Rainow Primary School
Caring, Learning, Achieving

Pupil premium strategy statement 2026 - 2027

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. Please click here to read about the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rainow Primary School
Number of pupils in school (Sep 26)	190
Proportion (%) of pupil premium eligible pupils (1 is a PLAC pupil)	6.3% (12 pupils)
Academic year that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	October 2026
Dated on which it will be reviewed	July 2027
Statement authorised by	Jonathan Norris, Headteacher
Pupil premium lead	
Governor lead	Paula Riordan, lead for disadvantaged pupils

***our total funded pupils will be 9 (4.6%) – see below**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	11 x PPG (£1,550 per pupil) = £17,050 1 x Post Looked After Children (£2,690 per pupil) = £2690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£19,740**

DRAFT

Rainow Primary School
Caring, Learning, Achieving

Part A: Pupil Premium strategy plan

Statement of intent

At Rainow Primary School, we want every child to achieve well, feel that they belong and participate fully in school life. Our pupil premium strategy supports this ambition by identifying and addressing the barriers faced by disadvantaged pupils, while maintaining high expectations of what each child can achieve.

Our small disadvantaged cohort means that we know pupils and families well and can respond closely to individual needs. We use assessment, classroom evidence and conversations with pupils and parents to identify the support needed. Disadvantage does not necessarily mean low attainment: our approach includes appropriate challenge for pupils who are already achieving well.

High-quality teaching is central to our strategy. In 2026–27, we will give particular attention to writing, alongside securing strong foundations in reading, spoken language and mathematics. This aligns with our school improvement priorities for Writing and Inclusion and Mathematical Excellence. Targeted support will address specific gaps and help pupils apply their learning independently in class.

We will continue to apply RADY (Raising Attainment for Disadvantaged Youngsters (RADY) programme) principles through ambitious expectations, equitable access to opportunities and regular review of pupils' progress. Our Rainow Learning Values will support children to develop confidence, independence and effective learning habits.

Pastoral support, strong relationships with families and early responses to attendance concerns will help pupils engage successfully with learning. We will also remove financial and practical barriers to trips, residentials, clubs, music and sporting opportunities.

We will evaluate success through pupils' attainment, progress, attendance, wellbeing and participation, using the findings to adapt provision and direct funding where it makes the greatest difference.

DRAFT

Challenges

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

Challenge number	Challenge Heading	Detail of challenge / Rationale for Addressing
1	**SEND**	• **2 of our 12 (17%)** children eligible for Pupil Premium finding are also on our **SEND** register. There are barriers relating to sensory and physical access to learning, as well as social, emotional and mental health needs that can affect engagement, self-regulation, attendance and academic progress. These pupils require highly personalised support, specialist provision and close partnership working with families and external agencies.
2	**READING**	• Assessments indicate that **READING** attainment among disadvantaged pupils is below that of non-disadvantaged pupils. • **3 out of 12 (25%)** of children eligible for Pupil Premium are below age-related expectations. • 2 of these 3 children do not have SEND. This is due to gaps in phonological awareness, and basic comprehension skills.
3	**WRITING/ SPAG**	• Assessments indicate that **WRITING / SPAG** attainment among disadvantaged pupils is below that of non-disadvantaged pupils. • **7 of our 12 (58%)** children eligible for Pupil Premium funding are not at the age-related standard in writing or SPAG. 5 of these 7 children do not have SEND. • This is linked to gaps in phonics knowledge, spelling accuracy, vocabulary development and the ability to construct and organise sentences effectively when working independently.
4	**MATHS**	• 3 of our 12 (25%) children eligible for Pupil Premium funding are not at age-related standards in mathematics. They do not have a firm understanding of number and lack the ability to recall basic number facts. 2 of these 3 children do not have SEND. • At least 2 of our 12 children are strong mathematicians and could potentially achieve at a higher level.
5	**EMOTIONAL WELL-BEING**	• The **EMOTIONAL WELL-BEING** of our disadvantaged pupils continues to be a barrier to learning. • At least 6 of 12 (50%) children eligible for Pupil Premium require some additional support / intervention in this respect.
6	**EXTRA-CURRICULAR ACTIVITIES**	• Due to financial constraints, some children are unable to access some **EXTRA-CURRICULAR ACTIVITIES** that may improve their self-esteem, cultural capital and feeling of inclusion. • At least 50% of our children eligible for Pupil Premium funding will need financial assistance to access all of our enrichment/curriculum activities.
7	**ATTENDANCE**	• A small proportion of PP children have poor **ATTENDANCE**. 3 out of 12 children had attendance under 94% (all children were above 90% for 2025-26).

