



## WDPS - Pupil Premium Strategy Statement (2018-2019) 21-07-19

**NB: Final Version = Toolbar – Review – Final- Enter**

1. Summary Information					
School	West Denton Primary School				
Academic Year	2018/19	Total PP budget	£198,600.00	Date of most recent PP Review	July 2019
Total number of pupils	323	Number of pupils eligible for PP	140 and 6 Post LAC	Date for next internal review of this strategy	Oct 2019

2. Current Attainment					
		PP		Non PP	
	Attainment	ARE	GD	ARE	GD
<b>Perspective Lite – July 2019</b>	RWM Combined	64%	11%	77%	12%
	Reading	64%	18%	77%	24%
	Writing	82%	18%	82%	35%
	Maths	82%	21%	82%	24%
	Progress				
	Reading	-0.9 (-3.3 to +1.5)		+0.2 (-2.8 to +3.2)	
	Writing	+0.4 (-1.8 to +2.6)		+1.1 (-1.6 to +3.8)	
	Maths	+1.9 (-0.2 to +4.0)		+2.0 (-0.6 to +4.6)	

		PP		Non PP	
<b>Newcastle LA Data Pack - 2018</b>	Attainment	ARE	GD	ARE	GD
	Reading	77%	27%	100%	33%
	Writing	91%	5%	87%	7%
	Maths	82%	27%	100%	20%
<b>FFT 2018 KS2- Higher performing groups 2018</b> Pupil progress in Average Scaled Score (Re, Ma) <ul style="list-style-type: none"> <li>Lower attainers</li> <li>FSM</li> </ul> <b>FFT - Actual Results</b>	<b>FFT - Actual Results</b>				
		PP	Non PP		
Average scaled score( Re, Ma)	104.6	107.4			
% Expected standard+ (Re, Wr, Mat)	73%	87%			
% higher standard (Re, Wr, Mat)	5%	7%			
<b>FFT - Pupil Progress</b>	<b>FFT - Pupil Progress</b>				
Average scaled score( Re, Ma)	PP +1.0	Non PP +2.1			
% Expected standard+ (Re, Wr, Mat)	+14%	+ 14%			
% higher standard (Re, Wr, Mat)	-3%	-1%			
		Ever 6 FSM		Comparison Cohorts	
<b>2018 Data – Analyse School Performance (RAISE-27-10-18)</b>	Reading Progress	0.93		1.36 (All Pupils - School)	
	Reading Attain	105		105(National Benchmark)	
	Writing Progress	0.88		0.03 (All Pupils - School)	

	Writing Attain	91% Expected	83% (National Benchmark)
	Maths Progress	1.02	1.50 (All Pupils - School)
	Maths Attain	104	105(National Benchmark)
		Ever 6 FSM	Comparison Cohorts
<b>2017 Data – Analyse School Performance (RAISE-03-10-17)</b>	Reading Progress	2.46	2.35 (All Pupils - School)
	Reading Attain	104	105 (National Benchmark)
	Writing Progress	1.53	1.08 (All Pupils - School)
	Writing Attain	80% Expected	81% (National Benchmark)
	Maths Progress	3.32	3.03 (All Pupils - School)
	Maths Attain	105	105 (National Benchmark)
<b>FFT 2017 KS2- Higher performing groups 2017</b> Overall achievement - pupil progress- FSM (in last 6 years) KS2 writing achievement - FSM (in last 6 years) <b>FFT - Actual Results</b>	<b>FFT - Actual Results</b>		
	PP		Non PP
Average scaled score( Re, Ma)	104.5		108.3
% Expected standard+ (Re, Wr, Mat)	75%+		83%
% higher standard (Re, Wr, Mat)	0%		17%
<b>FFT - Pupil Progress</b>	<b>FFT - Pupil Progress</b>		
Average scaled score( Re, Ma)	PP +2.9		Non PP +2.4
% Expected standard+ (Re, Wr, Mat)	+21%		+ 16%
% higher standard (Re, Wr, Mat)	-5%		+10%
	<i>Pupils eligible for PP (2017 LA Data booklet)</i>		<i>Pupils not eligible for PP (2017 LA Data Booklet)</i>
<b>% achieving ARE + in Reading, Writing and Maths</b>	<b>74% 2017 LA Data booklet</b>		<b>85% 2017 LA Data booklet</b>

<b>NB 2016 Data</b> -- ROL 2016		
<b>2016 % achieving ARE + in Reading, Writing and Maths</b>	35%	83%
<b>Progress in Reading</b>	-0.61	-0.63
<b>Progress in Writing</b>	<b>3.01 Sig + (RoL)</b>	2.43
<b>Progress in Maths</b>	<b>3.63 Sig +(RoL)</b>	3.98

