

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Rossett Acre Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22. (Following two years, see EEF 3-tired model below)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Corrine Penhale
Pupil premium lead	Kate Woodcock
Governor / Trustee lead	Stuart Pierce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30, 779
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,824

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant

Purpose

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address any underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantages reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after by the local authority continuously for more than six months, and children of service personnel.

DFE funded devices have been allocated to pupil premium children who are working at home.

Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium Funding. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the reports for parents that schools publish

Funding

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

For pupils from low-income families in non-mainstream settings the local authority decides how to allocate the Pupil Premium. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.

Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

Details of the arrangements for funding the Pupil Premium, including allocations at school level, parliamentary constituency level and local authority level can be found using the following link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

3-year long-term pupil premium strategy

This document is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our Intention

At Rossett Acre Primary School we have high aspirations and ambitions for our children, and we believe that all children should have equality of opportunity regardless of their circumstances or needs. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that enables you to succeed, and we are determined to ensure that our children are given every chance to realise their full potential.

Rossett Acre Primary School is committed to improving academic and social outcomes for disadvantaged children by:

- Raising awareness of the barriers to accessing the curriculum and learning that disadvantaged children may experience
- Equipping teachers to identify and meet the needs of those disadvantaged children who require extra learning or pastoral support
- Providing additional learning support for identified individuals
- Providing high quality and appropriate pastoral support for disadvantaged children and their families
- Facilitating additional support from outside agencies where necessary
- Providing financial support to disadvantaged families so that all children can access wider curricular opportunities
- Providing a creative curriculum full of enriching experiences for all of our learners
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for, free school meals
- Recognising that some pupil premium children will be disadvantaged due to lockdown and home learning

Challenges

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

Challenge number	Detail of challenge
1	Identifying missed learning for Pupil Premium children due to Covid-19 and addressing this quickly.
2	The potential ongoing impact on attainment due to individual covid-19 related authorised absences.
3	Possible misconceptions/errors which may have been picked up during home learning.
4	Timetabling clashes. Some pupils missing too many lessons/same lessons for interventions
5	The impact of a reduction in social and communication needs and also moving and handling (fine and gross motor skills) especially for EYFS, KS1 and LKS2 who have had limited social interactions with peers and a wider range of adults beyond their own homes, and a possible increase in solitary screen time.
6	Loss of stamina and adjusting back to the high expectations set within school
7	Increase of SEMH issues, particularly lack of resilience and self-esteem which is affecting children's ability to form positive relationships as well as having a negative impact on attainment and progress
8	Low family income may restrict the opportunities and experiences that can be offered out of school
9	A change in family circumstances which can affect children's ability to concentrate and focus on their learning, on their attendance, and may adversely affect mental health and well-being

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 Communication and social skills in EYFS and KS1	Children will be able to communicate more clearly with their peers and adults. Children will be able to express their emotions in an appropriate way.
Improved fine and gross motor skills for children in EYFS and KS1	Children will be able to use dexterity when carrying out tasks with their hands. Children will be able to develop their core strength.
All pupil premium children have access and opportunities to support and nurture for their positive mental health and well-being.	Pupil premium children have good mental health and well-being as evidenced by positive engagement in lessons. Children feel supported
To improve phonics and reading outcomes pupils in EYFS and KS1	School data and observations will show improved outcomes in these areas.

To address specific issues in learning using recognised interventions for the lowest 20% of learners	Interventions have been carried out. Impact recorded.
Teachers to ensure the learning gap for Pupil Premium children does not widen by putting in place strategies to support them in class.	Strategies are in place to support the children Any gaps are minimised

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: £13,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developmental Trauma training	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) https://learning.nspcc.org.uk/child-health-development/attachment-early-years https://www.fagus.org.uk/a-few-tips-to-help-school-to-become-ace-aware-attachment-aware-and-trauma-informed/ https://beaconhouse.org.uk/resources/	5, 7, 9
Little Wandle training	Preparing for Literacy EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) https://www.littlewandlelettersandsounds.org.uk	1, 2, 3, 5,
Contribution to Nurture Team staffing	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Learning behaviours EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6, 7
SEN training	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6

Training for strategies in developing fine and gross motor skills	Fizzy Programme NHS GGC	1, 5, 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,519.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased TA time for targeted support in KS1	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 7
Contribution HLTA time for targeted support	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 7
Dedicated Support for children: <ul style="list-style-type: none"> Nessy Reading and Spelling programme 	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk) EEF (2020) - Impact of School Closures on the Attainment Gap.pdf (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

