Rainow Primary School
Caring, Learning, Achieving

Pupil premium strategy statement 2025 - 2026

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 25)	196
Proportion (%) of pupil premium eligible pupils	4.5% (9 pupils – updated at end of year review)
Academic year that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Dated on which it will be reviewed	June 2026
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	7 x PPG (£1,515 per pupil) = £10,605 1 x Post Looked after Children (£2,630 per pupil) = £2630 1 x Looked After Child (approx. £2000 as we have to bid to the local authority for this fund) = £2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£15,235**

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, are given the best possible chance to maximise their potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, benefits the non-disadvantaged pupils in our school.

As part of our ongoing commitment to raising achievement for all, our school is actively engaged in the Raising Attainment for Disadvantaged Youngsters (RADY) programme, commissioned and supported by Cheshire East Local Authority. This work strengthens our whole-school approach to equity and inclusion by placing a clear emphasis on raising aspirations, ensuring that baseline expectations are high for disadvantaged pupils, and embedding structured processes to identify, monitor and support their progress. RADY principles will be embedded into our school improvement planning and continue to inform classroom practice, pastoral support, and leadership decision-making.

We will also use focused support, curriculum enrichment, and pastoral care to achieve the aims laid out below:

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally, ensuring they make good progress from their relative starting points.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, mental and emotional well-being and to develop resilience.
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our aims:

- In order to achieve our aims and overcome identified barriers to learning, we will:
- Provide all teachers with high-quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This is not an exhaustive list, and strategies will change and develop based on the needs of individuals.

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**	• 1 of our 9 children eligible for Pupil Premium finding is also on our **SEND** register.
2	**READING**	• Assessments indicate that **READING** attainment among disadvantaged pupils is below that of non-disadvantaged pupils. • **4 out of 9 (44%)** of children eligible for Pupil Premium are below age-related expectations. • 3 of these 4 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 9 (78%)** children eligible for Pupil Premium funding are not at the age-related standard in writing or SPAG. • This is due to poor phonics knowledge, limited vocabulary and sentence structure when working independently. • 6 of these 7 children do not have SEND.
4	**MATHS**	• Assessments indicate that **MATHS** attainment among disadvantaged pupils is below that of non-disadvantaged pupils. • 3 of our 9 (33%) 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.
5	**EMOTIONAL WELL-BEING**	• The **EMOTIONAL WELL-BEING** of our disadvantaged pupils continues to be a barrier to learning. • At least 6 of 9 (67%) 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 9 children had attendance of <92% for 2024-25. (The other 6 children were >95%).

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 SEND support plans, EHCP and PEPs indicate good or better progress from identified starting points for this child. ✓ Pupil with SEND made good or better progress from baseline assessments. They have benefited from either 1:1, small group or specialist intervention. They are included in lessons where at all possible and received high quality teaching with suitable adaptations.
2 **Reading**	Pupils will acquire better phonics knowledge and comprehension skills.	At least 70% (or in line with national) of pupils reach the age-related standard in reading, and / or, make better than good progress from respective starting points. ✓ 7 out of 9 children (78%) achieved age-related standard in reading. ✓ 100% (3) vs. a national figure of 66%, of our Year 6 pupils in receipt of the PPG achieved the age-related standard. ✓ 1 of these Y6 pupils did not achieve their KS1 reading standard (was well below) and made outstanding progress. Another Y6 child was only 1 standardised scale point away from achieving the Greater Depth standard.
3 **Writing**	Pupils will improve their understanding and ability to construct effective sentences.	At least 50% (or at least in line with national) 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. ✓ 2 out of 3 (66%) Year 6 pupils achieved the age-related standard vs. a national % of 54%. ✓ 3 out of 9 (33%) children made the age-related standard in writing. ✓ 7 out of 9 children made good progress, and 4 out of 9 made more than good progress.

4 **Maths**	Improved maths attainment for disadvantaged pupils.	At least 60% (or at least in line with national thresholds) of pupils achieve the age-related standard in mathematics or, make at least good progress from their respective starting points. ✓ 2 out of 3 (66%) Year 6 pupils achieved the age-related standard vs. a national % of 55%. ✓ 6 out of 9 children (67%) achieved age-related standard in maths. ✓ 7 out of 9 pupils made at least good progress and 2 pupils made better than good progress.
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) ✓ 7 out of 9 children received specific nurture support – through either forest schools, ELSA, or small social group work. ✓ Pupil interviews indicate that groups such as Forest Schools and 'Talk About' were some of the children's highlights for this academic year.
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. ✓ All children in receipt of PP were given the opportunity to access all enrichment activities. ✓ Class trips and residentials were attended by all pupils. ✓ Extra Sports coaching was popular. ✓ Extra music lessons were also attended.
7 **Attendance**	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	100% of disadvantaged pupils achieve a 95%+ attendance for 25-26. ✓ On average, our PP children achieved an attendance rate of 95.1% (slightly down from 95.9% in 2024-25 but up from 94.4% in 2023-24) ✓ Only 4 out of 9 PP children were below 95% and, in all cases, we can

		evidence improved attendance due to school support and/or legitimate/authorised absence.

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. **£2,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. **(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
Precision teaching CPD for teaching assistants **(£200)**	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.	1, 2, 3, 4
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 implement a whole school approach to improving S & L. **(approx. £600 towards releasing Subject Leaders)**	Read all about Voice 21 here Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF This will be the 2nd year using the Voice 21 programme. Although we will not be a paid subscriber to the initiative due to financial constraints, we still have access to the materials and an action plan to work from. We will also be part of the Cheshire East Oracy network which is fully funded and will incorporate and build on the Voice 21 work. In addition to the Voice 21 initiative, we will continue with assessment and intervention of our youngest children at the EYFS (and older children who may benefit).	1

Purchase quality texts to supplement class topics and appeal to all readers. **(£150)** Purchase more Barrington Stoke texts to cater for lower ability/age-related interest. **(£100)** CPD for the VIPERs approach to teaching reading skills. (free)	Reading comprehension strategies focus on the learners' understanding of 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)	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). **(£400)** Purchase extra maths equipment to supplement the CPA approach, **(£100)**	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Improve the quality of social emotional and mental health (SEMH) learning. Supply cost to ensure SMHL has at least a day per term to address subject leadership - **£600)** 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

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

Budgeted cost: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics / precision sessions targeted at disadvantaged pupils who require further support. (delivered by TA = approx. **£3500**)	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	1, 2, 3, 4
Speech and Language intervention **(£600)**	Oral language interventions are recognised as an effective tool to help children progress. EEF evidence can be found here (+6 months).	1, 2
Reading interventions: extra guided reading, comprehension activities (TA: **approx. £2000)**	EEF indicates moderate impact for small group intervention (+4 months).	2
Maths interventions: TT Rockstars, Numbots, pre-teaching, bespoke intervention + in class support (TA: **approx. £2000)**	EEF indicates moderate impact for small group intervention (+4 months). EEF indicates moderate impact for digital technologies (+4 months)	3

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

Budgeted cost: Approx. **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding extra-curricular and after school clubs. A range of extra-curricular activities are offered at Rainow School: music,	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

sports, dance, computing (**approx. £2000**)		
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 Improve School Attendance advice. This will involve training and the implementation of new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Contingency		

Total budgeted cost: £16,450 (extra funds from school budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see the Pupil Premium Strategy 24-25 document here on the school website for an evaluation of progress against last year's actions.