### 3. Barriers to Future Attainment (for pupils eligible for PP including high ability)

<b>In-School Barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Language skills in Foundation Stage are lower for pupils eligible for PP than for other pupils. This impacts on literacy attainment in subsequent years.
<b>B.</b>	Numeracy skills in Foundation Stage are lower for pupils eligible for PP than for other pupils. This impacts on numeracy attainment in subsequent years.
<b>C.</b>	Reading, Writing and Maths attainment at the end of KS1 for pupils eligible for PP is less than for other pupils.
<b>D.</b>	Writing and Reading attainment at Greater Depth at the end of KS2 for pupils eligible for PP is less than for other pupils.
<b>External Barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are 93.3% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on attainment.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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.
<b>B.</b>	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.
<b>C.</b>	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 OWLT.
<b>D.</b>	Higher rates of Writing and Reading 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 and Writing. Measured by teacher assessments and successful moderation practices established across the OWLT.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 2% or below. Overall PP attendance improves from 92.5% to 97% in line with national 'other' pupils target.

5. Planned Expenditure					
Academic year	2018/19				
i. Quality of Teaching for All and ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve Oral Language, Reading and Writing across the Foundation Stage.	<p><b>Nursery Focus</b> Ensure children make a fast start in early mark making/ writing skills using the 'Funky Finger' Programme.</p> <p>Use talk for writing strategies to develop skills in speaking and listening, oral rehearsal and story sequencing.</p> <p>Phonics For Writing – phonics streamed in groups. Phase 1/2 sessions daily.</p> <p>Focused RWI sessions when children are ready.</p> <p>Early Talk Boost programme to develop language skills and target language delay.</p> <p>Writing and Reading opportunities available in continuous provision areas (use and apply).</p> <p>Nursery with additional Teaching Assistant for interventions.</p> <p>Identify slowest readers and action 1 to 1 booster sessions.</p> <p><b>Reception Focus</b> Use talk for writing strategies to develop skills in oral rehearsal, sequencing, retelling and stories.</p> <p>Short regular sessions of handwriting teaching. New Nelson Thornes handwriting scheme.</p> <p>Writing and Reading opportunities in continuous provision areas. Children have the opportunity to use and apply</p>	<p>Some of the students need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other schools.</p> <p>We want to invest some of the PP in longer term change which will help all pupils.</p>	<p>Programmes selected using evidence of effectiveness. Use INSET days to deliver training. Peer observations to embed learning</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult other schools which have used the programmes to identify any potential barriers to good implementation.</p> <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by Foundation Stage Leader and Head Teacher.</p> <p>Termly tracking and progress meetings.</p>	Foundation Stage Phase Leader	Jan 2019

	<p>phonic knowledge.</p> <p><b>Phonics For Writing</b>          Focused teaching of Read, Write Inc.          2 sessions per day in Reception - Speed sounds and ditty time or guided reading.</p> <p>Differentiation for Phonics group. Children are tracked termly.</p> <p>More formal teaching in Foundation Stage.</p> <p>Target children not making expected progress and initiate bespoke interventions i.e. Jolly Phonics.</p> <p>Early Talk Boost intervention programme to target language delay.</p> <p>Finger Gym intervention group.</p> <p>Identify slowest progress readers and action 1 to 1 booster sessions.</p> <p>SLT to monitor data, scrutinise books and observe learning.</p> <p>Reception split into 2 classes with a Teaching Assistant for each class. Foundation Stage Speech and Language Interventions.</p> <p>Provision to be developed as a result of leadership support and challenge.</p> <p>Phase 1 Leader/SENDCo to provide additional support throughout school.</p> <p>Outer West Learning Trust (OWLT) to audit Foundation Stage and provide peer to peer support.</p>				
<p>B. A. Improve Numeracy skills across the Foundation Stage.</p>	<p><b>Nursery Focus</b>          Ensure all children's progress in Number skills is rapid.</p> <p>Train any new staff in Numicon</p> <p>Implement Numicon to strengthen concrete understanding.</p>	<p>Some of the students need targeted support to catch up.</p> <p>This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Programme selected using evidence of effectiveness. Use INSET days to deliver training. Peer observations to embed learning</p>	<p>Foundation Stage Phase Leader</p>	<p>Jan 2019</p>

