

Pupil premium strategy statement – Weston Rhyn Primary School

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 24/25 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	20.9
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024 July 2025
Statement authorised by	Suzi Bray
Pupil premium lead	Tracey Derham
Governor / Trustee lead	Jen Kohan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48500
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,950
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£48500

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium Grant allocation schools receive is based on the number of children eligible for free school meals (either currently or at any point in the last six years) at the time of the annual census.

A service premium is also available to support children whose parents are currently, or have recently been, serving in the armed forces. The service premium is designed to provide additional, mainly pastoral, support for these children to ensure their social and emotional wellbeing. At Weston Rhyn Primary School and Nursery we provide this support, where it is appropriate, through regular in-class support, 1:1 or small group sessions with experienced and well-trained Teaching Assistants. We also provide additional academic support for children entitled to the service premium where we feel this would be beneficial.

All schools are required to report on the amount of funding and how this is being used. The Governing Body of Weston Rhyn Primary School and Nursery have decided that this grant will be most effectively spent on supporting children's learning in the classroom by ***providing high quality first teaching, curriculum support, targeted intervention, engagement and enrichment activities, pastoral support and social and behavioural intervention.***

As with all children at Weston Rhyn Primary School and Nursery the needs of children entitled to the Pupil Premium are clearly identified; steps are taken to meet their individual needs and their progress is closely monitored through school. Where small group or 1:1 support is felt to be most beneficial, Pupil Premium will be used to support this provision.

Principles

Teaching and learning at Weston Rhyn Primary School and Nursery is designed to meet the individual needs of all children.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of disadvantaged pupils in reading, writing and maths is generally lower than other pupils.
2	Internal assessment suggest that disadvantaged pupils have greater difficulties with phonics than their peers.
3	Decrease in social, emotional, and mental health needs amongst pupils, leading to a lack of resilience and aspiration.
4	Disadvantaged children generally have a higher rate of persistent absence and poor punctuality than other pupils.
5	Lack of “life experiences” and exposure to cultural capital.

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
Improve the oral language skills and communication of all pupils: ensuring that disadvantaged children are provided with targeted support where needed.	Assessments and observations will indicate significantly improved oral language amongst disadvantaged pupils. There will be a key focus in all classes in extending and enriching vocabulary.
Improve Y1 Phonics Screening outcomes for disadvantaged pupils.	School will achieve at least a 10% increase in the y1 Phonics Screen pass rate for disadvantaged pupils.
Achieve and sustain improved well-being for pupils in school.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent wellbeing surveys and teacher observations a significant reduction in referrals to Mental Health Practitioner <p>Lower cost of clubs leads to a significant increase in participation in enrichment activities.</p>

Improve attainment in reading.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improve the attainment in maths.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improve the attendance and punctuality of those pupils whose absenteeism/punctuality is cause for concern.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>

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 £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to have support in delivering new phonics programme	<p>Research from The Sutton Trust has shown that high quality teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support</p> <p>High quality phonics teaching (EEF) +5 months</p>	1, 2

<p>An emphasis in all lessons on the acquisition and understanding of key subject-specific vocabulary. E.g. 'Word Aware' starters to all English lessons and topic specific vocabulary in foundation subjects</p>	<p>+6 months Oral language interventions</p>	<p>1,2</p>
<p>Quality first teaching supported by effective CPD programme for teachers and support staff. Termly monitoring of lessons and books by SLT and regular reviews of progress on SDP objectives</p>	<p>+6 months Feedback + 5 months Mastery Learning</p>	<p>1</p>
<p>Curriculum leaders to ensure that subject curriculums are sequential and helping children to progressively and systematically acquire knowledge and skills to deepen understanding. Subject leaders to provide effective support to colleagues through feedback from network meetings, professional association CPD in order to ensure that effective practice is consistent across the school</p>	<p>+ 5 months Mastery Learning</p>	<p>1,5</p>
<p>EYFS staff to complete and implement Making Language Matter</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Communication and language approaches (EEF Toolkit +6)</p>	<p>1,2</p>
<p>School staff in all areas of school to complete and implement Talk Boost training/support</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Communication and language approaches (EEF Toolkit +6)</p>	<p>1,2</p>

