Early Years Pupil Premium strategy statement – West Rainton

This statement details our school's use of EY pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years' pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's funding had on the outcomes of our nursery pupils.

School overview

Detail	Data
Number of children in nursery (autumn term)	30
Proportion (%) of pupil premium eligible pupils	10 (33%)
Academic year/years that our current early years' pupil premium strategy plan covers	26-27 27-28 28-29
Date this statement was published	September 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Full governing body
Pupil premium lead	Alison McDonough
Governor / Trustee lead	Simon Scott/ Christine Charlton

Funding overview

Detail	Amount
Early Years' pupil premium funding allocation this academic year	£8058
Early Years pupil premium test and learn uplift figure	£3590
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12008

Part A: Early Years' 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 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 early years' 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 over time. 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.

Additional funding has been allocated to the school to begin impacting on our most disadvantaged pupils at the very earliest opportunity 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 learners in early years, and how to document this impact. We are also keen advocates of What Worked Education micro-trialling and use this model to ensure interventions are efficient, timely and impactful.

We have sought external organisations and identified opportunities for our nursery children to have an enriched and enhanced experience of the curriculum. This enriching offer aims to improve the cultural, linguistic and experiential capital for all pupils, but particularly those who need this most. Intervention timetables for all support staff show increased and detailed targeted support for children eligible for

early years' pupil premium in nursery. 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 at all phases of their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language development is often below age-related expectations on entry into nursery
2	Appropriate management of emotions and feelings in social interaction situations may not be a common experience for many of our children
3	In some homes, children may not have the opportunities for rich learning experiences that build their cultural, linguistic and experiential capital
4	Physical development is often delayed in both gross and fine motor skills
5	In some homes, children may not have opportunities to develop high aspirations and a confident sense of self

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
Children will develop their communication skills, particularly verbally, speaking in coherent sentences to be more able to voice their wants and needs.	• Children will experience a rich language-based environment supported by adults. • Children will understand and respond to who, what, why questions with growing confidence and detail

	• Children will effectively express their needs and wishes to those around them • Children will use a wide range of vocabulary within their play situations • Children with limited verbal skills may use other forms of communication in growing complexity and with increasing confidence • Internal tracking demonstrates that children are making more than expected progress and are closer to age-related expectations in communication and language by the end of the academic year.
Children will develop the ability to take turns, play cooperatively and demonstrate being able to wait showing a growing sense of self-regulation	• Internal tracking demonstrates that a greater proportion of children will meet at least age-related expectations in PSED by the end of the academic year. • Children will be observed dealing with conflict with resilience when playing with peers. • Children will be able to manage change in routine and follow instructions given by familiar adults without becoming withdrawn or responding negatively. • Recorded observations show children are happy within the setting and developing positive relationships with others. • Children will recognise and name some common emotions.
Children will have greater opportunities to experience the world around them, extending their knowledge of every day experiences	• A greater proportion of children will meet at least age-related expectations in knowledge and understanding of the world by the end of the academic year. • Children will experience a range of visits outside of the nursery setting such as seasonal walks, trips to the park, local shops or church etc.
Children will be given the opportunities to take part in a range of activities to promote their fine and gross motor skills in order to become more resilient and develop core strength to participate in everyday activities	• Children will meet at least age related expectations in physical development by the end of the academic year. • Children will be more coordinated in their gross motor movements and balance • Children will have developed fine motor control enabling them to make controlled marks with writing tools.

Children will experience enhanced learning opportunities that develop a deeper understanding of what it means to be an engaged and active learner	• Observations will demonstrate, on a frequent basis, characteristics of effective learning such as: -showing prolonged levels of concentration on one task -motivation to keep trying even when facing setbacks -showing enjoyment in the sense of achievement in what they set out to do

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: £3900

Activity	Evidence that supports this approach	Value for money evaluation	Challenge number(s) addressed
Forest school- an additional adult to provide lower adult:child ratio	EEF EYs toolkit physical development approaches	£2700 (90 minutes for 10 weeks)divided by 10 pupils = £270 per pupil	1 2 3 4 5
CPD in dough disco and squiggle for 1 staff member	EEF EYs toolkit physical development approaches	£400 divided by 10 children = £40 per pupil	4
CPD for 2 assistant teachers in what comes before *Phonics* *Counting* *writing*	EEF EYs toolkit communication and language approaches EEF EYs toolkit early numeracy approaches	£800 divided by 10 pupils = £60 per pupil	1 2

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

Budgeted cost: £5760

Activity	Evidence that supports this approach	Value for money evaluation	Challenge number(s) addressed
Communication and language interventions 1 additional adult 30 minutes per day for 34 weeks	Elklan approach with Wellcomm as an assessment tool EEF EYs toolkit communication and language approaches	£1530 divided by 10 children - £153 per child	1 3
Physical interventions additional adult 30 minutes per day for 30 weeks	EEF EYs toolkit physical development approaches	£1350 divided by 10 children - £135 per child	4
Social interventions additional adult 30 minutes per day for 30 weeks	EEF EYs toolkit communication and language approaches	£1350 divided by 10 children - £135 per child	2 5
Early numeracy interventions additional adult 30 minutes per day for 34 weeks	EEF EYs toolkit early numeracy approaches	£1530 divided by 10 children - £153 per child	3

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

Budgeted cost: £ *2348*

Activity	Evidence that supports this approach	Value for money evaluation	Challenge number(s) addressed
Diwali visitor for a rich cultural experience within the nursery setting	EEF EYs toolkit parental engagement	£300 divided by 10 children= £30 per child	1 3 5
Sports events- engaging with parents and wider school community to	EEF EYs toolkit physical development approaches	£200 divided by 10 children= £20 per child	2 3 4 5

foster sense of self and belonging			
Stay and plays- parental engagement to support learning at home	EEF EYs toolkit parental engagement	£400 divided by 10 children= £40 per child	1 2 5
Community picnic- parental engagement in interactions and play-based learning	EEF EYs toolkit parental engagement	£200 divided by 10 children= £20 per child	1 2 4 5
Attendance incentives- motivation and increasing sense of engagement with learning	EEF EYs toolkit parental engagement	£448 divided by 10 children= £44.80 per child	5
Forest school – resourcing for physical, social and communication tasks within forest school sessions	EEF EYs toolkit physical development approaches	£600 divided by 10 children= £60 per child	1 2 3 4 5
Raising parental awareness of behaviour for learning	EEF EYs toolkit parental engagement	£200 divided by 10 children= £20 per child	3 5

Total budgeted cost: £12,008

Further information (optional)

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 funding strategy and vice versa. The two are completely interwoven into the fabric of our nursery 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 and fosters secure school-readiness.

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 and this begins from the moment they arrive in nursery.