# 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<br>26-27<br>27-28 |
| Date this statement was published | 19th September 2025 |
| Date on which it will be reviewed | 15th 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 | £106,050 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £106,050 |

# 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 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 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 62% / Non-PP 81% |
| Writing (Y6) | PP 58% / Non-PP 78% |
| Maths (Y6) | PP 65% / Non-PP 83% |
| Attendance | PP 92.3% / Whole school 95.1% |
| **Attainment**<br><br>RWM combined at Y6 in summer 2025 was 76% (PP 73% /Non PP 100%) it is worth noting that 15 out of 17 pupils were eligible for FSM in 2025.<br><br>Reading- 94% (PP 93% /Non PP 100%)<br><br>Writing- 82% (PP 80%/ Non PP 100%) | |

Maths- 76% (PP 73% /Non PP 100%)

**Progress measures**

IDSR data of disadvantaged pupils' performance gap shows a consistent closing (and in some cases overtaking) of attainment data over 3 years when compared to national non-disadvantaged data. Changes to the maths provision to allow pupils greater opportunity to revisit core skills has seen an improvement year on year to close the gap on national non-PP.

**Attendance**

Overall attendance for 24/25yr 94.8% (in line with national average). PP attendance=94.4% above national average/ Non-PP attendance= 95.1%

**Key improvements vs last year**

There was an improvement of almost 4% in attendance from 23-24 after a year of significant work and investment in raising the profile of regular, consistent attendance. This included an increase of 2% in PP cohort figure from previous year.

There was an improvement in outcomes for the Y4 MTC in 2025 from below average attainment in 2024 to in line with national. Pupils categorised as disadvantaged attained a mean score of 19.7 (national 19.3) others 19.6. This significantly 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 in line with national average for overall attainment in 2025 81% (increase of 6% on 2024). This included 80% 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.<br>EYFS GLD: aspirational target of moving from 48% (on entry) to 65%+ by end of reception.<br>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.<br>GLD data continues a three year average trend of above contextual GLD figures. | Termly review cycle<br>Pupil Progress Meetings- SLT meeting with all EYFS staff involved in implementation.<br>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 | Pupils in all year groups are monitored very regularly (daily in most occasions) and those | Termly review cycle<br>Pupil Progress Meetings |

| | | |
|---|---|---|
| in line or ahead of ARE in reading.<br>Rec- GLD target of 65%<br>Yr 1- phonics screening check target of 80%<br>Yr 2- reading attainment target of 80%<br>Yr 3 ARE attainment in reading target of 75% | 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 end of year attainment.<br>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.<br>Maths gap narrows across the school at both expected and greater depth standard | Termly review cycle<br>Pupil Progress Meetings |
| Attendance remains above national averages according to FFT tracking data and is close to, if not at the DfE ABIE target.<br>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<br>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.<br>Extra-curricular clubs- tracking of attendance of all groups shows strong engagement- >80% of pupils attending at least one club.<br>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.<br>Gap closed to <10% between PP and non PP attendees at extra-curricular clubs.<br>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.<br>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: £63,710

| 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.<br><br>Minimum of 4 months gain for each pupil expected as outlined in EEF studies. | No. of staff 1<br>Value for money is £1710 divided by 7 pupils accessing giving an average cost of =£244 | 1 |
| Read Write Inc. training for 2 staff members. | EEF- phonics study EEF- teaching assistant interventions study | No. of staff 2<br>Value for money is £1100 divided by 20 pupils accessing giving an average cost of £55 | 1 2 |
| Additional qualified teaching assistant recruited for tuition/intervention programmes. | EEF-small group tuition study | No of staff 1<br>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<br><br>EEF- reducing class size<br><br>EEF- mastery learning | Cost £48,500<br>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: £ *12,698*

| 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<br>£5700 divided by 34 pupils= £167 | 1 2 |
| Individual reading partners | EEF- teaching assistant interventions study | 5 adults<br>cost £5130 divided by 45 pupils = £114 | 1 2 |
| WhatWorked Durham micro-trials | EEF- teaching assistant interventions study | 2 adults<br>Cost 1868<br>Divided by 24 pupils =£57 | 2 3 |

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

Budgeted cost: £29,642

| 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<br>(Shakespeare schools' festival, Durham brass, steel band, Cathedral choir) £11,850 divided by 100 participants = £118.50<br><br>Arts award opportunities including working with a professional artist, supplies of resources for participants. £5262 divided by 80 pupils =£65.78<br><br>Delivery of enrichment after school clubs<br>8 adults £3780 divided by 144 =£26.25 | 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.<br>EWEL team support for individual students (in addition to COL credit use)<br>£1250 divided by 58 pupils = £21.55 | 4 5 |
| *Activities to raise aspirations and awareness of skills for future careers. Skills Builder training and implementation including* | EEF- parental engagement study | Skillsbuilder cpd and ongoing subscription and resourcing for aspirational development | 4 5 |

| | | | |
|---|---|---|---|
| *engagement of parents.* | | £4300 divided by 144 =£29.86<br><br>Durham University Schools Membership Scheme aspirational trips and activities. £3200 divided by 51 pupils =£62.74 | |

