room provision.
Projected spending	£158,602.00

Wider strategies for current academic year

Measure	Activity
Priority 5 (Attendance)	Attendance Officer (Supported by School Admin Officer, School Welfare Officer and Head Teacher employed 1 day per week to monitor pupils and follow up quickly on absences. First day response provision. School Admin Officer to monitor attendance and provide in-depth reports for all cohorts. See WDPS Attendance Action Plan for strategies to raise attendance (Rewards and sanctions).
Projected spending	£4,686.90 (Attendance Officer) £4,891.00 (Admin and Finance Officer) Total: £9,577.90

Whole School Initiatives

Initiative	Benefit	Cost
WDPS Life Skills Challenge Award (LSCA)	Develop life skills and resilience	£3,000.00
WDPS cycle fleet maintenance	Develop fitness and team-building skills	£3,000.00
Education Psychologist additional hours	Ensure children are assessed quickly so that their needs can be understood and met	£7,200.00
Subsidise school trips	Enrich lives and engender a thirst for learning	£3,000.00
Colour photocopying	Engage children through creating more stimulating resources	£2,000.00
Additional SENDCo time	Target PP cohorts for additional support	£14,400.00
Active Kids	Opportunity to develop skills and stamina in a range of physical activities	£1,445.00
ABC Project	Children learn how to make positive life choices through the Attitudes, Behaviours and Consequences Project	£1,697.00
WDPS cycle lessons	Develop fitness and team-building skills	£5,805.00
RWI Training Materials and Resources	Help children to gain phonics skills, to learn to read and to improve their life chances	£1,200.00

Additional teacher days	Teacher expertise utilised to plan bespoke 1 to 1 and cohort specific interventions	£5,000.00
Additional teaching assistant days	Deliver bespoke individual and cohort interventions	£2,000.00
School Welfare Officer	Support children and their families with challenges in their lives	£4,686.90
Priority 5 (Attendance)	Engaging the children through exciting outdoor and indoor learning experience should impact on attendance for those children with low attendance rates.	

Barriers to learning these priorities address	The Covid 19 pandemic (Including national/local lockdowns and bubble closures) and post-Covid-19 period has increased the strain on teaching and learning due to self-isolation and remote learning. Attendance and engagement can also be an issue for some of our more deprived children who we will be targeting with appropriate support linked to school priorities. Mental health and emotional wellbeing of pupils can affect their ability to learn effectively and achieve their end of year expectations. Healthy lifestyles are an integral part of promoting positive wellbeing and mental health. This is why at WDPS we have created a bespoke curriculum which includes the Life Skills Challenge Award (LSCA) and other initiatives (Including WDPS Resilience) that address our children's wellbeing and positive mental health.	
Projected spending	£64,011.80 (£54,433.90 + Attendance costings £9,577.90)	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Due to lockdown, children still have gaps in learning and have not met previous yeargroup expectations in English and Maths. More children with significant learning barriers coming into EYFS. Access to our usual curriculum offer (During lockdown) was limited due to self-isolation and lockdown and some units of work were not taught. Children's memory, recall and retention was affected by lockdown. Explore metacognition and self-regulation approaches to support pupils to think more explicitly about how they learn.	Baseline assessments to identify strengths and gaps in learning. Key learning and skills in each yeargroup are identified and teaching sequences to address this are prioritised e.g. phonics, four rules of number. Review curriculum and extended curriculum offers to ensure key skills and knowledge are prioritised alongside exciting learning opportunities including Life Skills Challenge Award, ABC Project etc. Meta cognition and self-regulation strategies have been identified by Education Endowment Fund (EEF) as "low effort high impact strategies" which have a significant impact upon pupil progress with pupils making an average of seven months of progress. Work with ONE Trust schools to explore metacognition and retrieval practice to improve recall, retention and accelerate learning. CPD for all staff. Ongoing monitoring.

Targeted support	Using 'live' feedback, verbal or written, to aid pupil learning and progress. Implement early oral language interventions to aid progress and attainment at the end of Reception (GLD) and explicitly extend pupils' spoken vocabulary. Reorganise the timetable to identify consistent times and staffing for interventions to take place. 1-1 and additional group booster sessions in Reading, Writing and Maths for high priority target pupils.	Feedback tends to show very high effects on learning. 'Live' feedback, such as Bloom's 'mastery learning', tends to have a positive impact. This can be measured through evidence in pupil books and teacher assessments. Ensure careful implementation of oral interventions delivered by trained staff to effectively support both oral language skills and reading outcomes. Develop and embed Oracy Project strategies. Guided reading and additional catch up sessions timetabled and in place (Each Phase Intervention Room utilised throughout the week). Support staff re-allocated to support most vulnerable pupils via individual and group sessions. Bespoke and live interventions to accelerate progress and attainment.
Wider strategies	Identifying and timetabling support for children needing additional social, emotional, mental health support (SEMH). ASu and MA to effectively liaise with staff to identify needs and plan interventions accordingly. Ensure regular meetings/monitoring with Attendance Officer to reduce persistent absence and to improve overall attendance. WDPS unique curriculum that engages children in outdoor learning in order to promote their wellbeing and positive mental health and also engage them in academic learning back in the classroom.	CPD for staff linked to whole school SEMH including THRIVE approach. Nurture Room in operation since September 2021. Bespoke programmes procured for specific children on a needs basis e.g. Kalmer Counselling support. ASu to ensure effective impact. Attendance Officer SLA purchased through Clennell Educational Solutions to support families. Participating in outdoor learning activities is likely to have wider health and social benefits. Impact measured by LMCH (LSCA) and by JW (Cycling) and also by staff back in the indoor learning environment.
Ongoing Monitoring	Ongoing monitoring is linked to School Development Plan.	

Review: last year's aims and outcomes (2023-2024)

Aim	Outcome					
July 2024 Internal data (As per T3 HT2 Data Overview) Raise standards and achievement in Reading and Writing. Continue to close the KS2 RWN FSM/Non-FSM gap.		2023-2024	PP		Non PP	
	July 2024 Internal data (As per T3 HT2 Data Overview)	Reading Progress	53%		58%	
		Writing Progress	51%		56%	
		Maths Progress	53%		59%	
			PP		Non PP	
	Perspective Lite – Sep 2024	Attainment	ARE GD		ARE GD	
		RWM Combined	57% 5%		74% 35%	
		Reading	65% 30%		78% 61%	
		Writing	61% 18%		78% 35%	
		Maths	61% 9%		78% 48%	
	Perspective Lite – July 2024	Progress	PP		Non PP	
		Reading	NB No KS2 external progress measure due to COVID-19 for Y6 2023-2024 cohort.			
		Writing				
		Maths				
	Internal data shows that the PP- Non PP gap is closing for RWM.					
Raise standards and achievement in Literacy and Numeracy (Reception and KS1)		Reception	PP Baseline (40-60 Emerging)	PP July 2024 (ELG %)	Non PP Baseline (40-60 Emerging)	Non PP July 2024 (ELG %)
		Attainment Reading	60%	62%	58%	86%
		Attainment Writing	40%	62%	42%	77%
		Attainment Maths	47%	62%	54%	73%

	(Number)			
	Year 2	PP	Non PP	
	Progress Reading	36%	51%	
	Progress Writing	46%	49%	
	Progress Numeracy	44%	53%	
Improve attendance rates.		Improving whole school attendance and lowering PA continue to be whole school priorities. (See WDPS Attendance Action Plan). 2023-2024 Attendance Data Overall PP Non PP 92.8% 94.7% PA PP Non PP 27% 14%		

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