

Pupil premium strategy statement – Rossett Acre Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 424 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-27. (Following two years, see EEF 3-tired model below) |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Corrine Penhale |
| Pupil premium lead | Kate Woodcock |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £72,088 |
| 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 | £72,088 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

At Rossett Acre Primary School, our vision is “Excellence and Happiness for All” and we are committed to ensuring that every pupil, regardless of background, has the opportunity to thrive and to achieve their full potential academically, socially, and emotionally. By using our Pupil Premium funding strategically to help close the attainment gap between disadvantaged pupils and their peers, we aim for all children to leave our school confident, resilient and ready for the next stage of their education.

Our work with disadvantaged pupils is guided by our 3Cs: Curiosity, Challenge, and Community: Curiosity: encouraging exploration and a love of learning; Challenge: fostering resilience, perseverance and high aspirations; Community: promoting empathy, collaboration and respect within school and the wider world.

We recognise that some disadvantaged pupils often face multiple barriers to learning, including limited early language skills, restricted vocabulary, underdeveloped personal, social and emotional skills, poor attendance and punctuality and lower access to high-quality learning resources at home. Some pupils also have additional SEND needs, which require tailored support to ensure they can engage in lessons and progress within the curriculum.

To address these barriers, our strategy focuses on:

1. High-Quality Teaching – ensuring that all teaching is inclusive, ambitious and evidence-based. This includes early language interventions using Speech and Language Link, high-quality writing instruction with the use of Mighty Writer, reading support through Lexia Reading and Little Wandle phonics, maths mastery and fluency using White Rose Maths, Learning By Questions and Times Tables Rock Stars.
2. Targeted Academic Support – providing additional, evidence-based interventions for pupils who need to catch up, including small-group and 1:1 tutoring supported by Learning by Questions (LBQ), precision teaching for spelling and maths fluency and targeted SEND provision informed by professional assessments.
3. Wider Strategies – removing non-academic barriers to learning, including improving attendance and punctuality, fostering parental engagement, providing pastoral support for social, emotional and mental health and increasing access to enrichment activities and cultural capital.

Our approach is underpinned by evidence-based practice, robust monitoring and continuous evaluation, ensuring that interventions are effective and responsive to the needs of individual pupils. We aim for measurable improvements in communication, literacy, numeracy, PSED, attendance and engagement, so that disadvantaged pupils make progress and achieve at least in line with their peers.

Ultimately, our goal is that every child benefits from an education that prepares them for lifelong learning, equipping them with the knowledge, skills and resilience to succeed academically and personally.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low starting points in Communication & Language on entry to EYFS Some children are starting school with low vocabulary, poor understanding and limited expressive/receptive skills. |
| 2 | Low starting points in PSED on entry to EYFS Some children are starting school with underdeveloped self-regulation, social skills and confidence. |
| 3 | Attendance & Punctuality This includes persistent absence, lateness and term-time holidays. |
| 4 | Learning and Attainment This includes the following areas: Reading: Limited home exposure, low phonics understanding including blending, weak comprehension skills. Writing: Weak handwriting, spelling, punctuation, low stamina, difficulty in composing ideas and sentences. Maths: Poor recall of key facts, difficulties applying knowledge. SEND: Some disadvantaged pupils also have additional SEND needs which impacts on their progression and engagement. |
| 5 | Social and Emotional Wellbeing Some disadvantaged pupils struggle with managing social interactions, forming and maintaining friendships and resilience. Some pupils are not able to manage their emotions and require support in this area. |