## Total budgeted cost: £106,050

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

2025 outcomes:

EYFS- Reception GLD 70% overall. Pupils eligible for pupil premium in this cohort were relatively low in comparison to the average for the school. 4/5 disadvantaged pupils attained GLD= 80%, compared with 70% non-disadvantaged pupils in the cohort. This was well above national figures for disadvantaged children at 51.3% and County Durham figure of 46%.

Y1 phonics assessment- 81% overall. Disadvantaged pupils 6/10 met the pass mark 60% whilst 11/11 (100%) non-disadvantaged pupils attained the pass mark. Nationally 67% of disadvantaged pupils met the threshold for y1 phonics screening and it will be a focus in the year ahead to close both the in school and national gap.

Y4 Multiplication tables check- disadvantaged pupils attained a mean score of 19.7 which was just above the national figure of 19.3. This was in line with non-disadvantaged pupils in the school who attained a mean score of 19.6.

Y6 SATS

RWM combined at Y6 in summer 2025 was 76% (PP 73% /Non PP 100%) it is worth noting that 15 out of 17 pupils were eligible for FSM in 2025.

Reading- 94% (PP 93% /Non PP 100%)

Writing- 82% (PP 80%/ Non PP 100%)

Maths- 76% (PP 73% /Non PP 100%)

In comparison to national figures, RWM combined was well above national figures of 47% and county Durham figure of

In reading 94% was well above the national figure of 65% for disadvantaged pupils

In writing (which was externally moderated) 82% was well above the national figure of 59% for disadvantaged pupils

In maths 76% was well above the national figure of 61% for disadvantaged pupils.

Attendance figures for 24-25 were a particularly positive outcome from the interventions and work done by the school across the year. PP attendance=94.4% above national average of 90% and gap closed to less than 1% on Non-PP attendance= 95.1%. A deep level of engagement with school was evident and 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 school's internal tracking of additional offers such as clubs shows that 88% of pupils eligible for pupil premium were attending at least one club with 50% 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. 65% of PP eligible pupils attended the breakfast club facility on a regular basis compared with 45% of non-eligible pupils. Maintaining and building on this starting point will be a focus for the year ahead as crucial opportunities for engaging with pupils and families can begin even earlier in the day adding 50 minutes of additional time in school per day.

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 25-26 focusing on core skills, high engagement with school and learning and raising aspirations for future education and employment.

Whilst attendance figures overall were a positive outcome, the school would like to reduce persistent absence levels from 13.5% in 24-25 (in line with national), particularly in one or two specific cohorts.

Additional review of previous 3-year cycle (2022-2025)

Coming out of the immediate recovery period form the pandemic, objectives covered continuing to focus on closing gaps in core skills of reading, writing and maths across all age phases. Significant work has been done to identify and intervene early where pupils may be at risk of falling behind. Curriculum changes, particularly in maths, have led to greater opportunities for children to revisit and consolidate prior learning and the school are beginning to see significant results from this.

In September 2024, leaders made the decision to move to single-cohort classes and funded an additional teacher to facilitate this. Whilst teachers were highly-skilled in mixed-age planning, this simplified the curriculum and ensured all children benefitted from smaller group sizes over time.

Due to the unique context of the school, with 21% of pupils coming from Gypsy Roma or Irish Traveller heritage (90%+ of whom are pp eligible), attendance and engagement with school remains a consistent outcome. The school manages this high level of inclusion very well and holds high expectations for all as verified by the Inclusion Quality Mark Flagship status it has achieved during this cycle.

The enriching offer at the school aims to improve the cultural, linguistic and experiential capital for all pupils, but particularly those who need this most. School leaders are relentless in their drive to secure the very best opportunities for all pupils and invest significantly in this area. Pupils and parents report that it is this offer that drives up

attendance and engagement as well as a growing sense of aspiration and self-belief. A careers and aspirations curriculum was introduced in 2025-26, using a skills builder assessment tool that clearly identifies pupils progress against employability skills. Leaders are keen to see the impact of this longer term.

Attendance will remain a core focus of pupil premium outcomes, but leaders are pleased with the consistently positive behaviour and attitudes of pupils. The emotional wellbeing needs of pupils are met early and with a wide range of support mechanisms without detracting from time spent in the classroom. The school's exemplary long-running suspension and exclusion figures are just one outcome of having this 'relationships first' approach.

## 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.*