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	139
Proportion (%) of pupil premium eligible pupils (targeted)	47%
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	20th September 2026
Date on which it will be reviewed	15th July 2027
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	£100,752
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£100,752

Part A: Pupil premium strategy plan

Statement of intent

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 nation ally.

• 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 22% of pupils other than white British. The school has a high proportion of Gypsy Roma and Travellers of Irish Heritage (GRT) pupils. (20% 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 where we are currently gaining even further expertise through the Local Authority's 'moving the box' project.

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	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. 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.
2	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.
3	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. 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.
4	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. 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.
5	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.

Summary View of Outcomes from Previous Year

Reading (Y6)	PP 66% / Non-PP 85%
Writing (Y6)	PP 73% / Non-PP 100%
Maths (Y6)	PP 63% / Non-PP 100%
Attendance	PP 93.1% / Whole school 94.3%
Attainment RWM combined at Y6 in summer 2026 was 62% (PP 53% /Non PP 86%) it is worth noting that 19 out of 26 pupils were eligible for FSM in 2026. Still awaiting marking review outcome for 3 pupils. Reading- 65.4% (PP 66% /Non PP 85%)	

Writing- 80% (PP 73%/ Non PP 100%)

Maths- 73% (PP 63% /Non PP 100%)

Progress measures

Progress measure for reading -4.2

Progress measure for maths -1.65

Attendance

Overall attendance for 25/26yr 94.3%. PP attendance=93.1% / Non-PP attendance= 95.6%

Key improvements vs last year

Outcomes for reception remained at national average for the second year running and

There was further improvement in outcomes for the Y4 MTC in 2026 from below average attainment in 2024, securing year on year improvement in 25 and 26. Pupils categorised as disadvantaged attained a mean score of 23.5 (national 21) others 22. This has significantly and consistently closed a gap from 2024 where disadvantaged pupils attained a mean score of 15.9.

Similarly, in the Y1 phonics screening check there was an improvement to above national average for overall attainment in 2026 89% (increase of 8% on 2025). This included 100% of pupils eligible for pupil premium meeting the required pass mark.

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	Monitoring / Lead
Improved standards in core skills of reading, phonics and number by end of EYFS. EYFS GLD: aspirational target of moving from 48% (on entry) to 65%+ by end of reception. 14/27 (52%) current cohort eligible for PP- 3 (22%) on track for GLD at baseline. Target of at least 9/14 (64.3%) by end of reception, bringing this group in line with the overall aspirational target.	Standards in EYFS, particularly by end of reception are close to if not meeting national averages. GLD data continues a three year average trend of above contextual GLD figures.	Termly review cycle Pupil Progress Meetings- SLT meeting with all EYFS staff involved in implementation. Baseline and termly assessments as well as formative assessments such as RWInc.
Greater proportions of pupils, particularly in years Rec,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	Termly review cycle Pupil Progress Meetings

Rec- GLD target of 65% Yr 1- phonics screening check target of 80% Yr 2- reading attainment target of 80% Yr 3 ARE attainment in reading target of 75%	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 end of year attainment. Maths gap closure across the school overall target from: 68% to at least 75% by end of 25-26	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. Maths gap narrows across the school at both expected and greater depth standard	Termly review cycle Pupil Progress Meetings
Attendance remains above national averages according to FFT tracking data and is close to, if not at the DfE ABIE target. Whole School PP Attendance: 89.8% in 23-24 → 94.6% in 24-25 (a gap of -1% from non-PP attendance). Maintaining this trend in 25-26 is an aspirational aim.	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.	Termly review cycle Attendance tracking re-views
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. Extra-curricular clubs- tracking of attendance of all groups shows strong engagement- >80% of pupils attending at least one club. Free breakfast club impact percentage of pupils attending and how many are PP. Target of 40% of pupils attending in first year including >30% of PP.	Attendance at extra-curricular provisions, including free breakfast club, are consistently high with a large majority of pupils accessing multiple clubs regularly. Target of 40% attending free breakfast club including >30% of pp children. Gap closed to <10% between PP and non PP attendees at extra-curricular clubs. 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.	Half-termly attendance reviews for breakfast club as part of DfE early adopter scheme. Termly attendance review of extra-curricular clubs in preparation for reporting to governors. Pupil voice conducted termly on clubs to gain views on current provision and potential future options.

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: £62,810

Activity	Evidence that supports this approach	Value for Money Evaluation	Challenge number(s) addressed
CPD in EYFS curriculum and supporting training in language, literacy and communication through Wellcom and communication friendly settings.	EEF- oral language interventions study Continuing training and monitoring is required for staff new to the setting. Minimum of 4 months gain for each pupil expected as outlined in EEF studies.	No. of staff 1 Value for money is £1710 divided by 7 pupils accessing giving an average cost of =£244	1
Adaptive teaching cpd for all teachers	EEF-mastery learning	No. of staff 9 Value for money is £200 divided by 50 pupils accessing giving an average cost of £4	1 2 3
Additional qualified teaching assistant recruited for tuition/intervention programmes.	EEF-small group tuition study	No of staff 1 Cost £12,400	1 2 3
Additional adult retained to allows for single cohort classes despite one small class of 14- particularly in support of phonics and early reading	EEF- phonics EEF- reducing class size EEF- mastery learning	Cost £48,500 Benefits all pupils across all cohorts giving an average cost of £346	1 2 3