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 |
|---|---|
| Improved EYFS communication & language. | <ul style="list-style-type: none">Increased % achieving ELGs in Communication & Language.Improved Speech and Language Link scores. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Richer vocabulary being used by disadvantaged pupils. |
| Improved EYFS PSED outcomes. | <ul style="list-style-type: none"> • Higher % achieving ELGs in PSED. • Improved self-regulation and independence. |
| Improved attendance & punctuality. | <ul style="list-style-type: none"> • School has a clear and consistent set of systems and procedures to monitor attendance and identify vulnerable pupils and families. • The school's attendance procedures are effective in raising the attendance of disadvantaged pupils. • The gap between the attendance of disadvantaged pupils and non-disadvantaged pupils continues to narrow. • School accesses support from external agencies which supports the raising of attendance of disadvantaged pupils. • A decline in incidents of lateness. |
| Improved academic outcomes for all children, including those with SEND. | <ul style="list-style-type: none"> • Higher phonics screening pass rates; more pupils reading with fluency; increased % at ARE/above. • Improved handwriting, stamina, and accuracy in SPaG; increased % achieving ARE in writing. • Improved recall of number facts; increased fluency; higher % achieving ARE; improved reasoning and problem-solving. • Measurable progress against personalised targets; improved engagement; effective provision in place. |
| To improve the social and emotional wellbeing for all disadvantaged pupils. | <ul style="list-style-type: none"> • Emotional Regulation & Confidence: Pupils can identify and express emotions appropriately; increased confidence in class and activities. • Mental Health & Wellbeing: Pupils feel safe, supported, and happy; demonstrate resilience and coping strategies. • Measurable Outcomes: Improvement in wellbeing assessment scores; pupils feel included and have a sense of belonging. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,818

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Contribution to Nurture Team staffing | Improving Social and Emotional Learning in Primary Schools EEF Learning behaviours EEF Attendance interventions rapid evidence assessment EEF EEF Personal Social and Emotional Development EEF Self-Regulation and Executive Function | 2, 3, 5 |
| Training for Delayed language skills- assessments and delivery of interventions | Speech and Language Link - Speech and Language in School - Speech and Language Link EEF Communication and Language | 1, 2 |
| Play Therapy Training | What is play therapy? Types of therapy What Are the Benefits of Play Therapy? Improving Social and Emotional Learning in Primary Schools EEF | 2, 3, 5 |
| Advanced Drawing and Talking Training | https://drawingandtalking.com/advanced Improving Social and Emotional Learning in Primary Schools EEF | 2, 3, 5 |
| Additional TA time to support Year 1 phonics and Year 2 reading. | Phonics EEF | 4 |

| | | |
|--|---|--|
| | Heggerty Phonemic Awareness & Early Literacy Programs | |
|--|---|--|

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

Budgeted cost: £40,285

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1:1 and small group Phonics intervention using Heggerty | Phonics EEF Heggerty Phonemic Awareness & Early Literacy Programs Small group tuition EEF | 1, 4, |
| 1:1 and small group interventions using Speech and Language Link | Speech and Language Link - Speech and Language in School - Speech and Language Link EEF Communication and Language Small group tuition EEF | 1, 2, 4, |
| Targeted support for reading using Lexia reading Core5 | Lexia Reading Core5® - trial EEF Small group tuition EEF Reading comprehension strategies EEF | 4, |
| 1:1 and targeted small groups to support Social Communication and anxiety | Social communication skills in the classroom Let's talk about anxiety: animation and teacher toolkit Anna Freud Anxiety Solutions Pack Small group tuition EEF | 1, 2, 3, 5 |
| Use of a learning platform to enhance learning in Reading and Maths which also provides feedback, such as LBQ. Use of diagnostic tools designed to identify specific learning difficulties needs in children, providing targeted interventions to support their educational | Learning by Questions LbQ Primary SNAP | 4 |