	<p>Small group focused activities differentiated according to Development Matters age bands. ‘Ten Town’ to improve number formation. Link on new WDPS website.</p> <p><b>Reception Focus</b> Train any new staff in Numicon</p> <p>Implement Numicon to strengthen concrete understanding.</p> <p>Clear differentiation for Number related to age bands.</p> <p>More formal teaching in Foundation Stage.</p> <p>Target children not making expected progress and initiate bespoke interventions.</p> <p>‘Ten Town’ to improve number formation. Link on new WDPS website.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult other schools which have used the programmes to identify any potential barriers to good implementation.</p> <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by Foundation Stage Leader and Head Teacher.</p> <p>Termly tracking and progress meetings.</p>		
<b>Total Budgeted Cost</b>					£29,427.00
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



<p>C. Improve Writing and Reading progress across KS1.</p> <p>D. Improve Reading and Writing progress across KS2.</p>	<p>Teachers and TAs to use Feedback Policy, Linguistic Learning Journey and Higher order vocab balloons and trees to impact on Writing achievement.</p> <p>Embed Grammar Hammer and Assertive Mentoring Spelling for homework.</p> <p>Improve handwriting using new scheme.</p> <p>Focus on developing inference, deduction and higher-level thinking skills in guided reading sessions.</p> <p>Target children not making expected progress and initiate bespoke interventions and booster sessions.</p> <p>SLT to monitor data, scrutinise books and observe learning.</p> <p>Leadership to support and challenge.</p> <p>Outer West Learning Trust (OWLT) to support WDPS to improve Reading and Writing (inc observing other practitioners working within the classroom and through peer to peer mentoring).</p> <p>Phase 1 Leader/SENDCo to provide additional support throughout school.</p> <p>Local Authority More Able Consultant to provide staff PD.</p> <p>Weekly GPS lesson to impact on Greater Depth</p>	<p>We want to provide extra support to accelerate children's language skills development.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by Phase 1 Leader and Deputy Head.</p> <p>Half termly tracking and progress meetings.</p>	<p>Phase 1 Leader</p> <p>Deputy Head (Literacy Lead)</p>	<p>Jan 2019</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

C. Improve Maths progress across KS1.	<p>Train any new staff in Numicon Implement Numicon to strengthen concrete understanding.</p> <p>Teachers and TAs to use Feedback Policy to impact on Numeracy achievement.</p> <p>Target children not making expected progress and initiate bespoke interventions and booster sessions.</p> <p>SLT to monitor data, scrutinise books and observe learning. Leadership to support and challenge.</p> <p>All children to have Mathletics online access at home.</p>	We want to provide extra support to accelerate children's Maths skills development.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by Phase 1 Leader and Numeracy Leader.</p> <p>Half termly tracking and progress meetings.</p> <p>Impact overseen by Numeracy Leader.</p>	<p>Phase 1 Leader</p> <p>Phase 1 Leader and Numeracy Lead</p> <p>Numeracy Lead</p>	Jan 2019
<b>Total Budgeted Cost</b>					£75,657.00
<b>ii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

