

Pupil premium strategy statement – West Rainton 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	144
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	25-26 26-27 27-28
Date this statement was published	19 th September 2025
Date on which it will be reviewed	15 th July 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Alison McDonough- HT
Governor / Trustee lead	Rev Dr Michael Beck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98,000

Part A: Pupil premium strategy plan

Statement of intent

Contextual information:

- West Rainton Primary School is much smaller than average. A large proportion of the pupils come from families with high levels of deprivation. The school's deprivation indicator is significantly higher than the national average placing us within the top 20% of disadvantaged schools nationally.
- The number of pupils eligible for Free School Meals (FSM) is higher than the national average.
- The majority of the pupils are white British, with 24% of pupils other than white British. The school has a high proportion of Gypsy Roma and Travellers of Irish Heritage (GRT) pupils. (21% of the school population)
- There is very little difference between the school and the national stability rate showing the school is in line with national average for movement within school.
- Data shows that the school population is stable over time, with an increasing number of disadvantaged pupils from families with high levels of deprivation. The proportion of GRT pupils has stayed broadly in line with last year.

Our key objective in using the pupil premium grant is to quickly identify and diminish attainment gaps between pupil groups through quality first teaching. As a school, we have a significant track record of ensuring pupils make good progress. With the support of Local Authority expertise, we have an enhanced focus on providing more opportunities for basic foundation skills of reading, writing and maths across the school, including a strong focus on language and communication as well as early reading, especially in EYFS.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, as well as a huge amount of qualitative data is used to ensure the funds are used to maximum effect. Our school development planning, and robust monitoring and evaluation procedures guide us in where and how to spend our pupil premium allocation.

We have also used existing research and publications, including those from Ofsted and findings of studies undertaken by the Education Endowment Foundation, to enable us to make decisions relating to provision. Training provided by Durham Education Development Service also helped us to understand the systems and approaches that work in relation to the attainment of specific groups of learners, and how to document impact on a whole school level. We are also keen advocates of What Worked Education micro-trialling to ensure interventions are efficient and impactful.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum. Implementing a broad and ambitious curriculum as well as an extensive range of quality extra-curricular opportunities is also a focus for significant resource spending in the coming year. Music, art, drama and sports' experiences* remain a priority to increase pupils' cultural capital and build their sense of self-worth. *The PE and sports' premium strategy objectives and funding also help to support this.

Support timetables for all support staff show increased and detailed targeted support for pupils eligible for pupil premium across the school. As an Inclusion Quality Mark Flagship school, it is of paramount importance to us that all pupils reach their full potential across a full, broad and rich curriculum entitlement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal monitoring and baseline assessments on entry into reception indicate that disadvantaged pupils require significant input in core aspects of learning such as phonics, reading and number.</p> <p>The reception cohort of 2025-26 has a higher-than-average proportion of pupils eligible for PP, for our context, and there is a clear gap in on-entry attainment compared to others.</p>
2	<p>Internal assessment of reading data shows that disadvantaged pupils generally have greater difficulty with reading than their peers, particularly up to Y3. The school has worked hard over recent years to close this gap by the end of Key Stage 2 and are building in interventions to close that gap sooner in order to ensure more pupils can access Key Stage 2 curriculum content more comfortably.</p>
3	<p>In recent years, the school has overhauled maths provision to ensure greater proportions of pupils, particularly those who are disadvantaged, experience a higher level of support and challenge within daily lessons.</p> <p>This approach led to greater proportions of pupils meeting both expected and greater depth level in KS2 in 2025. The school now intends to build on this provision so greater proportions of pupils exceed ARE, particularly across KS2.</p>
4	<p>Daily attendance monitoring shows that the school continually need to strive to support the school community in recognising the importance of maximising their curriculum entitlement.</p> <p>Attendance improved greatly in 2024-25 academic year to above national average levels but has still not returned to pre-pandemic levels. The school continues to shows initiative, dedication and proactivity in provision that ensures every day is too good to miss.</p>
5	<p>Pupil voice, surveys of parent and carers and everyday internal monitoring indicates that a sense of belonging, being valued, high wellbeing and happy in school every day, is fundamental to the academic success of all learners. Over the past two years, the school has also introduced a careers and aspirations curriculum to further consolidate an attitude that nothing is off-limits to pupils, particularly those from disadvantaged backgrounds.</p>

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
Improved standards in core skills of reading, phonics and number by end of EYFS.	Standards in EYFS, particularly by end of reception are close to if not meeting national averages.

	Clear EYFS leadership ensures this filters into nursery provision so the gap between entry and exit data in reception is narrowed.
Greater proportions of pupils, particularly in years 1,2 and 3, leave respective year groups in line or ahead of ARE in reading.	Pupils in all year groups are monitored very regularly (daily in most occasions) and those with barriers to reading practice are identified very early and provided for so that more pupils leave each year group in line or ahead of reading ARE.
Greater proportions of pupils in all age groups, but particularly in years 3, 4 and 5 access daily 'greater depth' level of challenge in maths lessons leading to improved end of unit and year attainment.	Greater proportions of pupils in years 2, 3 and 4 meet expected times tables attainment in respective year groups so that by the MTC Y4 average score is in line or ahead of national average.
Attendance remains above national averages according to FFT tracking data and is close to, if not at the DfE ABIE target.	Attendance tracking across the year is in line or ahead of FFT tracking of similar schools. Attendance by July 2026 is ahead of national average data. Data shows pupils who are at risk of persistence absence have been identified and targeted early with successful improvement.
All pupils hold high aspirations of themselves and have a deeper understanding of future pathways available to them by being proud of their own individual strengths.	Attendance at extra-curricular provisions, including free breakfast club, are consistently high with a large majority of pupils accessing multiple clubs regularly. Careers curriculum evidences pupils having regular opportunities to build the skills required for the world of work and higher education in order to raise awareness of future pathways they may like to pursue. This is tracked as of January 2026.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD in EYFS curriculum and supporting training in language, literacy and</i>	EEF- oral language interventions study Continuing training and monitoring is required for staff new to the setting.	1

<i>communication through Wellcom and communication friendly settings.</i>		
<i>Read Write Inc. training for 2 staff members.</i>	EEF- phonics study EEF- teaching assistant interventions study	1 2
<i>Additional qualified teaching assistant recruited for tuition/intervention programmes.</i>	EEF-small group tuition study	1 2 3
<i>Additional adult retained to allow for single cohort classes despite one small class of 14- particularly in support of phonics and early reading</i>	EEF- phonics EEF- reducing class size	1 2 3
<i>Maths resources and subscriptions purchased and introduced across school to ensure teachers are fully equipped to deliver supported challenge raising attainment and confidence in maths.</i>	EEF- mastery learning	1 3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition and intervention sessions in core skills.</i>	EEF- teaching assistant interventions study EEF-small group tuition study	1 2
<i>Individual reading partners</i>	EEF- teaching assistant interventions study	1 2
<i>WhatWorked Durham micro-trials</i>	EEF- teaching assistant interventions study	2 3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enriching and engaging learning experiences are planned and delivered to enhance curriculum and re-establish strong attendance habits. Arts and participation forms a significant part of this.</i>	EEF- arts participation study	4 5
<i>Support for youth mental health first aid and mental wellbeing, including training, resourcing, use of external services where needed.</i>	EEF- social and emotional learning	4 5
<i>Activities to raise aspirations and awareness of skills for future careers. Skills Builder training and implementation including engagement of parents.</i>	EEF- parental engagement study	4 5

Total budgeted cost: £105,000