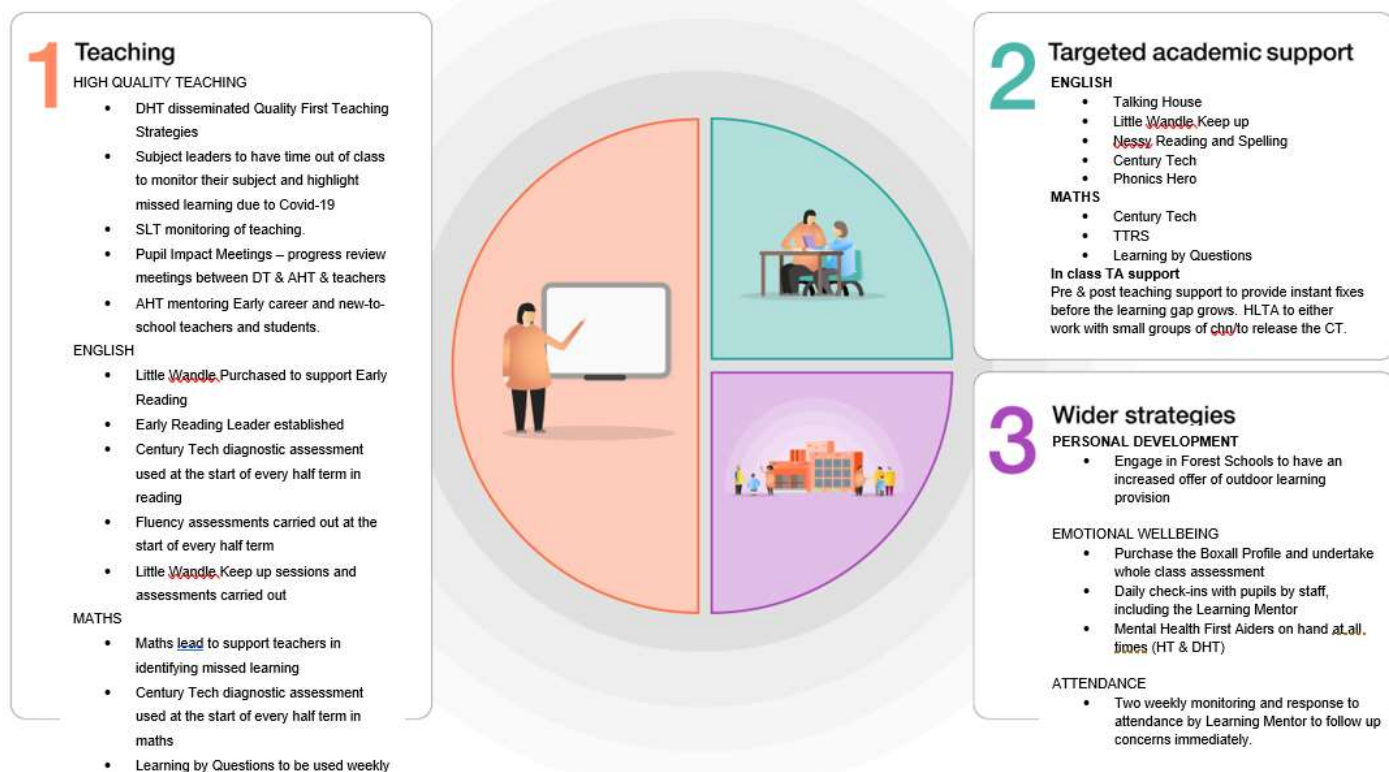
Budgeted cost: £12,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in Forest Schools to have an increased offer of outdoor learning provision	Learning behaviours EEF (educationendowmentfoundation.org.uk) Forest School Association What is Forest School? Forest Schools Nature Premium Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	5, 6, 7, 8, 9
Contribution to school trips	Learning-Away-Comparative-Research-Report.pdf (learningaway.org.uk) Importance of Educational Trips, Benefits to Students, Trip Guidelines - Education	5, 6, 7, 8, 9

	Tourism, Field Trips (educationaltourism.org)	
Research Purchase the Boxall Profile and undertake whole class assessment	Boxall (boxallprofile.org)	5, 6, 7, 8, 9
Research training for Peer on Peer abuse	Resources on peer-on-peer sexual abuse in education and healthy relationships NSPCC Learning Safeguarding Training Centre Peer-on-peer abuse (thekeysupport.com)	5, 6, 7, 8, 9
Resources, milk, well-being trip	Importance of Educational Trips, Benefits to Students, Trip Guidelines - Education Tourism, Field Trips (educationaltourism.org)	1, 2, 3, 5, 6, 7, 8, 9

Total budgeted cost: £33,823.78

Pupil Premium 3 Year Strategy – EEF TIERED MODEL Rossett Acre Primary School 2021-2024



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

There is no statutory attainment and progress data for end of key stage one or two for 2020-2021. School continued to monitor attainment and progress using standardised and teacher assessments. Pupil Premium children's progress and attainment was discussed through Pupil Impact Meetings. Due to the restrictions of Covid-19 and children not being in school consistently, it is difficult to gather meaningful data for the whole, however needs were met for individual children, in receipt of Pupil Premium funding. 1:1 support was offered in addition to online lessons. We placed support staff in each bubble who continued to support pupil premium children both in school and remotely. This ensured that pupil premium children were still receiving extra support where/when required to try and eliminate a potential gap arising.

Nurture support continued to take place both in school and remotely through phone calls to homes and check-ins for children in receipt of Pupil Premium funding. They continued to inform the class teachers of any displays of emotional needs and the teacher subsequently contacted the family. This resulted in families feeling supported and better engagement in the learning from the children.

Training for all staff in White Rose Maths took place and this continued to be used during lockdown. Support staff continued with pre and post learning for children in receipt of Pupil Premium funding remotely as required. Resources were also bought to support this. This ensured that the quality of maths teaching and learning remained strong.

The Learning Mentor continued to monitor virtual attendance through engagement surveys alongside attendance in school. Pupil Premium children were invited into school during the Lockdown if school felt they were becoming vulnerable.

Lockdown 3 Student Engagement Survey Results

Extensive support from the Nurture Team and class teachers resulted in the following results for pupil premium children:

We had 38% (12/32) of our pupil premium children at home and accessing remote learning. We conducted two engagement surveys which showed 75% engagement in January, with an increase to 83% level of engagement from January to February ending with 100% engagement from the children in receipt of Pupil Premium funding and accessing remote learning by the end of February.

Bespoke provision was put in place for one pupil premium child who was struggling with attendance and compliance in school. The result: she was no longer at risk of exclusion and managed to stay in school until the end of Year 6.

Books and resources, which were specific to individual children's interests, were bought for Pupil Premium children which enabled them to engage with learning.

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A