E. Improve attendance rates.	School Welfare Officer employed 2 days a 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.	We can improve attainment for children if they are actually attending school.	Through regular meetings about existing absence issues. Head Teacher, Business Manager, Admin Officer, Family Support Worker collaborate to ensure new provision and standard school processes work smoothly together.	MMS, ASp, HJ,CH, PS	Jan 2019																																	
<b>Total Budgeted Cost</b>					£19,853.00																																	
<b>Whole School Initiatives</b>																																						
<table border="1"> <thead> <tr> <th data-bbox="159 612 678 639">Initiative</th> <th data-bbox="678 612 1641 639">Benefit</th> <th data-bbox="1641 612 1809 639">Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 639 678 699">WDPS Life Skills Challenge</td> <td data-bbox="678 639 1641 699">Develop life skills and resilience</td> <td data-bbox="1641 639 1809 699">£4,000.00</td> </tr> <tr> <td data-bbox="159 699 678 783">WDPS Cycle lessons and cycle fleet maintenance</td> <td data-bbox="678 699 1641 783">Develop fitness and team-building skills</td> <td data-bbox="1641 699 1809 783">£8,904.00</td> </tr> <tr> <td data-bbox="159 783 678 842">Education Psychologist additional hours</td> <td data-bbox="678 783 1641 842">Ensure children are assessed quickly so that their needs can be understood and met</td> <td data-bbox="1641 783 1809 842">£5,508.00</td> </tr> <tr> <td data-bbox="159 842 678 901">Subsidise school trips</td> <td data-bbox="678 842 1641 901">Enrich lives and engender a thirst for learning</td> <td data-bbox="1641 842 1809 901">£3,500.00</td> </tr> <tr> <td data-bbox="159 901 678 960">Active Kids</td> <td data-bbox="678 901 1641 960">Opportunity to develop skills and stamina in a range of physical activities</td> <td data-bbox="1641 901 1809 960">£1,500.00</td> </tr> <tr> <td data-bbox="159 960 678 1019">Contribution towards 1 minibus</td> <td data-bbox="678 960 1641 1019">Opportunity to stimulate children with offsite experiences which help them to become well-rounded citizens</td> <td data-bbox="1641 960 1809 1019">£10,000.00</td> </tr> <tr> <td data-bbox="159 1019 678 1078">Additional teacher days</td> <td data-bbox="678 1019 1641 1078">Teacher expertise utilised to plan bespoke 1 to 1 and cohort specific interventions</td> <td data-bbox="1641 1019 1809 1078">£16,131.00</td> </tr> <tr> <td data-bbox="159 1078 678 1137">ABC Project</td> <td data-bbox="678 1078 1641 1137">Children learn how to make positive life choices through the Attitudes, Behaviours and Consequences Project</td> <td data-bbox="1641 1078 1809 1137">£1,617.00</td> </tr> <tr> <td data-bbox="159 1137 678 1197">Additional i-pads/touch screen tablets</td> <td data-bbox="678 1137 1641 1197">Children become IT literate and develop research and high-level thinking skills</td> <td data-bbox="1641 1137 1809 1197">£7,000.00</td> </tr> <tr> <td data-bbox="159 1197 678 1246">Speech Therapy</td> <td data-bbox="678 1197 1641 1246">Children learn how to speak and listen effectively.</td> <td data-bbox="1641 1197 1809 1246">£2,000.00</td> </tr> </tbody> </table>						Initiative	Benefit	Cost	WDPS Life Skills Challenge	Develop life skills and resilience	£4,000.00	WDPS Cycle lessons and cycle fleet maintenance	Develop fitness and team-building skills	£8,904.00	Education Psychologist additional hours	Ensure children are assessed quickly so that their needs can be understood and met	£5,508.00	Subsidise school trips	Enrich lives and engender a thirst for learning	£3,500.00	Active Kids	Opportunity to develop skills and stamina in a range of physical activities	£1,500.00	Contribution towards 1 minibus	Opportunity to stimulate children with offsite experiences which help them to become well-rounded citizens	£10,000.00	Additional teacher days	Teacher expertise utilised to plan bespoke 1 to 1 and cohort specific interventions	£16,131.00	ABC Project	Children learn how to make positive life choices through the Attitudes, Behaviours and Consequences Project	£1,617.00	Additional i-pads/touch screen tablets	Children become IT literate and develop research and high-level thinking skills	£7,000.00	Speech Therapy	Children learn how to speak and listen effectively.	£2,000.00
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<b>Total Budgeted Cost</b>					£60,160.00																																	

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of Teaching for All and ii. Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Raise standards and achievement in Reading and Writing.</p> <p>Continue to close the KS2 RWN FSM/Non-FSM gap.</p>	<p>Whole school approach to improving Reading and Writing (Staff training, embedding of a Linguistic Learning Journey, skills-focused guided reading sessions, refining of Feedback Policy, Teacher and Teaching Assistant booster sessions before, during and after school, additional staff in the Foundation Stage with a more formal curriculum etc.)</p>	<p>High: training has informed approach to building aspiration for all children in school.</p> <p>Impact on attainment for all children, not just PP eligible has been strong.</p> <p>Reception Reading and Writing progress has been good. Reading: PP 3.9, Non PP 3.7. Writing: PP 3.8, Non PP 3.7</p> <p>The school's GLD at the end of EYFS is: Reading: 74% Writing: 68%</p> <p>Pupil Premium student progress within Year Group Curriculum: 65%. All : 66%.</p> <p>Y2 PP Reading progress : 56% (High SEN in Y2) Y2 PP Writing progress : 47% (High SEN in Y2)</p> <p>Y6 PP Reading progress: 71% Y6 PP Writing progress: 73%</p> <p><b>Y6 Reading ARE+</b> PP 79% PP GD 29% Non PP 100% Non PP GD 17% (See Data File 2017-2018)</p> <p>Learning walks and Book Scrutiny (Governors and School Achievement Partner) and Ofsted Inspection (March 13<sup>th</sup> 2018) evidenced strong improvement in use of higher-level vocab and linguistic structures.</p> <p><b>Y6 Writing ARE +</b> PP 88% PP GD 4% Non PP 92% Non PP GD 8%</p>	<p>Book scrutiny work focused on Feedback Policy and Linguistic Learning Journey and this was effective. Imperative that individual teacher feedback is given so that strong and consistent practice is evident in all classrooms.</p> <p>Booster session pupil composition has been fluid and this will continue as staff monitor pupil progress closely. Targeted interventions are effective in accelerating pupils' learning.</p> <p>Guided reading session resources (higher-level thinking skills development) have been successfully used to raise Reading attainment and accelerate skills acquisition.</p>	<p>Teacher and Teaching Assistant booster sessions before, during and after school, additional staff in the Foundation Stage with a more formal curriculum etc.)</p>

