

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	423
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27. (Following two years, see EEF 3-tired model below)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£58,500.00
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,500.00

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
1	The continued impact of a reduction in moving and handling (fine and gross motor skills) especially for EYFS and KS1 which is impacting their writing further up the school
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	Increase of defiant behaviours which are leading to extreme emotional outbursts which is having an impact on learning
5	Increased need for sensory feedback is being demonstrated by a number of children.
6	Increase of need in SaLT, communication and Interaction needs. This is having an impact on children's Cognition and Learning and SEMH needs.
7	There has been a steady decline in the number of children in KS1 meeting expected outcomes in reading. This limits their academic achievement.
8	The reduced attendance due to the attitude towards the importance of education.

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 which will have a positive impact on writing attainment.	Children will be able to use dexterity when carrying out tasks with their hands. Children will be able to develop their core strength and overcome the physical barrier of writing.
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).
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. There will be less emotional outbursts because the children will feel supported Children will be able to use a range of strategies to self-regulate Transition between home and school will be improved.
Disadvantaged pupils to access a wide range of experiential learning activities	These children will demonstrate improved resilience, there will be a positive impact on their SEMH needs, their sensory needs will be catered for and they will have a broadened life experience,

	increased aspirations therefore improving their life outcomes.
Children will be screened and have access to a range of interventions for their SaLT needs.	Children will be assessed and have access to SaLT interventions Children will be able to communicate as appropriate to them
To address specific issues in learning, in particular reading, using recognised interventions for the lowest 20% of learners	Interventions have been carried out. Impact recorded. Children are making expected progress within reading and achieving expected outcomes.
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.

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: £1318.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to Nurture Team staffing	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Learning behaviours EEF (educationendowmentfoundation.org.uk) Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6, 8
Training for Delayed language skills- assessments and delivery of interventions	WellComm - GL Assessment	2, 4, 6

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

Budgeted cost: £40,403.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased TA time for targeted support in KS1 & Lower KS2	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6, 7
Contribution HLTA time for targeted support in EYFS Contribution towards a PSED programme for EYFS	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
Increased 1:1 time to provide specific interventions	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Dedicated Support for children: <ul style="list-style-type: none"> • SNAP Assessment • Nessy • Wellcomm • Resilience Toolkit • Thrive • Little Wandle reading books for Y2 • Reading club 	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF (2020) - Impact of School Closures on the Attainment Gap.pdf (educationendowmentfoundation.org.uk) WellComm - GL Assessment Leeds primary resilience programme Leeds for Learning Support for mental health and wellbeing in schools The Thrive Approach Letters and Sounds A complete Phonics resource to support children The reading framework	1, 2, 3,
Contribution to HLTA time – teacher support	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6

	<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>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	
Contribution to resources to support EYFS and Y1 children with gross, fine motor skills	<p>Gateways to Literacy – An integrated approach: perceptual motor skill Development, Oral Language and Phonological awareness</p> <p>Children's Therapy Service Solent NHS</p> <p>Fizzy Programme NHS GGC</p> <p>https://www.oxfordhealth.nhs.uk/wp-content/uploads/2011/03/CCOT-Developing-Skills-Resource-Pack-June-2015.pdf</p> <p>https://swft.nhs.uk/application/files/7714/5995/2571/fine_motor_skills.pdf</p> <p>https://swft.nhs.uk/application/files/6714/5995/2571/gross_motor_skills.pdf</p> <p>CCOT-Developing-Skills-Resource-Pack-June-2015.pdf</p>	
Purchase of iPads for targeted support in reading in Y2	<p>Primary schools - CENTURY – to create a personalised pathway for Year 2 learner who are struggling to read</p> <p>Phonics Hero - Growing Reading and Spelling Superheroes with Phonics! – to support children in Year 2 who are unable to retain phonological awareness</p>	

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

Budgeted cost: £16,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in Forest Schools to have an increased offer of outdoor learning provision	<p>Learning behaviours EEF (educationendowmentfoundation.org.uk)</p> <p>Forest School Association What is Forest School? Forest Schools Nature Premium</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
Engage in Enrich Education - school orienteering & Cross curricular Outdoor learning	<p>Enrich Education Cross-Curricular Orienteering & Quidditch</p> <p>Enrich Education - Active Learning School Orienteering Quidditch</p>	

<p>Contribution to Sensory toolkits, outdoor sensory classroom, gardening club</p>	<p>LeafletdietJan12-v2.pdf</p> <p>Practical Sensory Diet Activities for the Classroom - The OT Toolbox</p> <p>What Is A Sensory Diet With Examples (Free PDF Template Download) Senso Minds</p> <p>Sensory Rooms in Schools - The OT Toolbox</p> <p>Benefits of Outdoor Play on Children's Health, Learning, and Development</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Why Kids Need to Spend Time in Nature - Child Mind Institute</p>	
<p>Contribution to school trips</p>	<p>Learning-Away-Comparative-Research-Report.pdf (learningaway.org.uk)</p> <p>Importance of Educational Trips, Benefits to Students, Trip Guidelines - Education Tourism, Field Trips (educationaltourism.org)</p>	<p>1, 3, 4, 6</p>
<p>Resources, swimming, milk, music lessons contribution</p>	<p>Water, drinks and your health - NHS (www.nhs.uk)</p> <p>The benefits of learning a musical instrument - Kumon UK</p>	<p>1, 2, 3, 5, 6</p>

Total budgeted cost: 58498.00



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 [Wolcano](#), 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 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 48% in writing.

HLTA time was used to cover teachers in all year groups so teachers were able 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. All Nurture Team members have received training in Sand Tray Therapy and Therapy beyond the Sand Tray from an external agency. This has had a positive impact on how the children are able to express their thoughts and feelings. The adults feel more equipped to support the children and this method of therapy has been cascaded down to Teaching Assistants. They are able to use this style of talking therapy within the Sensory room when they are supporting children who have become overwhelmed in class.

Training in Draw Club was delivered by an external agency which supported adults in EYFS and Year 1 to deliver the Drawing Club sessions. This has led to an increase in engagement for children in their writing. Curious Quest will now be introduced into Year 1 to ensure the progress in writing development is maintained.

Training in the development of fine and gross motor skills alongside sensory circuits was delivered by internal staff members to all Teacher Assistants. This has led to an increase understanding and awareness of the increase need for sensory breaks. The staff now feel more able to support the children which is starting to have a positive impact on learning. This training will be delivered to all teachers in the new year and sensory packs will be created to support children in class.

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 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

Programme	Provider
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:

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