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

Budgeted cost: £ 17,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional Teaching Assistants to support PP eligible EYFS pupils in their learning and to nurture their emotional health and well-being in order that they are learning ready.	Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage.	1, 3, 4
Daily phonics intervention session for PP eligible pupils.	Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +5)	1, 2
Deployment of TAs to provide daily literacy and maths support for PP eligible KS1 and KS2 pupils in addition to children's funded hours.	Utilise PP to promote long term change which will help all pupils including: <ul style="list-style-type: none"> • Reading comprehension strategies (EEF Toolkit +5) • Small group tuition (EEF Toolkit +4) • Targeted support to enable children with specific needs to catch up - One to One Tuition (EEF Toolkit +5) Teaching Assistant interventions (EEF Toolkit +4)	1, 2
Deployment of highly skilled and experienced TAs and Teachers to provide high quality enrichment provision.	Pupils enjoy a wide range of exciting learning opportunities delivered by skilled Teachers and Teaching Assistants who challenge and enthuse learners. Teaching Assistant interventions (EEF Toolkit +4)	5
Additional reading with an adult (Teacher or TA) for all disadvantaged pupils.	<ul style="list-style-type: none"> • Reading comprehension strategies (EEF Toolkit +5) 1. Oral language Interventions (EEF Toolkit +5)	1, 2

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

Budgeted cost: £ 9650

Activity	Evidence that supports this approach	Challenge number(s) addressed
High level of support for families in Universal Early Help, referrals for Targeted Early Help, signpost and support with accessing outside agencies, parenting support) for vulnerable.	<ul style="list-style-type: none"> • Social and emotional learning (EEF Toolkit +4) Parental engagement (EEF Toolkit +4) 	3, 4
Financial support to families as required for wider opportunities and equipment (e.g. extra-curricular activities, before and after school care, music lessons, milk, fruit, uniform, etc.)	<ul style="list-style-type: none"> • Arts participation (EEF Toolkit +4) Physical activity (EEF Toolkit +1) 	3, 4, 5
PP Lead, Head & Learning Mentor to liaise with Education Welfare Officer to develop & implement a range of specific support strategies for identified pupils to improve attendance and punctuality.	1. + 3 months -parental engagement	4
Training for senior Mental Health Lead	<ul style="list-style-type: none"> • Social and emotional learning (EEF Toolkit +4) <ol style="list-style-type: none"> 1. Parental engagement (EEF Toolkit +4) 	3, 4

Total budgeted cost: £ 48,650

Part B: Review of the previous academic year 23/24

Outcomes for disadvantaged pupils

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.

KS1

The data demonstrated that 100% of disadvantaged children in Year 2 made expected progress in Reading and Maths. 80% made expected progress in Writing

Attainment measures show that 20% of disadvantaged children in Year 2 met the expected standard in Reading, 20% in Writing and 100% in Maths.

KS2

The data demonstrated that 100% of disadvantaged children in Year 6 made expected progress in Reading and Writing and 86% in Maths.

Attainment measures show that 29% of disadvantaged children in Year 6 met the expected standard in Reading, 57 % in Writing and 43% in Maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The attendance data demonstrated that Figures up to July 2024 (school figures in bold):

Primary National Attendance and absence across year to date

- 93.9% (**93.58%**) of sessions were recorded as attending
- 6.1% (**4.98%**) of sessions were recorded as absence
- 3.9% (**3.54%**) of sessions were recorded as illness

Persistent absence across year to date

- 18.5% (**15.52%**) of pupils were recorded as persistently absent

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that targeted academic support and CPD for staff had a positive impact.

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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TTRockstars	Times Tables Rock Stars