



Richard Durning's Endowed Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium) 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	Richard Durning's Endowed Primary
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	Sep 2025
Date this statement will be reviewed	July 2026
Statement authorised by	Judy Hales Chair of Governors
Pupil premium lead	Rebecca Whitfield Headteacher
Governor lead	Judy Hales Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5530
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 24/25	£5530

Part A: Pupil premium strategy plan

Statement of intent

At Richard Durning's, we thoroughly analyse the needs and progress of all our children on an individual basis. We use this information to set appropriate targets for each individual child. As well as identifying appropriate provision for each child requiring some form of intervention.

The impact of the Pupil Premium Grant, over the last four years, has been good with the majority of pupils in receipt of pupil premium having made good progress in reading, writing and maths. The small group work or 'one-to-one' work for particular children has ensured focused intervention, appropriate to the needs of the individual child. This has enabled us to tackle misconceptions and consolidate learning for these children as soon as it becomes apparent. Children have also benefitted significantly from interventions and support completed on building resilience, developing confidence and positive mental health support.

To ensure the Pupil Premium Grant is used effectively the impact of any intervention is reviewed each term and reported to Governors at their termly meetings.

We want all our pupils, including the most vulnerable to thrive in school in all respects: academically across all areas; socially; emotionally; be given a wide variety of opportunities to inspire their future life; achieve high levels of confidence and resilience; be ready for their next step in their learning journey when leaving at the end of year 6 and have high aspirations.

Our current plan is based totally on our children's needs and sets out how we will support them achieve our school aims.

Challenges

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

Challenge number	Detail of challenge
1	Lower than expected starting points in reading, language, writing and mathematical skills.
2	Lower levels of resilience and self-esteem in our most vulnerable pupils which can link to friendship misunderstandings.
3	Some misconceptions in mathematical understanding – impact still after Covid lockdowns.

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
Through the highest quality teaching and targeted intervention – as well as ongoing teacher assessment and termly formal intervention – the attainment and progress of pupils eligible for Pupil Premium in reading, writing and mathematics will be in line with those pupils not in receipt of Pupil Premium.	Attainment and progress of pupils eligible for Pupil Premium and their peers making at least expected progress in reading, writing and mathematics during this academic year. This will be measured through internal termly assessment data.
Increase levels of managing emotions to help support positive mental health and readiness for learning.	Children are able to self-regulate their emotions; understand what their emotions mean and are positive towards their learning
Children are able to play and socialise with each other in a positive manner.	Successful friendships are built and sustained.
Increase the Pupil Premium children's progress in reading and phonics.	Children make increased progress and catch up showing at least good levels of progress in reading and phonics. There is evidence of closing the gap in attainment between PP and non-pp children
Increase the Pupil Premium children's progress in maths.	Children make increased progress and catch up showing at least good levels of progress in maths. There is evidence of closing the gap in attainment between PP and non-pp children
Increase the Pupil Premium's children's progress in writing.	Children make increased progress and catch up showing at least good levels of progress in writing. There is evidence of closing the gap in attainment between PP and non-pp children
Pupil premium children are given the opportunity to develop confidence, resilience and access a wide range of activities through school.	Children access a wide range of activities and progress is seen in confidence and resilience levels.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate improved range of vocabulary and oral language amongst disadvantaged pupils.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuing Professional Development for Teachers and Support Staff through partnerships with West Lancashire Small Schools Cluster and Tardis and LCC with a focus on quality first teaching and adaptive teaching.</i>	Staff have access to a range of CPD to support learners. Subject Leaders self-evaluation. Moderation of focused improvement in writing to narrow down small steps of progress linked to I'm A Clever Writer.	1, 2, 3
<i>Focus on vocabulary and language within each classroom linked to School Improvement Plan work on Learning More, Remembering More. Interventions for additional spelling needs.</i>	Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis. Monitor wide range of books used to stimulate vocabulary discussions across the whole curriculum. High focus for all children on reading. New shared reading sessions for all children from Y3 to Y6 with a focus on vocabulary. Spelling intervention in Y4/5.	1, 2, 3

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

Budgeted cost: £4130

Activity	Evidence that supports this approach	Challenge number(s) addressed
LBQ – to target interventions with PP chn	Reading Eggs is used to support online reading at home and at school to support independent reading, grammar, punctuation and maths at school. Each child completes baseline so the material	1, 3

	<p>provided is matched to their individual need</p> <p>Shared reading resources where all children share high quality book with teacher – impact of teacher reading, vocabulary discussed, wide range of daily tasks.</p>	
<i>Reading is a focus in all classes</i>	All children throughout school read to an adult in school regularly. Those children identified as requiring additional support read every day to an adult. We read class novels to all children which improves children’s understanding of the text and increases vocabulary.	1, 3
<i>Spelling intervention lessons are a priority</i>	All children in EYFS/KS1 take part in daily high quality spelling lessons. Some children have additional sessions to increase their spelling knowledge.	1, 3
Use of White Rose Flashback learning to consolidate basic number facts and increase understanding of the building blocks in maths	Targeted learning linked to whole school focus of Learning More, Remembering More. Targeted immediate intervention for identified weaker aspects of maths.	1, 3
<p>Use of new maths scheme White Rose to ensure any gaps in mathematical concepts are rectified to ensure greater progress and understanding in maths.</p> <p>Use of mathletics and LBQ to further embed learning in additional maths lesson each week for KS2.</p>	<p>Maths scheme for all children with workbooks which have excellent progression of skills so children can ensure they understand each step before moving on.</p> <p>Additional maths lesson each week enables more time to embed new learning and teacher can intervene immediately with any misconceptions.</p>	1.3

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

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff deliver social and emotional interventions such as Confident Me and 1:1 work as well as support through play and lunchtimes.</i>	Children take part in weekly small group or 1:1 sessions where they learn about how the brain works, increase understanding of emotion vocabulary, develop techniques for managing their emotions and self-regulation.	2
<i>Fund cost of school trips and experiences</i>	All children benefit equally to access the wide curriculum opportunities. No child is ever disadvantaged.	2
<i>Extra-curricular opportunities for identified children to build confidence, resilience and self-esteem.</i>	All children benefit equally to access the wide curriculum opportunities. No child is ever disadvantaged. School research has shown that children benefit greatly from attending extra-curricular opportunities on a regular basis.	2

Total budgeted cost: £5530

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Children benefitted greatly from the high focus we placed on developing self-esteem and personal confidence. Year 6 children made a good transition to high school with support given for transition on a personal basis. Some identified children received a personal programme to help them be ready for high school.

Two groups of children benefitted from being included in the Shine Programme. Their personal development was greatly enhanced. This has had a positive impact across the curriculum and their own personal self-esteem.

KS2 children in receipt of pupil premium made good progress based on their starting points in reading and writing. High level TA support enabled children to be able to consolidate learning before moving onto the next step and also fill mathematical gaps in their learning at an effective pace. This enabled the children to make improved levels of progress. This will all be continued for another year to ensure more gaps are filled and success is built upon.

Externally provided programmes

Programme	Provider
LBQ	Learning By Questions
White Rose Maths scheme	White Rose