

Pupil Premium Strategy Statement 2025-2028

Weston Rhyn 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	158 (plus 34 in Nursery)
Proportion of pupil premium eligible pupils	18%
Academic year/years covered by current strategy	2025–2028 (reviewed annually)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Suzi Bray
Pupil premium lead	Tracey Derham
Governor	Jen Kohan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,905

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is to ensure that disadvantaged pupils achieve outcomes in line with or above national expectations and develop the confidence, resilience, and skills needed for future success. Our strategy focuses on high-quality teaching, targeted academic support, and wider strategies to improve attendance, behaviour, and wellbeing. This plan aligns with SIP Priorities 1–3 and EYFS development (Priority 5).

Challenges

Challenge number	Detail of challenge
1	Attainment gaps in reading, writing, and maths for disadvantaged pupils compared to national averages.
2	Lower phonics outcomes and early reading skills in EYFS and KS1.
3	Attendance and punctuality issues among some disadvantaged pupils.
4	Limited parental engagement in supporting home learning.

5	Social, emotional, and mental health needs impacting behaviour and learning.
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Intended outcomes

Intended outcome	Success criteria
Improve attainment in reading, writing, and maths	75%+ disadvantaged pupils achieve expected standards by July 2026
Strengthen phonics and early reading	80%+ Year 1 pupils pass phonics screening
Improve attendance and punctuality	Whole-school attendance above 96%; persistent absence reduced
Increase parental engagement	High attendance at workshops; positive feedback from surveys
Support SEMH needs	Reduction in behaviour incidents; improved pupil wellbeing survey results

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on formative assessment, retrieval practice and visible feedback (whole-school)	EEF: Feedback; Metacognition & self-regulation; SIP Priority 1 (1.5)	1, 5
Twinkl handwriting programme and policy progression EYFS–Y6 (CPD + monitoring)	EEF: High-quality teaching; SIP 1.1	1
Mastering Number programme EYFS–Y3; fidelity coaching for staff	EEF: Early maths interventions; SIP 1.3	1
Phonics teaching consistency (RWI-based), KS1 & Fresh Start in KS2; staff training	EEF: Phonics approaches; SIP 1.4	2, 1

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and 1:1 tutoring in reading, writing, maths (PP priority groups)	EEF: Small group tuition; one-to-one tuition; SIP 1.7	1
KS1/KS2 phonics interventions including daily keep-up and Fresh Start	EEF: Phonics; SIP 1.4; SEF reading focus	2, 1

Fine motor skills groups to support handwriting automaticity	EEF: Precision/targeted motor interventions; SIP 1.1	1
SEND-specific assessment tools (dyslexia-friendly strategies; subject assessment)	EEF: Individualised instruction; SIP 1.2	1, 5

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

Budgeted cost: £8,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy: EWO engagement, action plans, parental communication	DfE: Working together to improve school attendance; SIP 2.2	3
Emotion coaching, nurture groups, LEGO therapy, ELSA, pastoral team	EEF: Social and emotional learning; SIP 3.3	5
Parent/carer workshops for reading & phonics; stay-and-play in EYFS; home learning packs	EEF: Parental engagement; SIP Priority 5 & 1.4	4, 2
Playful pedagogy in KS1; enrichment & assemblies linked to values	EEF: Collaborative learning; SIP 1.6 & Priority 3	1, 5

Total budgeted cost: £40,905

Part B: Review of the previous 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 (3 children) Good level of development 66.6%

KS1

Statistic	2021-2022		2022-2023		2023-2024		2024-2025	
	School	National	School	National	School	National	School	National
% of pupils passing in Year 1	50%	75%	52%	79%	53%	80%	66.6%	67%

Statistic	2021-2022		2022-2023		2023-2024		2024-2025	
	School	National	School	National	School	National	School	National
By end of Year 2	47%	87%	75%	89%	87%	89%	90%	89%

The internal data demonstrated that 62% of disadvantaged children in Year 2 (8 children) made expected progress in Reading, Maths and Writing.

Attainment measures show that 43% of disadvantaged children in Year 2 met the expected standard in Reading, 25% in Writing and 50% in Maths.

KS2

Attainment measures show that 50% of disadvantaged children in Year 6 (4) met the expected standard in Reading, 75% in Writing and 0% in Maths.

Attendance

Attendance for disadvantaged children was 91.9% whole school was 95.53% this is a difference of 3.63%

Externally provided programmes

Programme	Provider
Fresh Start (KS2)	Ruth Miskin / RWI
Mastering Number	NCETM

Further information

Our strategy is embedded within the School Improvement Plan and monitored through termly pupil progress meetings, governor scrutiny and external reviews.