

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	189
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Suzi Bray (Acting Head)
Pupil premium lead	Tracey Derham
Governor / Trustee lead	Janet Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,593
Recovery premium funding allocation this academic year	£9,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year *Provisional	£45,173

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
To improve the oral language skills and communication of all pupils: ensuring that disadvantaged children are given the support needed to pass the Y1 phonics screening check	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 and the schools phonic pass rate will be in line with national average
To achieve and sustain improved well-being for all our pupils in school, particularly our disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in referrals to Mental Health Practitioner A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve the attainment in reading for disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To improve the attainment in maths for disadvantaged pupils	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.

<p>To improve the attendance and punctuality of those pupils whose absenteeism/punctuality is cause for concern</p>	<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: £ 12,353.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to have training in delivering RWI</p>	<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"> • High quality phonics teaching (EEF) +5 months 	<p>1, 3</p>
<p>EYFS staff to have training 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"> • Communication and language approaches (EEF Toolkit +6) 	<p>1,3</p>
<p>Nursery staff to have Talk Boost training</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of</p>	<p>1,3</p>

	the two show positive impacts on attainment:	
	Communication and language approaches (EEF Toolkit +6)	

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

Budgeted cost: £ 22,858

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"> 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
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"> 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 to provide high quality PPA 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"> Teaching Assistant interventions (EEF Toolkit +4) 	5
Additional reading with an adult (Teacher or	<ul style="list-style-type: none"> Reading comprehension strategies (EEF Toolkit +5) 	1

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TA) for all disadvantaged pupils.	<ul style="list-style-type: none"> Oral language Interventions (EEF Toolkit +5) 	
Employ teacher to support PP eligible via tutoring scheme for catch up maths and reading sessions	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) 	1, 2

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

Budgeted cost: £10,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Learning Mentor 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
Management of Actual or Potential Aggression (MAPA) training for staff	<ul style="list-style-type: none"> Behaviour interventions (EEF Toolkit +4) Metacognition and self-regulation (EEF Toolkit +7) 	3
Training for senior Mental Health Lead	<ul style="list-style-type: none"> Social and emotional learning (EEF Toolkit +4) Parental engagement (EEF Toolkit +4) 	3, 4

Total budgeted cost: £45,237.25

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 2020 to 2021 academic year.

Specific Objective of PPG eligible pupils achieving the standard in the Phonics Screening Test at end of Y1 and Y2.

- Phonics training for all KS1 staff
- Phonics intervention sessions delivered. Phonics Screen not undertaken in Summer term due to partial school closure.
- Phonics information shared with all EYFS and KS1 parents/carers.
- Phonics screen and KS1 SATs were not undertaken.

Specific Objective: Increase the proportion of PPG eligible pupils achieving 'Age Related Expectation' and 'Greater Depth' at end of Y2. Ensure that all pupils in receipt of funding make good or accelerated progress across KS1.

- Teaching Assistants delivered Literacy and Maths provision for PP eligible children and daily reading with an adult for disadvantaged children undertaken.

Specific Objective: Increase the proportion of PPG eligible pupils achieving 'Age Related Expectation' and 'Greater Depth' at end of Y6. Ensure that all pupils in receipt of funding make good or accelerated progress across KS2.

- Teaching Assistants delivered Literacy and Maths provision for PP eligible children and daily reading with an adult for disadvantaged children undertaken.

Specific Objective: Further develop pupils' resilience, interest in learning and exposure to culturally enriching experiences.

- All groups accessed Forest School
- Full review of curriculum intent, content and progression of knowledge and skills begun.

Specific Objective: Continue to support families and pupils' social, emotional and health needs in order to ensure children are 'learning ready' each day.

- Learning Mentor maintained relationships with PPG eligible pupils and families, supporting their emotional needs well. This was sustained and important during the national lockdown.
- Children feel valued and respected members of our school community in line with our core values. This was particularly important during lockdown.

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
IDL	IDL
Nessy (Dyslexia support programme)	Nessy
Lunchtime and after-school sports clubs	Shrewsbury Town
Reading Eggs	3PLearning
Spelling Shed	EdShed
Seesaw	Seesaw