

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	419
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24. (Following two years, see EEF 3-tired model below)
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
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	£51,652.50
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,652.50

## **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.

##### **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

#### **Challenges**

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

Challenge number	Detail of challenge
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1	The continued impact of a reduction in moving and handling (fine and gross motor skills) especially for EYFS and KS1
2	Children are entering school not ready for learning within the prime areas of EYFS.
3	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
4	Low family income may restrict the opportunities and experiences that can be offered out of school
5	Family circumstances which can affect children's ability to concentrate and focus on their learning and adversely affects mental health and well-being
6	The reduced attendance due to the attitude towards the importance of education.
7	The lack of Cultural Capital which impacts on social interaction and communication skills for children in EYFS.

## 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 physical development 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 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. Potential gaps widening are reduced
Staff to ensure the attendance gap for Pupil Premium children does not widen	Attendance is monitored weekly. Low attendance and patterns are identified quickly. Support is put in place. Attendance for Pupil Premium pupils is inline with their peers.
Children in EYFS to be able to access a range of hands-on experiences.	Children will develop their knowledge and understanding of the World Children will develop their Communication skills Children will develop their PSED (Personal, Social and Emotional Development).

## 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: £4463.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to Nurture Team staffing	<a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/learning-behaviours">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
Contribution to the recruitment of 1:1 Teaching Assistants x 2	<a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2
Drawing Club - EYFS	<a href="#">Drawing Club - "CAN I GO AND PLAY NOW..?"</a> <a href="#">"CAN I GO AND PLAY NOW..?" - Effective Early Years Practice</a>	1, 2
Mental Wellbeing training	<a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.gov.uk/government/publications/education-staff-wellbeing-charter">Education staff wellbeing charter - GOV.UK (www.gov.uk)</a> <a href="#">Intro to Sand Tray, Sat 25 November 2023 (CPD) - Wellspring Therapy &amp; Training</a> <a href="#">Bereavement training</a>	3, 4
Training for strategies in developing fine and gross motor skills	<a href="#">Children's Therapy Service   Solent NHS</a> <a href="#">Fizzy Programme   NHS GGC</a> <a href="https://www.oxfordhealth.nhs.uk/wp-content/uploads/2011/03/CCOT-Developing-Skills-Resource-Pack-June-2015.pdf">https://www.oxfordhealth.nhs.uk/wp-content/uploads/2011/03/CCOT-Developing-Skills-Resource-Pack-June-2015.pdf</a> <a href="https://swft.nhs.uk/application/files/7714/5995/2571/fine_motor_skills.pdf">https://swft.nhs.uk/application/files/7714/5995/2571/fine_motor_skills.pdf</a> <a href="https://swft.nhs.uk/application/files/6714/5995/2571/gross_motor_skills.pdf">https://swft.nhs.uk/application/files/6714/5995/2571/gross_motor_skills.pdf</a> <a href="#">CCOT-Developing-Skills-Resource-Pack-June-2015.pdf</a>	1, 3, 4, 5,

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

Budgeted cost: £34,369.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased TA time for targeted support in KS1	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Contribution HLTA time for targeted support in EYFS and Y1	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
Increased 1:1 time to provide specific interventions	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Dedicated Support for children: <ul style="list-style-type: none"> <li>• SNAP Assessment</li> <li>• RAZ Reading and Spelling programme</li> <li>• Nessy</li> <li>• Talk boost</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/eef-2020-impact-of-school-closures-on-the-attainment-gap.pdf">EEF (2020) - Impact of School Closures on the Attainment Gap.pdf (educationendowmentfoundation.org.uk)</a>	1, 2, 3,
Contribution to HLTA time – teacher support	<a href="https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1/">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3/">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy/">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
Contribution to resources to support EYFS and	<a href="https://www.nhs.uk/healthcareprofessionals/childrens-therapy-service/">Children's Therapy Service   Solent NHS</a>	1 & 2

Y1 children with gross and fine motor skills	<a href="#">Fizzy Programme   NHS GGC</a>  <a href="https://www.oxfordhealth.nhs.uk/wp-content/uploads/2011/03/CCOT-Developing-Skills-Resource-Pack-June-2015.pdf">https://www.oxfordhealth.nhs.uk/wp-content/uploads/2011/03/CCOT-Developing-Skills-Resource-Pack-June-2015.pdf</a>  <a href="https://swft.nhs.uk/application/files/7714/5995/2571/fine_motor_skills.pdf">https://swft.nhs.uk/application/files/7714/5995/2571/fine_motor_skills.pdf</a> <a href="https://swft.nhs.uk/application/files/6714/5995/2571/gross_motor_skills.pdf">https://swft.nhs.uk/application/files/6714/5995/2571/gross_motor_skills.pdf</a>  <a href="#">CCOT-Developing-Skills-Resource-Pack-June-2015.pdf</a>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,819.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in Forest Schools to have an increased offer of outdoor learning provision	<a href="#">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Forest School Association   What is Forest School?   Forest Schools   Nature Premium</a>  <a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
Contribution to school trips	<a href="#">Learning-Away-Comparative-Research-Report.pdf (learningaway.org.uk)</a>  <a href="#">Importance of Educational Trips, Benefits to Students, Trip Guidelines - Education Tourism, Field Trips (educationaltourism.org)</a>	1, 3, 4, 6
Resources, swimming, milk, music lessons contribution	<a href="#">Water, drinks and your health - NHS (www.nhs.uk)</a>  <a href="#">The benefits of learning a musical instrument - Kumon UK</a>	1, 2, 3, 5, 6