Raise standards and achievement in Numeracy (Reception and KS1)	Teacher /TA boosters before, during and after school, Additional staff in the Foundation Stage with a more formal curriculum etc.)	Reception PP children strong progress in Number. PP: 4.0 Non PP: 3.5  The school's GLD at the end of EYFS is: Number: 76% Y2 PP progress : 52% (High SEN in Y2) Y6 PP Progress: 72%	Booster session pupil composition has been fluid and this will continue as staff monitor pupil progress closely. Targeted interventions are effective in accelerating pupils' learning.	As above
<b>Total Budgeted Cost</b>				£85,814.00

<b>ii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
E. Improve attendance rates.	School Welfare Officer employed 2 days a 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.	We can improve attainment for children if they are actually attending school.  Overall school attendance for 2017-2018 = 93.8%. PP attendance = 92.5 Whole school <b>Attendance Action Plan</b> was cited by Ofsted March 13 <sup>th</sup> 2018 as doing everything possible to attempt to raise whole school attendance inc. legal monitoring, attendance charts in every classroom, fines, rewards for children and their families, Super Hero attendance wall, attendance prize trips, attendance booklet, meetings with children and parents etc. All staff are aware of the need to improve attendance for all in Pupil Premium children.	Continue with regular meetings about existing absence issues. Head Teacher, Admin Officer and Attendance Officer. collaborate to ensure new provision and standard school processes work smoothly together.	
<b>Total Budgeted Cost</b>				£17,990.00

<b>iii. Other Approaches</b>																																											
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>																																							
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<b>Total Budgeted Cost</b>				£67,229.00																																							

## Lessons Learned

The creation of WDPS Life Skills Challenge has enriched the children's learning experiences at school. Children enjoy developing their life skills through outdoor learning in the WDPS Bushcraft Area. They develop team skills and motivational skills on the WDPS Running and Mountain Bike Trail. Our children benefit from offsite learning which provides real life experiences and helps engender awe and wonder and a respect for themselves, others and the natural world. As a Leadership Team, we are constantly evaluating then refining our practice so that our provision is dynamic and fluid to meet the ever-changing needs of different cohorts.

The impact of these and other initiatives is that children are more motivated to take and manage risks and to motivate themselves to develop their Multiple Intelligences and to set and achieve challenging goals in life. In September 2018 we launch the WDPS Life Skills Challenge Award which will take 8 years to complete and which will equip children with a strong skills base to thrive in life. We believe that this will engage children even more in their learning.

## 7. Additional detail

### Commentary on action and impact of Pupil Premium

#### Impact

2009-2010 – FSM 3.7 APS Progress 3.5 APS as a school

2010-2011 – FSM 3.7 APS Progress 3.7 APS as a school

2011-2012 – FSM 4.0 APS Progress 3.9 APS as a school

2012-2013 – FSM 4.3 APS Progress 4.2 APS as a school

2013-2014 – FSM 3.9 APS Progress 3.8 APS as a school

2014-2015 – FSM 3.7 APS Progress 4.0 APS as a school

**2015 Whole school overall progress by groups FSM (3.7) (NB APS = 4.0 if minus the Y4 complex SEN cohort).**

2015-2016 – FSM 4.2 APS Progress 4.3 APS as a school

#### **2016-2017 ARE Progress within Year Group Curriculums**

Pupil Premium 65% progress 66% progress as a school

#### **2017-2018 ARE Progress within Year Group Curriculums**

Pupil Premium 64% progress 66% progress as a school

At WDPS we utilise Pupil Premium to provide a bespoke interventions for individual children and for groups of children. The school has also invested in Lexia, RM Maths and RWI in order to combat any inequalities between FSM children and those children not in receipt of FSM.

Teachers complete a Class Profile Proforma at the beginning of the year to ensure they are aware of the needs/circumstances of all children including the FSM children.

Teachers are given time for 1 to 1 meeting times with children (Assertive Mentoring) to ensure all children are aware of their targets and that they also know what they have to do to make progress. Teachers then share these targets with parents at Open Evenings.

MMS 21/07/19