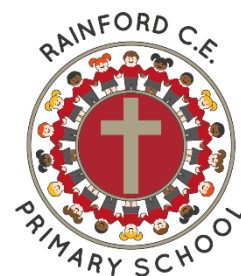


Pupil premium strategy statement 2024-2027



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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rainford CE Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	14% Numbers of Pupil Premium pupils this year
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 24
Date on which it will be reviewed	July 25
Statement authorised by	Emma Shawcross (Headteacher)
Pupil premium lead	Louise Thompson
Governor / Trustee lead	Stephen Duffy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53017.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53017.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

We relentlessly strive to enable all children, irrespective of their background or the challenges they face, to thrive at Rainford CE Primary School. Through our GROW curriculum, we have high expectations of progress and attainment for all pupils. The purpose of our Pupil Premium Strategy is to identify effective support for disadvantaged pupils to ensure that each and every child achieves their true potential.

Our Pupil Premium Strategy is responsive to meet the specific local needs of our pupil premium cohort. Therefore, we rigorously consider the holistic needs of our vulnerable PP children, including those with a social worker, those with SEND, children with English as an additional language or young carers, so that the strategies we implement are bespoke to our pupils' need.

Following EEF guidance, we adopt a three-tier approach to pupil premium allocation. High quality teaching is at the forefront of our approach. With a sharp focus on the areas in which disadvantaged pupils need the most support, we invest in high quality CPD for all staff and high-quality resources for teaching and learning. The second tier of our plan focuses on targeted interventions which are carefully planned considering children's needs, with a focus on core knowledge and skills in reading, writing and maths. The third tier is where we invest into wider strategies to support the development of cultural capital, attendance, behaviour and SEMH of our pupils.

In all that we do, we will use research evidence proven to raise the attainment of socio-economically disadvantaged pupils to inform our plans- although many of the most effective ways to do this will also benefit other groups within school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- link our Pupil Premium Strategy to all other aspects of our school strategic planning;
- ensure that every single disadvantaged pupil is supported and challenged through high quality curriculum and teaching and learning;
- act early to intervene at the point need is identified;
- be flexible and responsive to meet any changing local or national needs;
- ensure that all our actions are evidence-based on national research;
- rigorously monitor our actions through measurable success criteria; and
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Numbers of Pupil Premium pupils 2023-2024	
Challenge number	Detail of challenge
1	81% of PP children required an increased amount of pastoral support in 2023/2024 due to ACEs, trauma or SEMH difficulties.
2	Almost 50% of PP children are also on the SEND register. In KS2 SATs tests in summer 2023/2024, 59% of our non-SEND achieved at least the expected standard in reading, writing and maths combined. Whereas, only 25% of our SEND children achieved this.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy than their peers as they move through school. Assessments and observations show that this has especially impacted their attainment in writing, particularly in spelling and handwriting. Although 75% of Y6 PP children achieved expected in both reading and writing in 2023/2024 in the Y6 cohort, this is not reflected in our PP cohorts coming up through the school. The following data shows the percentage children who achieved expected in both reading and writing from Y1 to Y5 in summer 2023/24: e.g. Y1- 67%, Y2- 40%, Y3- 0%, Y4-60%, Y5-25%.
4	<p>Our attendance data indicates that improved attendance for all pupils has not been replicated among disadvantaged pupils. Summer 2023/2024 data shows that PP attendance is 92.76%. Our attendance target is 97%, and only 7 PP children achieved this target.</p> <p>A further breakdown can be seen below following our trust's attendance policy:</p> <p>Severely absent (<50%): 1 PP child Extreme impact (80-90%): 3 PP children Very concerned (90-92%): 3 PP children Concerned (92-94%): 6 PP children Slight concern (94-96%): 11 PP children Good (96%): 7 PP children Impressive (97-99%): 7 PP children Perfect (100%): 0 PP children</p>
5	Observations and discussions with pupils and families show that many of our disadvantaged pupils would benefit from further support from school to enable access to wider educational opportunities. In 2023/24, school funded 10 educational visits and 5 residential visits for PP pupils to ensure PP pupils were able to engage in educational visits and residential.