# Total budgeted cost:

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



### 1 Teaching

#### HIGH QUALITY TEACHING

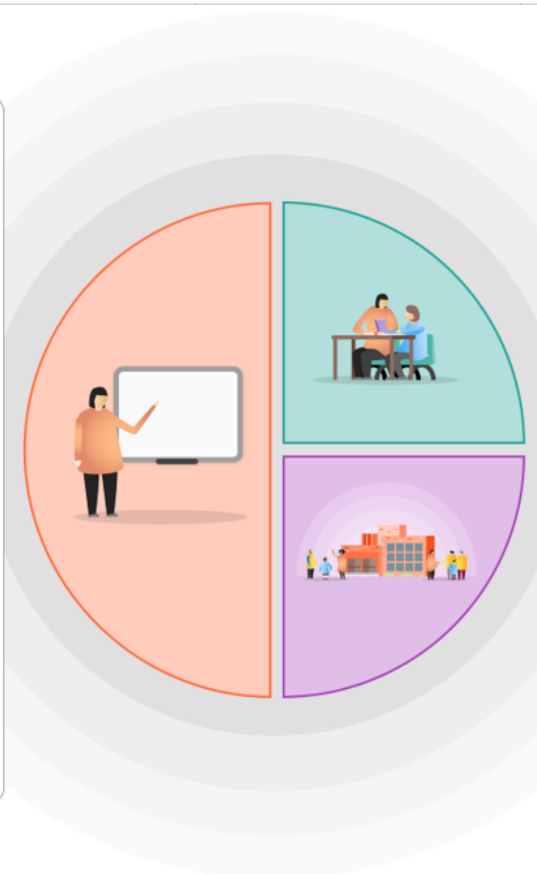
- DHT disseminated Quality First Teaching Strategies
- Subject leaders to have time out of class to monitor their subject and highlight missed learning due to Covid-19
- SLT monitoring of teaching.
- Pupil Impact Meetings – progress review meetings between DT & AHT & teachers
- AHT mentoring Early career and new-to-school teachers and students.

#### ENGLISH

- Little Wandle Purchased to support Early Reading
- Early Reading Leader established
- Century Tech diagnostic assessment used at the start of every half term in reading
- Fluency assessments carried out at the start of every half term
- Little Wandle Keep up sessions and assessments carried out

#### MATHS

- Maths lead to support teachers in identifying missed learning
- Century Tech diagnostic assessment used at the start of every half term in maths
- Learning by Questions to be used weekly



### 2 Targeted academic support

#### ENGLISH

- Talking House
- Little Wandle Keep up
- Messy 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 either work with small groups of children to release the CT.

### 3 Wider strategies

#### PERSONAL DEVELOPMENT

- Engage in Forest Schools to have an increased offer of outdoor learning provision

#### EMOTIONAL WELLBEING

- Purchase the Boxall Profile and undertake whole class assessment
- Daily check-ins with pupils by staff, including the Learning Mentor
- Mental Health First Aiders on hand at all times (HT & DHT)

#### ATTENDANCE

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



## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

School also continued to monitor attainment and progress using standardised and teacher assessments. Pupil premium children's progress and attainment was discussed through Pupil Impact meetings. Needs were continued to be met for individual children, in receipt of pupil premium funding. End of year data shows that 43% of pupil premium children achieved expected or above in Maths, 57% in Reading and 43% in writing.

HLTA time was used in all year groups to address specific issues in learning for the lowest 20% of 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.

Nurture support continued to take place in school for all children including those in receipt of pupil premium. 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.

Training in Mental Wellbeing was delivered by an external agency which support not only the adults in school but also the children. The training enabled us to enhance our mental wellbeing support in school which led to us achieving Silver in the Carnegie School Mental Health Award.

Forest School and Outdoor Learning also contributed to the overall mental wellbeing for children in school. Through pupil voice, it became evident that children's learning behaviours' were developing and strengthening. Teachers reported that children were motivated, engaged, and determined to succeed.

HLTA time was used to address specific issues with fine and gross motor skills for children in EYFS and KS1. This supported the children with their dexterity, and they developed their core strength. Furthermore, time was also given for sensory time in the mornings for pupils who required it, which resulted in children being engaged, regulated and ready to learn.

The Learning Mentor continued to monitor the attendance of all children. Bespoke support was provided for a number of pupil premium child who was 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.

## 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*

<b>Programme</b>	<b>Provider</b>
Nessy spelling and Reading	Nessy Learning
SNAP Assessments	Hodder Education

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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