

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Weston Rhyn Primary school
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Suzi Bray
Pupil premium lead	Tracey Derham
Governor / Trustee lead	Janet Kelly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,495
Recovery premium funding allocation this academic year	£3,456
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> *Provisional	£34,951

## 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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent wellbeing surveys and teacher observations</li> <li>a significant reduction in referrals to Mental Health Practitioner</li> </ul> Lower cost of clubs leads to a significant increase in participation in enrichment activities.
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 of 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: £ 15,745

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> <ul style="list-style-type: none"> <li>High quality phonics teaching (EEF) +5 months</li> </ul>	1, 2
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	+6 months Oral language interventions	1,2

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<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> <ul style="list-style-type: none"> <li>• Communication and language approaches (EEF Toolkit +6)</li> </ul>	<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: £ 11,206

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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	1, 3, 4
Daily phonics intervention session for PP eligible pupils.	Utilise PP to promote long term change which will help all pupils including: <ul style="list-style-type: none"> <li>• Phonics (EEF Toolkit +5)</li> </ul>	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"> <li>• Reading comprehension strategies (EEF Toolkit +5)</li> <li>• Small group tuition (EEF Toolkit +4)</li> <li>• Targeted support to enable children with specific needs to catch up - One to One Tuition (EEF Toolkit +5)</li> <li>• Teaching Assistant interventions (EEF Toolkit +4)</li> </ul>	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. <ul style="list-style-type: none"> <li>• Teaching Assistant interventions (EEF Toolkit +4)</li> </ul>	5
Additional reading with an adult (Teacher or TA) for all disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Reading comprehension strategies (EEF Toolkit +5)</li> <li>• Oral language Interventions (EEF Toolkit +5)</li> </ul>	1, 2

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

Budgeted cost: £8000

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	<ul style="list-style-type: none"> <li>• Social and emotional learning (EEF Toolkit +4)</li> <li>• Parental engagement (EEF Toolkit +4)</li> </ul>	3, 4

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agencies, parenting support) for vulnerable.		
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"> <li>• Arts participation (EEF Toolkit +4)</li> <li>• Physical activity (EEF Toolkit +1)</li> </ul>	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.	<ul style="list-style-type: none"> <li>• + 3 months -parental engagement</li> </ul>	4
Training for senior Mental Health Lead	<ul style="list-style-type: none"> <li>• Social and emotional learning (EEF Toolkit +4)</li> <li>• Parental engagement (EEF Toolkit +4)</li> </ul>	3, 4

**Total budgeted cost: £34,951**

## 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 2021 to 2022 academic year.

#### **Significant changes in leadership and COVID catch-up has affected the impact of the 2021/22 Pupil Premium Strategy.**

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils

#### **Overall Absence**

Our school's Disadvantaged cohort of 20 enrolments have an **Overall Absence** of **12.0%**.

This is **6.4%** higher than the **national Non-Disadvantaged** cohort at **5.6%**.

Our **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 6.9%** from -0.5% in 2020/21, to +6.4% in 2021/22.

Our Disadvantaged cohort's **Overall Absence** has **increased by 9.7%** from 2.3% in 2020/21, to 12.0% in 2021/22.

The Disadvantaged pupil(s) in our school are in **percentile 95** for **Overall Absence** when compared to other schools.

#### **Persistent Absence**



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**50.0%** of our school's Disadvantaged cohort are **persistently absent**, **10 pupils** out of 20. This is **34.9%** higher than the **national Non-Disadvantaged** cohort at **15.1%**. Our **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 41.5%** from -6.6% in 2020/21, to +34.9% in 2021/22. Our Disadvantaged cohort's **persistent absence** has **increased by 50.0%** from 0.0% in 2020/21, to 50.0% in 2021/22. The Disadvantaged pupil(s) in our school are in **percentile 95** for **persistent absence** when compared to other schools.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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
TT Rockstars	Times Tables Rock Stars