6	<p>Discussions with staff and families show that our PP cohort require further parental support and engagement, particularly around homework e.g. in 2023/2024, an average of 25% of PP children in the majority of year groups completed homework on a weekly basis. Some also have less access to technology- pupil voice shows that more than half of PP pupils do not have access to an appropriate device for online homework (either no access, only a phone, only a games console or a phone and games console).</p>
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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						
<p>To improve the mental health and wellbeing, behaviour, engagement to learning for PP children are struggling with ACEs, trauma & SEMH difficulties.</p>	<p>For targeted children who are struggling with ACEs, trauma & SEMH difficulties to learn and apply self-regulation strategies.</p> <p>Increased engagement within the classroom, as evidenced through behaviour learning walks.</p> <p>Good progress from starting points which will be documented on school provision map.</p> <p>Pupil voice shows an improvement in SEMH for these pupils.</p> <p>Reduction in incidents for PP children.</p>						
<p>To ensure that all SEND children, including PP children with SEND, consistently access the deliberate teaching of basic concepts in literacy and numeracy in order to support their overall academic success in these core subjects.</p>	<p>All PP SEND pupils make demonstrable progress in core knowledge and skills within IDL Literacy and Numeracy.</p> <p>Rigorous tracking systems evidence this progress.</p> <p>The gap between PP SEND and non-SEND is narrowed in RWM.</p>						
<p>To improve reading and writing attainment among disadvantaged pupils.</p>	<p>Predicted data of Y6 pupils achieving age-related expectations in writing and reading</p> <table border="1" data-bbox="507 1444 1104 1556"> <thead> <tr> <th data-bbox="513 1453 705 1496">2024/2025</th> <th data-bbox="711 1453 903 1496">2025/2026</th> <th data-bbox="909 1453 1104 1496">2026/2027</th> </tr> </thead> <tbody> <tr> <td data-bbox="513 1505 705 1547">50%*</td> <td data-bbox="711 1505 903 1547">75%</td> <td data-bbox="909 1505 1104 1547">50%*</td> </tr> </tbody> </table> <p>*The other 50% will make demonstrable, accelerated progress on Birmingham Toolkit.</p> <p>100% of KS2 PP children who are PKF will be WTS when they leave school in 2026/2027.</p> <p>Through an enhanced tracking and analysis process, all PP children who are not on track for reading and writing will receive targeted support to ensure that they make at least good progress.</p>	2024/2025	2025/2026	2026/2027	50%*	75%	50%*
2024/2025	2025/2026	2026/2027					
50%*	75%	50%*					
<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2026/2027 demonstrated by:</p>						

	An increase from 92.73% to 96% + for all PP children (with 96% being categorised as “good attendance” according to our trust’s policy)
To support all PP children in accessing extra-curricular activities.	All PP families have been provided an appropriate budget to use towards supporting extra-curricular activities. PP engagement in extra-curricular clubs is tracked and numbers of engagement have increased.
To increase engagement for PP children with homework.	All PP children complete homework each week. Weekly homework club provides targeted support for PP children.

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: £22440

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact so far
<p>Purchase of a Read, Write, Inc development programme to secure stronger phonics teaching for all pupils from EYFS to KS2.</p> <p>£4400</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3	
<p>SLT to adopt mentoring and coaching for teachers to ensure high quality teaching for all children, with a focus on PP children and PP with SEND</p> <p>£4750</p>	<p>Mentoring and coaching have been identified as an effective mechanism for effective professional development:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p> <p>The EEF's Effective Professional Development guidance report highlights "essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes:</p> <ul style="list-style-type: none"> • Build Knowledge, • Motivate teachers, • Develop teacher techniques • Embed practice": <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,3	