| | | |
|--|---|-----------------------|
| <p>development, such as SNAP assessments</p> <p>Use of a tool for kinaesthetic learning, that promotes conversation/discussion & creative writing, such as Mighty Writer</p> | <p>What is Mighty Writer? KS1 & EYFS Resource</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Increased TA time for targeted support in EYFS & Lower KS2</p> | <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF</p> | <p>1,2, 4</p> |
| <p>Contribution HLTA time for targeted support in EYFS</p> | <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Self-Regulation and Executive Function</p> <p>Small group tuition EEF</p> | <p>1, 2, 3, 4,</p> |
| <p>Increased 1:1 time to provide specific interventions such as fine motor skills and working memory.</p> | <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>The Importance of Fine Motor Skills in Child Development: A Comprehensive Guide — Global Education Therapy</p> <p>Working Memory - Kid Sense Child Development</p> <p>Small group tuition EEF</p> | <p>4,</p> |
| <p>Contribution to HLTA time – teacher support</p> | <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4, 5,</p> |

| | | |
|---|--|---|
| | Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk) Small group tuition EEF | |
| Contribution of purchase of iPads for targeted support in reading and maths in Y4 | Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) | 4 |

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

Budgeted cost: £15,985

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contribution to Nurture Team which supports the monitoring and promotion of good attendance | Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) | 3, 5 |
| Contribution towards access towards external agencies to support attendance and wellbeing. | Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) EEF Personal Social and Emotional Development EEF Self-Regulation and Executive Function | 3, 5 |
| Contribution towards enhancing our Personal Development offer using the One Life personal development programme | EEF Personal Social and Emotional Development EEF Self-Regulation and Executive Function | 1, 2, 3, 5 |
| Contribution towards opportunities for outdoor learning which promotes communication, resilience and problem-solving skills. | Learning behaviours EEF (educationendowmentfoundation.org.uk) Forest School Association What is Forest School? Forest Schools Nature Premium Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 5 |
| Contribution to school trips | Learning-Away-Comparative-Research-Report.pdf (learningaway.org.uk) | 1, 2, 3, 5 |

| | | |
|---|--|--|
| | Importance of Educational Trips, Benefits to Students, Trip Guidelines - Education Tourism, Field Trips (educationaltourism.org) | |
| Resources, swimming, milk, music lessons contribution | Water, drinks and your health - NHS (www.nhs.uk) The benefits of learning a musical instrument - Kumon UK | |

Total budgeted cost: £72.088

Pupil Premium 3 Year Strategy – EEF TIERED MODEL Rossett Acre Primary School 2024-2027



1 Teaching

HIGH QUALITY TEACHING

- DHT disseminated Quality First Teaching Strategies
- Subject leaders to have time out of class to monitor their subject. They are to have a focus on SEN and PP children each time they monitor.
- SLT monitoring of teaching.
- Pupil Impact Meetings – progress review meetings between DT & AHT & teachers
- AHT mentoring Early career and new-to-school teachers and students.

ENGLISH

- Little Wandle Purchased to support Y2 readers
- English Leader attended training for Reading and cascaded new style for Guided Reading
- Fluency assessments carried out at the start of every half term
- Little Wandle Keep up sessions and assessments carried out
- Drawing and Adventure Club training received.

MATHS

- Maths [lead](#) to support teachers in identifying missed learning
- Century Tech to be used to support personalised learning
- Learning by Questions to be used weekly

2 Targeted academic support

ENGLISH

- Talking House, ~~Wocopy~~, Talk Boost
- Little Wandle Keep up
- Nessy Reading and Spelling
- Century Tech
- Phonics Hero

MATHS

- Century Tech
- TTRS
- Learning by Questions

In class TA support

Pre & post teaching support to provide instant fixes before the learning gap grows. HLTA to release the CT. To purchase IPADS for Y2 to support use of Century Tech and Phonics Hero.

3 Wider strategies

PERSONAL DEVELOPMENT

- Engage in Forest Schools to have an increased offer of outdoor learning provision
- Contribute to Sensory resources inside and outside

EMOTIONAL WELLBEING

- Purchase the Resilience Toolkit to undertake assessment
- Daily check-ins with pupils by staff, including the Learning Mentor
- Mental Health First Aiders on hand [at all times](#)

ATTENDANCE

- Weekly monitoring and response to attendance by Learning Mentor to follow up concerns immediately.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High Quality Teaching

School continued to monitor attainment and progress using standardised and teacher assessments. Pupil premium children's progress and attainment was discussed in Pupil Impact meetings. Needs were continued to be met for individual children, in receipt of pupil premium funding.

