

# Pupil premium strategy statement – Rainford High

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	1652 (including 6 <sup>th</sup> form) 1473 (7-11)
Proportion (%) of pupil premium eligible pupils	293 – 19.9% 7-11 17.7% - including 6 <sup>th</sup> form
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25, 2025/26, 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Ian Young
Pupil premium lead	Fiona Begley

Governor / Trustee lead	John Southern
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,425
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£234,425

# Part A: Pupil premium strategy plan

## Statement of intent

Our ethos of 'Everyone Matters, Everyone Helps, Everyone Succeeds' is pivotal to our ambitions for all of our students but in particular for our most vulnerable. The ultimate objective at Rainford High is to minimise the barriers to learning that disadvantaged students face in order for them to achieve as well as non-disadvantaged students nationally.

The pupil premium strategy outlines the activities that the school are committed to in supporting the learning needs of our disadvantaged students through quality first teaching, whilst also meeting the pastoral and social needs of our disadvantaged young people.

High-quality teaching is at the heart of our approach; it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will be of benefit to all of our pupils. We will ensure that a whole school approach is adopted in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. All pupils will be challenged in the work that they are set.

The key principles of the plan will address the challenges of improving the attendance, parental engagement, self-esteem, confidence and readiness to learn as well as overcoming the lack of academic support and technology at home for disadvantaged students. The strategy aims to reduce barriers to attainment through a focus on attendance, behaviour, living well and cultural capital. Evidence based interventions will enable us to overcome these barriers and ensure that disadvantaged students can develop a love for learning and be successful.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is on average 5% lower than the figure for all pupils. Whilst our attendance for all pupils and for our

	disadvantaged pupils is above the national average, we continue to work hard to close the gap in attendance rates.
2 Reading and oracy	Literacy skills are a barrier to the progress of disadvantaged students. Assessments, observations and discussions with students show that disadvantaged pupils generally have lower levels of reading comprehension. As pupils progress through the school, the importance of reading and vocabulary become even more important.
3 Attainment	Although GCSE attainment of disadvantaged pupils has improved, it is lower than that of non-disadvantaged pupils.
4 Home support and Learning	Data including records on parental information portals show that there is a lack of connectedness with aspects of school life particularly with our most vulnerable students. Lack of parental engagement, academic support and technology at home leading to lower levels of participation.
5 Behaviour	Lack of engagement and motivation is showing as lower levels of attendance, increased behaviour issues and lower levels of access to enrichment activities. Data on behaviour including behaviour concerns, internal and external exclusions show a disproportionate representation of disadvantaged students.

## 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
1. High attendance levels to school and to lessons	2026/27 evidence on high attendance to include: * attendance gap between disadvantaged pupils and non-disadvantaged pupils well above national average * persistent absence among disadvantaged pupils to be no more than 12% in years 7-11
2. Increase engagement with exam preparation for Yr11 students through opportunities to explore future career paths.	2026/27 evidence on student engagement to include: <ul style="list-style-type: none"> <li>Increased attendance to CEAIG opportunities</li> <li>Improved survey results from pupils and staff around exam preparation</li> </ul>
3. Improved reading, vocabulary and comprehension amongst disadvantaged pupils across KS3 and KS4.	2026/27 evidence on language levels to include: <ul style="list-style-type: none"> <li>A smaller gap between the attainment of disadvantaged and non-disadvantaged pupils on KS3 standardised reading assessments</li> </ul>

	<ul style="list-style-type: none"> <li>Progress for disadvantaged students in GCSE English Language above the national average</li> </ul>
4. Continue to close the attainment gap for pupils in maths and English	<p>2026/27 evidence on language levels to include:</p> <ul style="list-style-type: none"> <li>A small disparity between the attainment of disadvantaged and non-disadvantaged pupils at GCSE maths and English</li> </ul>
5. All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.	<p>2026/27 evidence on wellbeing and belonging levels to include:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, parent surveys and teacher observations</li> <li>Quantitative data from lesson observations</li> <li>A significant increase in the participation of enrichment activities in line with non-disadvantaged pupils</li> </ul>
6. Support provided in school where it is lacking at home. Gaps in technology supplied by school so that learners are not disadvantaged.	<p>2026/27 evidence on language levels to include:</p> <ul style="list-style-type: none"> <li>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor own learning</li> <li>Improved homework completion rates across all classes and subjects</li> </ul>
7. Increase levels of confidence to positively impact on behaviour for learning and aspirations.	<p>2026/27 evidence on behaviour and wellbeing levels to include:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, parent surveys and teacher observations</li> <li>Smaller gap in internal isolation and suspension rates between disadvantaged and non-disadvantaged pupils</li> </ul>
8. Increased parental engagement to enhance home-school partnership	<p>2026/27 evidence on parental engagement levels to include:</p> <ul style="list-style-type: none"> <li>Increased attendance at school led events- Parents' Evening, Everyone Succeeds.</li> <li>Qualitative data from pupil voice and parent surveys</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Curriculum Design and Delivery (modelling, scaffolding and feedback) CPD</p> <p>Continue to develop teachers ability to ensure ALL pupils are actively participating in their learning in lessons.</p>	<p>EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy.</p> <p>EEF Guidance Reports and T+L Toolkit</p> <p>EEF Cognitive Science in the classroom: A Review of the Evidence</p> <p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance report on Effective PD.</p>	2,3,4,5
<p>Ensure teachers continue to support pupils' reading and vocabulary development.</p>	<p>EEF Guidance Reports on Literacy and Reading</p> <p>Education inspection framework: overview of research: January 2019</p> <p>There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy.</p>	2,3,4
<p>CPD development of enriched curriculum to build cultural capital. Make sure all pupils are actively engaged in Literary Cannon during form time. These activities are designed to improve their reading ability develop their wider knowledge.</p>	<p>Education inspection framework: overview of research: January 2019</p> <p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE.</p> <p>Developing reading strategies has a strong evidence base for improving outcomes - EEF Reading strategies</p>	2,3,4