<p>Providing cover to facilitate teachers undertaking professional development i.e. NPQs</p> <p>£5040</p>	<p>Evidence shows that managing workload and providing effective professional development help retain and recruit good teachers.</p> <p>National College research shows that “continuing professional development programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes. Teacher CPD enables growth of your school or academy trust; it underpins achievement of your vision and ensures that all school staff and teachers are working towards a common purpose. CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment”:</p> <p>https://nationalcollege.com/news/september-return-the-importance-of-cpd-in-schools</p> <p>The EEF’s Effective Professional Development guidance report highlights “essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes:</p> <ul style="list-style-type: none"> • Build Knowledge, • Motivate teachers, • Develop teacher techniques • Embed practice”: <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3</p>	
<p>To improve teaching and learning in English through designated management time for English lead.</p> <p>£4750</p>	<p>Putting Evidence to Work: A School’s Guide to Implementation shows that effective professional development includes both initial training and high quality follow on coaching:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Cover will be provided for English subject leader in order to have weekly management time to support members of staff in improving literacy</p>	<p>2,4</p>	

	outcomes through effective, strategic CPD package. The focus of the package is on effective delivery of Spelling Shed, LetterJoin, Pathways to Read and Pathways to Write.		
<p>To provide high-quality arts participation through engaging SIL music projects and performances, with a focus on PP children Y4+.</p> <p>SIL music projects include african drumming and ukelele.</p> <p>£3500</p>	<p>EEF research shows that, “Arts-based approaches are proven to offer a route to re-engage older pupils in learning.</p> <p>Arts participation approaches also have a proven positive impact on academic outcomes in other areas of the curriculum”:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The government also released a report which highlights “disparities in participation rates in extra-curricular activities based on social background”:</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	5, 1, 2, 3	

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

Budgeted cost: £10040

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact so far
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support including Fast Track phonics in Y3 and Y4 and Fresh Start for children in Y5 and 6</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3	

£7993			
IDL intervention (literacy and numeracy) used daily for all PP SEND pupils and any PP children working below age-related expectations in RWM. £798	Various research studies have shown demonstrable impact on reading and spelling ages through use of IDL: https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research/	2, 3	
Morning Reading Plus for targeted children in booster sessions Y4-6 in autumn and spring terms.	Reading Plus is a proven effective intervention for increasing reading fluency as evidenced by internal data. The DfE Reading Framework highlights the direct correlation between reading fluency, reading comprehension and enjoyment of reading: https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	2, 3	
1:1 reading program targeting PP children who are either working below age-related expectations in reading or who do not read regularly at home.	The DfE Reading Framework highlights the importance of regular reading practice on reading fluency and comprehension: https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	2, 3	
Weekly homework club to support PP children in particular to ensure that all PP children are completing homework weekly £1249	EEF research found that “homework has a positive impact on average (+ 5 months). However, some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)”: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	6	

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

Budgeted cost: £20097

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact so far
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>£9000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>We are introducing a new behaviour policy, which is rooted in the work of the Behaviour Hub. This requires INSET time for whole staff, staff meeting time for teachers and fortnightly coaching sessions in autumn term led by leadership for all teachers.</p>	5	
<p>Teaching assistants supporting high quality provision within the classroom and with structured interventions, including pastoral interventions.</p> <p>£6480</p>	<p>Monitoring and observations show that an increasing number of children are struggling with mental health issues that affect their behaviour for learning.</p> <p>EEF research shows that “targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.”</p> <p>It also finds that “access to high quality teaching is the most important lever schools have to improve outcomes for their pupils”: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Extra teaching assistant support has, therefore, been provided to ensure children are engaged in whole class learning. They will provide targeted academic interventions such as Fresh Start phonics, as well as SEMH interventions following agreed plans with the SENDCo. There is 1 teaching assistant in every classroom.</p>	1,2,3	

<p>Targeted parental sessions in autumn term to support with accessing online homework.</p> <p>£82</p>	<p>EEF research found that “homework has a positive impact on average (+ 5 months)”: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>6</p>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will include the provision of EWO service to support attendance</p> <p>£2400</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>6</p>	
<p>Financial support towards residential trips for disadvantaged pupils and access to education visits.</p> <p>£75 budget per child.</p> <p>£2025</p>	<p>To enable our disadvantaged pupils to have access to our wider curriculum including residential trips and extra curricular activities to support social and emotional learning: https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>The government also released a report which highlights “disparities in participation rates in extra-curricular activities based on social background”: https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>5</p>	