DRAFT

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.

Challenge	Intended outcome	Success criteria
1 **SEND**	Pupil with SEND make good or better progress	• Termly reviews of EHCP targets indicate good or better progress from identified starting points for these children.
2 **Reading**	Pupils will acquire better phonics knowledge and comprehension skills.	• At least 70% (or in line with national [66%]) of pupils reach the age-related standard in reading, and / or, make better than good progress from respective starting points. • At least 1 of the 12 children achieves the higher standard in reading.
3 **Writing / SPAG**	Pupils will improve their understanding and ability to construct effective sentences.	• At least 50% (or at least in line with national [54%]) of pupils achieve the age-related standard in writing at the end of KS2; or, make at least good progress from their respective starting points. • At least 2 of the 12 children achieve the higher standard in SPAG.
4 **Maths**	Improved maths attainment for disadvantaged pupils.	• At least 60% (or at least in line with national thresholds [55%]) of pupils achieve the age-related standard in mathematics or, make at least good progress from their respective starting points. • At least 1 of the 12 children achieve the higher standard in maths.
5 **SEMH**	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations (gathered via short reports from Forest Schools, and other nurture opportunities)
6 **Enrichment**	Pupils will have the opportunity to experience a wide range of extra-curricular activities.	• Pupils will attend all educational trips, residentials and, where appropriate, have access to after school clubs/extra-curricular activities.
7 **Attendance**	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• 11 of the 12 disadvantaged pupils achieve a 94%+ attendance for 2026-27 and the other child supported to attend for 90%+.

DRAFT

Activity in this academic year

This details 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: approx. **£2300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Teachers to use assessments to identify specific areas to of weakness to plan for and work on. **(approx. £300)**	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF article on diagnostic assessment	1, 2, 3, 4
Maths and English Precision teaching CPD for teaching assistants **(£200 to release our English and Maths Leads)**	• EEF guidance report for SEND here refers to explicit instruction and targeted small group/1:1 intensive intervention as being an effective tool for pupil progress. • Precision Teaching is a systematic and precise method of evaluating whether a student has or has not acquired knowledge and skills within a particular curriculum area. A case study can be found here and we have years of evidence in school to support the effective use of this strategy.	1, 2, 3, 4
Writing – improving classroom teaching Staff development, English lead release, moderation and improving classroom teaching of handwriting, spelling, sentence construction and oral rehearsal. **Approx. £400 to release Subject Leaders**	• DfE Writing Framework: supports explicit teaching of handwriting, spelling and sentence construction, alongside oral composition and early identification of pupils needing additional support. GOV.UK • EEF Improving Literacy in Key Stage 2: recommendations **1, 4 and 5** support spoken language, modelling and supported practice in writing, and extensive practice in transcription and sentence	3

DRAFT

	construction. For younger pupils, see KS1 literacy guidance	
Maths – improving teaching and curriculum planning. Maths lead release, Maths Hub CPD, curriculum planning, teaching for mastery and effective use of representations and equipment. **£200 to release Subject Leader** Purchase extra maths equipment to supplement the CPA approach, **(£100)**	• EEF Improving Mathematics in Key Stages 2 and 3: recommendations **1, 2 and 4** support assessment of existing understanding, purposeful use of manipulatives and representations, and connections between mathematical ideas. Education Endowment Foundation • EEF Improving Mathematics in the Early Years and Key Stage 1: provides the evidence-informed guidance for younger pupils, including mathematical language, representations and building on existing understanding. d2tic4wvo1iusb.cloudfront.net • DfE Teaching Mathematics in Primary Schools: supports curriculum sequencing and identifying the essential knowledge pupils need before progressing. This is non-statutory teaching guidance, rather than an evaluation of a particular programme. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	
Oracy Continue to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will continue to embed a whole school approach to improving S & L. **(approx. £200 to release Subject Leader)**	We have worked on improving our approach to Oracy for the past 2 academic years. Our approach is based on the Voice 21 initiative. Read all about Voice 21 here Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
English	Reading comprehension strategies focus on the learners' understanding of	