<p>Personalised approach to individual students. Ensure teachers meet the needs of their pupils through careful lesson planning and adaptive teaching strategies. This is supported through ETACs, progress reviews and regular lesson visits.</p>	<p>EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy.</p> <p>EEF Guidance Reports and T+L Toolkit</p> <p>Evidence for the role of high-quality teaching for improved outcomes, particularly the most vulnerable pupils, is well established.</p> <p>Evidence for adaptive teaching comes from a range of different sources including the SEND Guidance report and the Walk Thrus teacher toolkit and their five step guides to essential techniques for developing and embedding excellent teaching practice.</p>	<p>1,2,3,4,5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance and engagement of disadvantaged students through a range of methods including return to school interviews (after all absences for our disadvantaged pupils), parental meetings, home visits, increased pastoral support, referrals to and support from SEND department, use of our Everyone Matters Centre and referral to outside agencies where appropriate.</p> <p>This is overseen by the Director of attendance, appointed in September 2024.</p>	<p>EEF Guidance Report working with Parents to Support Children's Learning</p>	<p>1,5</p>
<p>Reduce the number of disadvantaged exclusions and behaviour issues.</p> <p>Ensure monitoring and support for our disadvantaged pupils is robust. This</p>	<p>EEF Guidance Report Improving Behaviour in Schools</p>	<p>1,4,5</p>

<p>includes increased communication with home, and increased monitoring by pastoral teams. Where necessary alternative sanctions and placements will be provided for our most vulnerable students.</p>		
<p>Support Mental Health and Well Being of DA students</p> <p>Increased access to / provision of support sessions including referrals to Barnardo's, the Listening Ear service, ADHD foundation and Dog therapy.</p> <p>Regular drop in sessions for mental health and wellbeing based around anxiety with personalised invites / referrals for our most vulnerable students</p>	<p>Education inspection framework: overview of research: January 2019</p>	<p>1,4,5</p>
<p>Improve stakeholder engagement of parents and disadvantaged students in extracurricular activities and school events through our minimum expected offer. All students are given the opportunity to get involved in an array of enrichment opportunities with events including sports, performing arts, charity events, creative arts and house competitions.</p> <p>Ensure our most vulnerable students have priority access to careers advice and guidance as well as additional opportunities for visits, interventions and study support strategies.</p>	<p>EEF Guidance Report working with Parents to Support Children's Learning</p> <p>Evidence for parental engagement comes from DFE Guidance on working together to improve school attendance and the EEF Toolkit findings.</p>	<p>1,3,4,5</p>

**Total budgeted cost: £ 235,425**

## Part B: Review of the previous academic year.

This details the impact our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	<b>2025</b>		<b>2024</b>		<b>2023</b>		<b>2022</b>	
	All students	PP	All students	PP	All students	PP	All students	PP
Number of pupils	283	54	285	55	288	40	289	51
P8 score			0.03	-0.36	0.01	-0.14	0.22	-0.39
A8 score	50.5	36.6	47.8	35.6	50.4	42.47	53.42	40.46
Eng + Maths 5+	56.2%	33.3%	47.75%	24.49%	52.78%	32.5%	65.74	39.22
Eng + Maths 4+	77.7%	48.1%	71.97%	44.9%	77%	60%	80.62%	56.86%
Entering Ebacc	51.6%	33.3%	41.9%	32.65%	43%	23%	33.56%	17.65%