HLTA time was used to cover teachers in all year groups so teachers were able to address specific issues in learning. This ensured that children in receipt of pupil premium funding were receiving extra support where/when required to try and eliminate a potential gap arising.

Increased Teaching Assistant support was placed in the year group with the highest % of Disadvantaged Pupils to ensure they were receiving regular, targeted support each week.

| Assessment milestone | PP attainment 2023-2024 | PP attainment 2024-25 | Whole school attainment 2024-25 |
|-------------------------|-------------------------|-----------------------|---------------------------------|
| Reception GLD | 50% | 20% | 81.1% |
| Y1 Phonics Screening | 67% | 75% | 86% |
| KS1 Reading | 36% | 67% | 79% |
| KS1 Writing | 18% | 50% | 81% |
| KS1 Maths | 27% | 50% | 70% |
| Y4 Multiplication Check | 0% | 33% | 78% |
| Year 6 Reading | 57% | 100% | 91% |
| Year 6 Writing | 43% | 67% | 88% |
| Year 6 Maths | 43% | 33% | 83% |

Data shows that attainment of disadvantaged pupils still falls behind that of their non-disadvantaged peers. However, there are signs of improvements in most assessment milestones. The achievement of PSED in EYFS will remain a high priority. We will continue to ensure that these children continue to succeed as they move through school through quality first teaching and targeted provision.

The purchase of IPADs for one cohort saw an increase of engagement in learning and independence. This will continue into next year and progress will be tracked closely.

Attendance:

November 2025 data shows that the attendance of Disadvantaged Pupils is 94.04% which is an increase of 2.4% from last year. However, compared to their non-disadvantaged peers at 97.3%, they are still below.

Internal monitoring

| Year Group | % of increased attendance compared to this time in 2024-2025 |
|-------------------|---|
| Year 1 | 67% |
| Year 2 | 60% |
| Year 3 | 58% |
| Year 4 | 69% |
| Year 5 | 25% |
| Year 6 | 60% |

The Learning Mentor continued to monitor the attendance of all children, ensuring Disadvantaged Pupils were monitored weekly. Bespoke support was provided for a number of pupil premium children who were struggling with attendance. The result being that their attendance improved before the end of the year. It also highlighted patterns and areas of support which then enabled school to offer support alongside external agencies. This will continue into the following academic year.

Emotional Wellbeing:

55% of our Disadvantaged Pupils are in receipt of pastoral support through our Nurture Team. This is a decrease from 2024-2025 which was 66%. Class teachers were informed of any emotional needs. The children were supported with their positive mental wellbeing and families were kept informed along the way. This resulted in children and their families feeling supported and better engagement in the learning from the children. In the academic year, 2024-2025, all Nurture Team members received training for Bereavement, Anxiety and the Tree of Life.

All staff received training on how to support children with sensory needs. This included reasons why children need sensory breaks and sensory diets. Sensory bags were created for all 14 classes with a range of sensory items and strategies for the children to use. Staff report that these bags support the children well and therefore they are able to remain in the classroom for longer.

Forest School continued to contribute to the overall mental wellbeing for children in school. Through pupil voice, it became evident that children's learning behaviours' are continuing to

develop and strengthen. Teachers reported that children were motivated, engaged, and determined to succeed. Teachers also reported that the freedom to engage with the natural world helps build essential skills like teamwork, problem-solving, and communication, all while ensuring they feel valued and included.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|----------------------------|------------------|
| Nessy spelling and Reading | Nessy Learning |
| SNAP Assessments | Hodder Education |