

Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

## Pupil Premium

### 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**

### Pupil Premium Funding

#### **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 disadvantage 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.

Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

During January 2021 lockdown, 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>

## Pupil premium strategy statement

1. Summary information 2020 - 21					
School	Rossett Acre Primary School				
Academic Year	2020-21	Total PP budget (Sept 20)	£42000	Date of most recent PP Review	Feb 21
Total number of pupils	409	Number of pupils eligible for PP (Sept 20)	32	Date for next internal review of this strategy	Sept 21

There is no statutory attainment and progress data for end of key stage one or two for 2019-20.

School continue to monitor attainment and progress of PP children through pupil progress meetings.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of support at home, often due to parental working, can affect completion of homework, organisational skills and self-regulation, which impact on both readiness to learn and progression and also on aspiration, self-confidence and social skills
<b>B.</b>	Other vulnerabilities, eg SEND, concurrent with PP can make it more difficult for children to achieve age related expectations or make expected progress
<b>C.</b>	Children may have gaps in their learning or mental health and well-being issues which act as a barrier to them attaining and progressing at the same rate as their peers
<b>D.</b>	An increasing number children are entering school with poor oral language skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Emotional and mental health issues, particularly lack of resilience and self-esteem can affect children's ability to form positive relationships as well as having a negative impact on attainment and progress
<b>F.</b>	Low family income may restrict the opportunities and experiences that can be offered out of school
<b>G.</b>	Chaotic family circumstances can affect children's ability to concentrate and focus on their learning, on their attendance, and may adversely affect mental health and well-being
<b>H.</b>	<p>Covid-19. The remote learning may have disadvantaged pupil premium children disproportionately compared to their non-pupil premium peers due to:</p> <ul style="list-style-type: none"> <li>• Lack of internet access</li> <li>• Lack of appropriate devices for home learning</li> <li>• Lack of parental engagement/support</li> <li>• Lack of suitable space for learning</li> <li>• Lack of routine</li> <li>• Lack of contact with teachers and peers</li> <li>• Reduced nurture support</li> <li>• Reduced access to quality first teacher/interventions</li> </ul>

3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupil premium children achieve and progress in line with their non-pupil premium peers in all subjects  <i>This remains our intention and we will endeavour to achieve this however, we also recognise that due to the Covid-19 restrictions this may be difficult to achieve fully and will under constant review.</i></p>	<p>The percentages of children who reach the expected standard in their year group for reading, writing and maths are in line with non-pupil premium for every key stage. Pupil Premium children will have access to interventions to help them to reach the expected standard in core subjects. Class data will show steps of progress towards ARE in all subject areas. The very large majority of Pupil Premium children will make expected progress and those who do not will be children with additional significant and complex needs.</p>
<b>B.</b>	<p>Pupil premium children are ready to learn and have opportunities to receive support to develop good behaviours for learning. They are able to regulate their emotions and behaviours inside and outside the classroom.  <i>This remains our intention and additional resources such as devices and nurture support are being provided and constantly monitored.</i></p>	<p>Pupil premium children engage positively in lessons and in wider school life. Teachers and support staff report that incidences of poor behaviours for learning are in line with or fewer than for non-pupil premium children.</p>
<b>C.</b>	<p>Pupil premium children and their families are supported to improve attendance.  <i>This remains our intention and staff are in regular contact with pupil premium children and their families. Engagement surveys are being carried out regularly to ensure pupil premium children, at home, are engaging in their learning.</i></p>	<p>The gap between attendance of pupil premium children and non-pupil premium children will narrow for authorised and unauthorised absences. Pupil premium children and their families will be well-supported by the nurture team.</p>
<b>D.</b>	<p>All pupil premium children will have access to extra-curricular opportunities and experiences, eg school trips, residential visits, learning a musical instrument, after school clubs.  <i>This remains our intention and when school begins to operate without the Covid-19 restrictions this will be the case.</i></p>	<p>Pupil premium children will engage fully in wider school life and will be able to take part in extra-curricular opportunities and experiences, supported by the school.</p>
<b>E.</b>	<p>All pupil premium children have access and opportunities to support and nurture for their positive mental health and well-being.  <i>Nurture support continues with contact from the Nurture Team who liaise with school staff and parents to arrange appropriate support. Families are also made of aware of resources for well-being on the website, Class Dojo, Tapestry and the school newsletter.</i></p>	<p>Pupil premium children have good mental health and well-being as evidenced by positive engagement in lessons, Children feel supported</p>