Our review of pupil premium expenditure shows that our overall strategy has yielded positive outcomes across the school. When comparing the last 3 years' results, the total A8 score for our PP students had fallen from 42.47 to 35.6 in 2024 but has begun to improve, rising to 36.6 in 2025. The total A8 score for all pupils at Rainford has also increased this year from 47.8 to 50.5 showing that whilst the outcomes for our disadvantaged students are improving, the progress is not as rapid as for all students. The gap between PP students and non PP students has widened slightly but is still on a downward trend overall. In 2024 the P8 score for PP students had also decreased slightly and sat at -0.36. Although this was +.22 lower than in 2022, disadvantaged pupils at Rainford are still outperforming their counterparts nationally. Data shows that our pupils are making more progress than similar students from other schools in the local area and nationally, but they are not yet reaching our ambitious target of achieving in line with the minimum expected standard. 4+ and 5+ Maths and English will continue to be a focus for the next academic year.

Rainford introduced mixed ability teaching groups across KS3 in September 2020. Although this has had a huge impact on outcomes for all students, our PP students have benefitted to a greater degree. Internal assessment data shows that prior to the introduction of mixed ability groupings, at the end of year 9, 86% of all students were making expected or better than expected progress where only 76% of PP students were achieving similar outcomes. The successful implementation of the mixed ability classes has shown that by summer 2025, the gap between PP and non-PP has narrowed significantly with 82% of PP students making expected or better than expected progress compared to 90% of non-PP students.

Whole school CPD that has focussed on Quality First teaching has included Teaching and Learning strategies centred around making sure that all of our students are supported to reach their full potential. This academic year we have continued to drive our inclusive classroom strategies using our Triple A model of Accessibility, Adaptive teaching and Assessment all underpinned by knowing our students and understanding their individual needs. Scaffolding has been embedded to ensure all students can access the higher level of content and skills required in mixed ability classes, live marking has been developed so that students are getting regular and timely feedback, to ensure that misconceptions are addressed early on and cold calling has been reinforced to make sure that no students can opt out of taking part in the learning. For the next academic year, we will continue to embed SLOP – shed loads of practice, which gives students the opportunity to work hard independently in every lesson and deliberate practice, to ensure consistent and effective implementation of teaching and learning across departments.

School has identified the importance of involving teaching staff and subject leaders in monitoring the progress of PP students and this has been achieved through the use of planning for progression documents historically, now replaced by ETACs (Electronic team around the child plans) These records will be completed by all teaching staff for each of our vulnerable students and updated throughout the academic year. All PP students are identified and their learning needs, potential barriers to progress and current interventions will be regularly updated here and monitored as part of the whole school QA process. The plans include wave 1, 2 and 3 interventions that are taking place to support our vulnerable students. Wave intervention documents were produced to ensure that a wide range of strategies were identified to help support teaching staff to address barriers to learning that have been identified.

As staff complete these documents, they learn about the individual needs of students as well as a range of strategies that are recognised to work with supporting their needs. It raises staff awareness of the students that they need to focus on in the first instance for live marking and to engage and motivate with cold calling.

We have introduced the STEAR initiative this academic year. The STEAR Initiative (Support and Care, Teaching, Engagement, Attendance, Reading) – focuses on ensuring that the needs of children who face multiple barriers to learning traditionally addressed by different staff in different areas of the school could be better met by bringing everyone together into one strategic group. We will have a cohort of students in each year with attendance between 80 and 95% supported by an assigned mentor to achieve better attendance - and ultimately – better progress.

PP students are provided with revision guides and workbooks for all subjects and are prioritised for form intervention particularly in maths and English. Additional support was put in place in the lead up to the GCSE examinations with period 6 lessons delivered across 8 weeks for most subjects. These lessons were small group sessions, planned and delivered by subject teachers and designed to provide bespoke support to those students invited to attend.

Year	Overall attendance		Punctuality (Late marks)		Exclusions		Behaviour		ASDs	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
2022/23	90.03%	94.82%	3.14%	1.94%	54 (18.56%)	68 (5.66%)	31.53	18.41	12.73	6.61
2023/24	86.63%	93.23%	3.24%	2.04%	57 (18.63%)	66 (5.51%)	31	16.91	18.94	9.11
2024/25	89.08%	94.57%	3.05%	2.64%	49 (16.33%)	67 (5.56%)	26.07	15.21	11.13*	5.45*

The data from wider strategies implemented show that overall PP attendance has risen from 84.95 in 2021 to 89.06 by the end of the last academic year. Despite this increase, disadvantaged pupils have poorer attendance than non-PP students, something we are continuing to focus on in our overall strategy. The overall number of behaviour incidents, including exclusions and ASDs in the last academic year has decreased for all students, with the decrease being more pronounced for our disadvantaged students. We are continuing to work on improving outcomes for our PP students through our targeted pupil premium intervention strategies and our wider school improvement and development.