DRAFT

Purchase quality texts to supplement class topics and appeal to all readers. **(£300)** Purchase more Barrington Stoke texts to cater for lower ability/age-related interest. **(£300)** CPD for the VIPERs approach to teaching reading skills. (free)	written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Comprehension Toolkit Strand (EEF)	
SEMH Improve the quality of social emotional and mental health (SEMH) learning. Supply cost to ensure SMHL has at least a half day per term to address subject leadership - **£300)** SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5

DRAFT

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

Budgeted cost: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Additional phonics / reading / precision sessions targeted at disadvantaged pupils who require further support. Reading interventions: extra guided reading, comprehension activities (Adult support, approx. **£3000**)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EEF indicates moderate impact for small group intervention (+4 months).	1, 2, 3, 4
Writing Additional, structured sessions for identified pupils addressing specific gaps in spelling, handwriting or sentence construction. (Adult support, approx. **£2000**)	• DfE Writing Framework: supports explicit teaching of handwriting, spelling and sentence construction, alongside oral composition and early identification of pupils needing additional support. GOV.UK • EEF Improving Literacy in Key Stage 2: recommendations **1, 4 and 5** support spoken language, modelling and supported practice in writing, and extensive practice in transcription and sentence construction. For younger pupils, use the companion KS1 literacy guidance.	3
Oracy Speech and Language interventions.	Oral language interventions are recognised as an effective tool to help children progress. EEF evidence can be found here (+6 months).	1, 2
Maths Maths interventions: TT Rockstars, Numbots, pre-teaching, bespoke intervention + in class support (Adult support, approx. **£2000**)	EEF indicates moderate impact for small group intervention (+4 months). EEF indicates moderate impact for digital technologies (+4 months)	3

DRAFT

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

Budgeted cost: Approx. **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Funding extra-curricular and after school clubs. A range of extra-curricular activities are offered at Rainow School: music, sports, dance, computing (**approx. £5000**)	EEF indicates moderate impact for social and emotional interventions. We understand that extra-curricular activity can help promote a love of learning, improve social skills, self-esteem, a sense of community and a feeling of self-worth. It also ensures that all of our children can access every school activity.	5, 6
Funding visits and residentials (**approx. £2000**)	Visits and residential trips work to enrich the curriculum and it is vital that all children are able to access them. 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. (EEF)	5, 6
Forest Schools (**Approx. £1000**)	Our school woodlands are extensive and we have offered a Forest School, led by a trained TA, for many years. Our Forest School's programme is based on a fundamental respect for children and their capacity to instigate, investigate and maintain curiosity for the world around them. It seeks to improve children's self-awareness, self-regulation, self-motivation, empathy and social skills. Evidence based research around forest schools can be found here	5
Nurture / ELSA (**Approx. £1000** – cost of ELSA teacher including supervision days non-contact)	Our Emotional Learning Support Assistant (ELSA) provides vital therapy for some of our most vulnerable children. See ELSA research impact document here for positive impact of ELSA.	5
Embedding principles of good practice set out in the DfE's Working Together to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

DRAFT

Improve School Attendance advice. This will involve training and the implementation of new procedures.		
Contingency	**£300**	

Total budgeted cost:

	Pupil Premium	17050
	LAC	0
	PLAC	2690
	TOTAL budget	**19740**
	Element	**Approx. Cost**
Teaching (CPD, recruitment)	diagnostic tests	300
	CPD: English and Maths (in-house)	1300
	Texts (Barrington Stokes and other)	600
	Maths CPD manipulatives	100
	Sub total	**2300**
Targeted Academic Support	Precision / additional phonics	0
	S & L intervention	0
	reading / writing interventions / precision / practice / focussed support	4000
	maths interventions / practice / support / focussed support	3000
	Sub total	**7000**
Wider Strategies	extra-curricular clubs (inc. ASC and BSC)	5000
	visits and residentials	2500
	forest schools / nurture / ELSA / social	1500
	Sub total	**9000**
	TOTAL SPEND	**18300**
	contingency	1440

DRAFT

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see the Pupil Premium Strategy 25-26 document here on the school website for an evaluation of progress against last year's actions.

DRAFT