<b>4. Planned expenditure</b>						
<b>Academic year</b>	<b>2020-21</b>					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review Feb 2021</b>
Quality first teaching meets the needs of the majority of children	Staff training and resources to facilitate effective differentiation and challenge for all	Quality first teaching is the most inclusive way to meet the needs of all children	SLT monitoring of lessons DHT PP learning walk	DHT	March 2021  July 2021	HT/DHT conducting drop-in lesson visits to quality assure teaching and learning.
The gap between the percentage of pupil premium children who achieve the expected standard in reading, writing and maths and their non-pupil premium peers will narrow.	HLTAs will be used to release class teachers regularly to work with pupil premium children individually or in small groups	Evidence from whole school data analysis and individual pupil progress shows that it is effective in supporting individual pupil premium children to make progress.	Pupil premium children identified at pupil progress meetings and progress evaluated	DHT	December 2020  March 2021  July 2021	1:1 support is being offered in addition to online lessons.  Nurture support is taking place. The team inform the class teachers if the child/parent is displaying emotional needs. The teacher then contacts the family.
Pupil premium children have access to in-class support to ensure that their learning and social and emotional needs are met	GTA support will be put in to classes where there is a high percentage of pupil premium children  HLTAs will be used to release class teachers regularly to work with pupil premium children individually or in small groups	Many of our pupil premium children have additional needs that can act as a barrier to learning and additional adult support will help them to overcome these barriers in the classroom	Pupil premium children identified at pupil progress meetings and progress evaluated	DHT	December 2020  March 2021  July 2021	Staff resources have been deployed to support PP children in certain classes.  HLTA's are not

<b>Total budgeted cost</b>					£20,036	able to cover class teachers to provide time with PP children.
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review Feb 2021</b>
The attainment gap between pupil premium children and their non-pupil premium peers in Maths will be narrower by the end of academic year 2020-21.	<p>Training for teachers – White Rose Maths</p> <p>Training for TAs to deliver pre and post learning and targeted maths interventions to identified children (White Rose)</p> <p>Pre and post teaching</p> <p>New specific maths resources ordered</p>	<p>In 2019 in KS2 SATs, 63% of pupil premium children achieved the expected standard or better in maths, compared to 90% of their non-pupil premium peers, although progress was above. Analysis of whole school data in Autumn 2019 showed that in maths, a greater percentage of pupil premium children in Years 3 and 4 were working below age related expectations than their non-pupil premium peers.</p> <p>Due to the difficulties of gathering reliable data during 2019-20, this is historical data based on statutory testing on 2018-19. It was not possible to implement all measures intended during 2019-20 and in-school data suggests that there are still discrepancies between PP and non-PP children so intended measures will remain.</p>	Pupil progress meetings will monitor the progress of pupil premium children in maths	DHT LS	March 2021  July 2021	<p>Training has taken place and White Rose is being used. This is being used during lockdown. TA training has taken place and pre &amp; post learning is taken place for children as required virtually. Resources have been bought.</p> <p>£447</p>

Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

<p>The attainment gap between pupil premium children and their non-pupil premium peers in reading will be narrower by the end of academic year 2019/20.</p>	<p>Before school Reading Club to be set up, once restrictions allow, and PP children invited to attend.</p> <p>Class reader challenge to be continued</p> <p>Stories continue to be prioritised as a way of teaching English</p>	<p>In 2019 in KS2 SATs, 63% of pupil premium children achieved the expected standard or better in reading, compared to 84% of their non-pupil premium peers, although progress was above. Analysis of <b>whole school</b> data in Autumn 2019 showed that in reading, a greater percentage of pupil premium children were working below age related expectations than their non-pupil premium peers.</p> <p>Due to the difficulties of gathering reliable data during 2019-20, this is historical data based on statutory testing on 2018-19. It was not possible to implement all measures intended during 2019-20 and in-school data suggests that there are still discrepancies between PP and non-PP children so intended measures will remain.</p>	<p>Pupil progress meetings will monitor the progress of pupil premium children in reading</p>	<p>DHT CD</p>	<p>March 2021 July 2021</p>	<p>Class reader continues and 1:1 reading is taking place when possible virtually.</p> <p>Allocation of £650 to a book club to fund TA support and books. £450 for staffing £200 for books</p>
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Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

<p>The attainment gap between pupil premium children and their non-pupil premium peers in writing will be narrower by the end of academic year 2019/20.</p>	<p>Stories continue to be used as a basis for writing across school to increase access</p> <p>Wordsmiths group to be continued once restrictions allow, with a focus on PP children</p> <p>Authorfy writing group to be continued once restrictions allow, with an emphasis on HPA PP children</p> <p>Use of Alan Peat sentence strategies to be continued</p> <p>Specific writing interventions for Y2, delivered by qualified teacher</p>	<p>In 2019 in KS2 SATs, 63% of pupil premium children achieved the expected standard or better in writing, compared to 90% of their non-pupil premium peers. Progress was below</p> <p>Analysis of <b>whole school</b> data in Autumn 2019 showed that in writing, a greater percentage of pupil premium children were working below age related expectations than their non-pupil premium peers.</p>				<p>These have not been able to continue due lockdown.</p> <p>Writing intervention group for Y4&amp;Y5 children – teacher led.</p> <p>£25 per hour x 2 sessions. £300 for a 6 week ½ term.</p> <p>£900 until July.</p> <p>Plus £100 for resources</p> <p>£1000</p>
<p>Pupil premium children will have access to high quality nurture support which will support their social and emotional needs and will positively impact on their readiness for learning.</p>	<p>New learning mentor in post to provide support at key times (eg playtime, lunchtime) and to provide targeted individual or small group nurture support for identified children.</p> <p>Additional nurture hours (2 mornings per week – GTA)</p> <p>Thrive training for 2 x nurture staff</p>	<p>Many pupil premium children have additional social and emotional needs which act as a barrier to readiness for learning.</p> <p>Chaotic family circumstances can affect children’s ability to concentrate and focus on their learning, on their attendance, and may adversely affect mental health and well-being</p>	<p>Regular liaison between learning mentor and class teachers. Regular liaison between learning mentor and DHT/Inclusion manager</p>	<p>DHT GB</p>	<p>March 2021  July 2021</p>	<p>Nurture support continues.</p> <p>Additional hours are now 2 afternoons per week.</p> <p>Thrive training – 1 member of staff is completing this. 1 member to start in March. £3343</p>

Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

Pupil Premium children will have access to specific maths interventions.	Specific maths interventions for identified year groups will be in place for PP children from Maths Leader and 3 <sup>rd</sup> Space Learning 1:1 tuition programme	Analysis of <b>whole school</b> data in Autumn 2019 showed that in maths, a greater percentage of pupil premium children were working below age related expectations than their non-pupil premium peers.	Regular liaison between class teachers and maths lead.  Pupil progress meetings will monitor the progress of pupil premium children in maths	LS DHT	March 2021  July 2021	Maths interventions/tutoring to continue
<b>Total budgeted cost</b>					£5440	
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review Feb 2021</b>
Improve attendance and lateness rates for pupil premium children.	Learning mentor to monitor attendance/lateness and to liaise with parents and class teachers as necessary.	Analysis of school attendance data from 2017/18 indicates that attendance for pupil premium children is below that of their non-pupil premium peers. Analysis of school attendance data from 2017/18 indicates that a higher percentage of pupil premium children are late to school than their non-pupil premium peers.  No attendance data available for 2019-20.	Regular liaison between learning mentor and DHT/Inclusion manager.  Analysis of attendance data	GB DHT	March 2021  July 2021	Learning mentor continues to monitor virtual attendance through engagement surveys. Alongside this, attendance within school.
Pupil premium children will have access to a range of enrichment opportunities outside the classroom	A range of enrichment opportunities will be provided for pupil premium children. (eg chickens, support for trips and visits)	Low family income may restrict the opportunities and experiences that can be offered to pupil premium children out of school.	Learning mentor and DHT/Inclusion manager to review provision regularly and evaluate impact	DHT GB and nurture team	March 2021  July 2021	This is not possible at the moment due to Covid-19 restrictions but will be reviewed and revisited in the summer term.

Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

<p>Relationships between school and families of pupil premium children will be positive. Families will feel supported by school and ready to communicate.</p>	<p>Learning mentor will regularly interact with families of pupil premium children to develop positive and trusting relationships to encourage communication. Parenting workshops/drop in sessions will be made available to parents.</p>	<p>Lack of support at home can affect completion of homework, organisational skills and self-regulation, which impact on both readiness to learn and progression and also on aspiration, self-confidence and social skills</p>	<p>Learning mentor and DHT to review regularly and evaluate impact</p>	<p>GB DHT</p>	<p>March 2021 July 2021</p>	<p>Learning Mentor continues to engage with pupils and families.</p> <p>Spring 2 &amp; Summer Term:</p> <p>Learning Mentor to conduct parenting workshops virtually.</p> <p>£15 per hour for the workshop £7.50 for preparation £22.50 per week. £135 for a ½ term £270 for a term</p> <p>Potential money for training – to be looked into. Sarah Webb.</p>
<p>Pupil premium children will have access to activities and experiences that will enhance their life skills.</p>	<p>A range of opportunities to enhance life skills will be made available to pupil premium children, including 'Cooking 4 Life' club, once restrictions allow</p>	<p>Chaotic family circumstances can affect children's ability to concentrate and focus on their learning, on their attendance, and may adversely affect mental health and well-being</p> <p>Low family income may restrict the opportunities and experiences that can be offered out of school</p>	<p>Learning mentor and DHT to review regularly and evaluate impact</p>	<p>DHT</p>	<p>March 2021 July 2021</p>	<p>Cooking 4 Life club actioned during Autumn term. Very positive feedback from pupils and new skills learned and transferred to home. Chicken club allowed children to experience looking after animals.</p> <p>Potential to return in the Summer Term for Y4 &amp; Y5 chn.</p>
<b>Total budgeted cost</b>					<p>£16,524</p>	
<b>Additional resources</b>					<p>£125</p>	<p>£75.00 (milk) £50.00 (books for LAC)</p>

Updated 3<sup>rd</sup> February due to Covid-19 Lockdown 3

<b>Total budgeted cost for 2020/21</b>	£42000 contingency)	
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