Total budgeted cost: £52,567

Part B: Review of outcomes in the previous academic year: 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Strategy Aim	Target	Outcomes)
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<p>N/A as removed from strategy for that year.</p> <p>The 2022/23 review of outcomes found the following:</p> <p>Lesson observations and formative assessment show improved language skills and improving vocabulary use across the curriculum. This is evident during deep dives – children have a good knowledge of tier 2 vocabulary. Children are familiar with sentence stems and regularly build on or disagree with explanations of others' opinions. This target has been met and will be removed from PP strategy for 2023-2024.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS	<p>Gap narrowed every year (except for anomaly due to cohort in 2023).</p> <p><u>Y6 outcomes summer 2022</u> Reading 81% all children PP: 63% Gap 2022: 18% Gap 2021: 25% Progress for disadvantaged -0.79 compared with -1.03 local average</p> <p><u>Y6 outcomes summer 2023</u> Reading 73% all children PP: 25%</p>

		<p>Gap 2023: 48%</p> <p>Gap 2022: 18%</p> <p>Gap 2021: 25%</p> <p>Y6 outcomes summer 2024</p> <p>Reading 83% all children</p> <p>PP: 75% and 25% GDS</p> <p>Gap 2024: 8%</p> <p>Gap 2023: 48%</p> <p>Gap 2022: 18%</p> <p>Gap 2021: 25%</p>
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2023/2024 show that more than 75% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS.	<p>Gap narrowed 2023 to 2024.</p> <p><u>Y6 outcomes summer 2022</u></p> <p>Writing 81% all children</p> <p>PP: 75%</p> <p>Gap 2022: 6%</p> <p>Gap 2021: 10%</p> <p>Writing progress for disadvantaged 2.00 compared with -0.69 national disadvantaged average</p> <p><u>Y6 outcomes summer 2023</u></p> <p>Writing 73% all children</p> <p>PP 50%</p> <p>Gap 2023: 23%</p> <p>Gap 2022: 6%</p> <p><u>Y6 outcomes summer 2024</u></p> <p>Writing 84% all children</p> <p>PP 75% and 13% GDS</p> <p>Gap 2024: 9%</p> <p>Gap 2023: 23%</p> <p>Gap 2022: 6%</p> <p>Gap 2021: 10%</p>
Improved maths attainment for disadvantaged	KS2 maths outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected	<p>Gap narrowed (more than halved) since start of strategy</p> <p><u>Y6 outcomes summer 2022</u></p>

<p>pupils at the end of KS2.</p>	<p>standard and between 10-20% of pupils attain GDS.</p>	<p>Mathematics 77% all children PP: 50% Gap 2022: 27% Gap 2021: 44% Progress for disadvantaged -1.07 compared with -1.53 local average</p> <p><u>Y6 outcomes summer 2023</u> Mathematics 73% all children PP: 50% Gap 2023: 23% Gap 2022: 27% Gap 2021: 44%</p> <p><u>Y6 outcomes summer 2024</u> Mathematics 71% all children PP: 50% Gap 2024: 21% Gap 2023: 23% Gap 2022: 27% Gap 2021: 44%</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>to enable pupils to be able to attend residential trips</p>	<p>Target not met. Continue strategy moving forward.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our</p>	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between 	<p>Our attendance data indicates that improved attendance for all pupils has not been replicated among disadvantaged pupils. Summer 2023/2024 data shows that PP attendance is 92.76%. Our</p>

<p>disadvantaged pupils.</p>	<p>disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</p> <p>the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>	<p>attendance target is 97%, and only 7 PP children achieved this target.</p> <p>A further breakdown can be seen below following our trust's attendance policy:</p> <p>Severely absent (<50%): 1 PP child</p> <p>Extreme impact (80-90%): 3 PP children</p> <p>Very concerned (90-92%): 3 PP children</p> <p>Concerned (92-94%): 6 PP children</p> <p>Slight concern (94-96%): 11 PP children</p> <p>Good (96%): 7 PP children</p> <p>Impressive (97-99%): 7 PP children</p> <p>Perfect (100%): 0 PP children</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Juniper Education
Read, Write Inc	Read, Write Inc
Maths No Problem	Maths No Problem
Accelerated Reader	Renaissance Education
Pathways to Read	The Literacy Company
Pathways to Write	The Literacy Company