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

Budgeted cost: *£ 12,630*

Activity	Evidence that supports this approach	Value for Money Evaluation	Challenge number(s) addressed
Tuition and intervention sessions in core skills.	EEF- teaching assistant interventions study EEF-small group tuition study	3 adults £4630 divided by 34 pupils= £167	1 2
Individual reading partners	EEF- teaching assistant interventions study	5 adults cost £5130 divided by 45 pupils = £114	1 2
WhatWorked Durham micro-trials	EEF- teaching assistant interventions study	2 adults Cost 1868 Divided by 24 pupils =£57	2 3
What Worked Durham Peer Mentoring maths programme	EEF- small group tuition study	2 adults to oversee training and resourcing Adult cost= £702 Resourcing= £300 £1002 divided by 16 pupils=£62	3

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

Budgeted cost: £25,312

Activity	Evidence that supports this approach	Value for Money Evaluation	Challenge number(s) addressed
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.	EEF- arts participation study	Performing arts and live music opportunities (Shakespeare schools' festival, Durham brass, steel band, Cathedral choir) £11,850 divided by 100 participants = £118.50 Arts award opportunities including working with a professional artist, supplies of resources for participants. £5262 divided by 80 pupils =£65.78	4 5
Support for youth mental health first aid and mental wellbeing, including training, resourcing, use of external services where needed.	EEF- social and emotional learning	Whole school staff cpd in wellbeing support such as reducing anxiety. EWEL team support for individual students (in addition to COL credit use) £550 divided by 29 pupils = £18.90	4 5
Activities to raise aspirations and awareness of skills for future careers. Skills Builder training and implementation including engagement of parents.	EEF- parental engagement study	Skillsbuilder cpd and ongoing subscription and resourcing for aspirational development £4300 divided by 144 =£29.86 Durham University Schools Membership Scheme	4 5

		aspirational trips and activities. £3200 divided by 51 pupils =£62.74	

Total budgeted cost: £100,752

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2026 outcomes:

EYFS- Reception GLD 72% overall. 9/14 disadvantaged pupils attained GLD= 64%, compared with 10/12 83% non-disadvantaged pupils in the cohort. This was well above national figures for disadvantaged children in 2025 at 51.3%.

Y1 phonics assessment- 89% overall. Disadvantaged pupils 5/5 met the pass mark 100% whilst 11/13 (85%) non-disadvantaged pupils attained the pass mark. Nationally 67% of disadvantaged pupils met the threshold for y1 phonics screening in 2025 so we are particularly proud of the work done on phonics and reading to lead to such strong outcomes for this group.

Y4 Multiplication tables check- disadvantaged pupils attained a mean score of 23.5 which was well above the national figure of 21 (2025). This was also above the average score for non-disadvantaged pupils in the school who attained a score of 22.

Y6 SATS

RWM combined at Y6 in summer 2026 was 62% (PP 53% NA 49% /Non PP 85% NA 70%) it is worth noting that 19 out of 26 pupils were eligible for FSM in 2026.

Reading- 65.4% (PP 66% NA 63% /Non PP 85% NA 81%)

Writing- 80% (PP 73% NA 60%/ Non PP 100% NA 79%)

Maths- 73% (PP 63% 62% /Non PP 100% NA 82%)

In writing 73% was well above the national figure of 60% for disadvantaged pupils.

Gaps between PP and others in 25-26 are not a common trend over time for the school and were contributed to with other contextual factors within this cohort. Results in 24-25 show this clearly and predicted results for 26-27 indicate that this trend will not be continued.

Attendance figures for 25-26 overall dropped on those of the previous year with 40 referrals made to the local authority for holidays (15) and 10 sessions absence (25). PP attendance=93.1% above national average for 24-25 of 90% Non-PP attendance= 95.6%. On the whole there is a deep level of engagement with school. Parents and children reported a deep sense of not wanting to miss out due to the enriching and engaging extra-curricular activities on offer. The attendance of Gypsy Roma and Traveller pupils affected our attendance more last year than it has in many years, largely due to some new families from outside the area joining us. GRT attendance=89.6% compared with others 95.5%. This is still significantly higher than national average attendance for these groups however.

The school's internal tracking of additional offers such as clubs shows that 84% of pupils eligible for pupil premium were attending at least one club with 61% attending more than one per week. This was exactly in line with data for non-eligible pupils.

The school became an early adopter of the DfE free breakfast club scheme in April of 2025 and closely monitored take-up and attendance. In 25-26 academic year, 68% of PP eligible pupils attended the breakfast club facility on a regular basis compared with 40% of non-eligible pupils. Leaders were also able to work with families to encourage 70% uptake of those targeted leading to better morning routines and greater alertness in lessons.

Next steps

School leaders have identified consistent barriers to learning for their most disadvantaged pupils and work to continually improve academic and personal outcomes for this cohort will continue with a similar programme of objectives in 26-27 focusing on core skills, high engagement with school and learning and raising aspirations for future education and employment. Leaders are mindful that changes to eligibility in 2026 could lead to a reduction in funding, but also a small group of pupils, who may rely on the additional support becoming ineligible. Leaders are committed to ensuring a transition period over the coming academic year where children go from targeted to expanded categorisation so that sufficient support remains in the right places.

Leaders continue to work hard to improve the attendance habits of a small group of families, using all available tools with a supportive standpoint. Because of the unique context of the school with the level of disadvantage combined with the high proportion of families from Gypsy Roma or Traveller heritage it is difficult to make true comparisons with similar schools. Leaders are simply determined to exceed all national average data for groups within the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Not applicable	

Further information

We are exceptionally proud that our provision nurtures, includes and champions every child, irrespective of context, disadvantage or experiences. Our strategic journey over the past 8 years to become an Inclusion Quality Mark Flagship school complements this plan and vice versa. The two are completely interwoven into the fabric of our provision. Our exceptional staff team, and the warm environment for learning they create, ensures children feel a deep sense of belonging and value which enables them to fulfil their potential across all areas.

Leaders are completely aligned in their very high ambitions to ensure West Rainton Primary School is a place where children gain a sense of being limitless in what they can achieve.