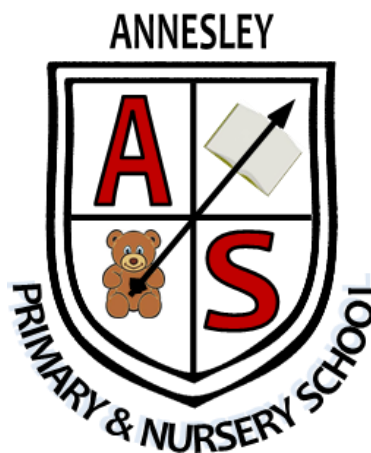


Annesley Primary & Nursery School

Pupil Premium Strategy 2026-2029

Updated Autumn 2025



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Annesley Primary and Nursery School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	26.54% (56 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 to 2029 Dependent on funding
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	R Slater, Headteacher
Pupil premium lead	A Brown, Teacher
Governor / Trustee lead	E Wright, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
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	£84,840

Part A: Pupil premium strategy plan

Statement of intent

At Annesley Primary & Nursery School, it is our ambition to improve the outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding, whilst also using the EEF research to inform our judgements. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, Mathematics and a range of other subjects. Currently there are an increased number of pupils struggling with their mental health and self-regulation.

To achieve this, we have a strategy that aims:

- To close the gap in attainment between pupil premium children and our non-disadvantaged children,
- To ensure that pupil premium children with SEND make good or better progress from their individual starting points,
- To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate pupil premium funding to support pupils we have identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing <ul style="list-style-type: none"> ➤ Some disadvantaged children struggle with their emotional health and are unable to self-regulate, ➤ Lack of interaction with peers has become a barrier to learning, ➤ There has been an increased number of referrals to outside agencies during the last 2 years.
2	Attendance <ul style="list-style-type: none"> ➤ A number of disadvantaged pupils have poor attendance and some are persistently absent from school.
3	Readiness to Learn <ul style="list-style-type: none"> ➤ Some disadvantaged pupils arrive at school hungry ➤ A number of disadvantaged pupils live in dysfunctional family circumstances.
4	Gaps in Knowledge <ul style="list-style-type: none"> ➤ Assessments have shown that some disadvantaged pupils have gaps in their knowledge and are significantly behind ARE.
5	Reading & Phonic Skills <ul style="list-style-type: none"> ➤ A number of our disadvantaged pupils have poor reading skills, ➤ Decoding and comprehension skills are weak, ➤ Blending and segmenting is difficult for many of our disadvantaged pupils, ➤ Application of phonic knowledge is poor, so this also impacts on reading.
6	Mathematical Skills <ul style="list-style-type: none"> ➤ A number of our disadvantaged pupils have poor mathematical skills, ➤ Mental calculation and arithmetic skills are weak, ➤ Retention of core mathematical concepts is difficult for many of our disadvantaged pupils.
7	Wider experiences <ul style="list-style-type: none"> ➤ Many of our disadvantaged pupils have extremely limited life experiences or opportunities. ➤ Many of our children have not left Annesley or the Kirkby-In-Ashfield area before.

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
To achieve improved wellbeing and self-regulation in pupils.	<ul style="list-style-type: none"> ➤ Learning walks show pupils engaging with their learning, ➤ Children being accountable for their behaviour. ➤ Less children need support with SEHM.
To improve attendance for those pupils below 95% and reduce the number of persistent absentees.	<ul style="list-style-type: none"> ➤ Effectively identify families who need support, ➤ School working effectively with outside agencies to improve attendance, ➤ Attendance data improves, year on year.
To support parents in establishing healthy routines to prepare children for learning and join us in aspiring for the best.	<ul style="list-style-type: none"> ➤ Working effectively with identified families ➤ Created opportunities for aspiration amongst all pupils.
To address all gaps in knowledge to increase the number of pupils at ARE or above.	<ul style="list-style-type: none"> ➤ Learning walks show Quality First Teaching, ➤ Work scrutinies show that gaps in knowledge are being targeted, ➤ A greater proportion of children reaching ARE or above.
To improve phonic and reading skills, including decoding and comprehension, to enable pupils to access learning across the wider curriculum.	<ul style="list-style-type: none"> ➤ Phonics delivered with fidelity to the chosen scheme ➤ School book stock reflects the need for fully decodable texts in lower school ➤ Phonics scores improve ➤ Reading results show a greater number of pupils at or above ARE. ➤ Quality reading intervention in place and delivered frequently and consistently. ➤ Reading boosters Y6 (out of school hours' learning)
To improve fluency in maths, confidence and retention of core concepts. This should impact positively on end of key stage outcomes and lead to a significant increase in individual pupil progress, closing the gap between advantaged and disadvantaged pupils.	<ul style="list-style-type: none"> ➤ Whole school Maths intervention introduced. ➤ Whole School consistent approach evident to agreed lesson protocol ➤ Effective deployment of support staff in teaching sessions to close the gap ➤ Maths boosters Y6 (out of school hours learning) ➤ Revision and streamlining of Maths curriculum in order to enable prioritisation and long term retention of core mathematical concepts. ➤ Maths results show a greater number of pupils at or above ARE.

<p>To provide children with wider opportunities and life experiences that they may not otherwise be exposed to.</p>	<ul style="list-style-type: none"> ➤ Children take part in a variety of trips that enrich their understanding of the wider world and develop their cultural capital. ➤ Children are exposed to experiences and opportunities that broaden their horizons beyond their immediate surroundings.
---------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned and regular CPD for staff to access relevant training with appropriate release time for staff training</p> <p>Release time for subject leadership to support and monitor T & L with a focus on provision for the most disadvantaged pupils</p> <p>Teaching Walkthrus resource for teaching and learning CPD</p>	<p>The best available evidence shows quality first teaching is the most important tool schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Coaching for identified members of staff following monitoring (release time where required).</p> <p>Allocated time for subject leaders to assess quality of provision in subjects. Use their knowledge and skills to identify and address gaps in pupils' knowledge, using the strategies and approaches agreed by the school and based on research evidence.</p> <p>All staff will have access to regular CPD focusing on high quality teaching and closing the gap for those pupils who are most disadvantaged. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	4, 5 and 6

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs and teachers in each class to come out of the classroom in the afternoons to deliver interventions in phonics, reading and Maths.</p> <p>Targeted small group interventions led by both LSAs and Teachers delivered during assembly times (and out of school hours learning sessions where appropriate).</p>	<p>Misconceptions are best addressed on the day they occur as opposed to during the next day.</p> <p>LSA will be based in class during the mornings and an integral part of the teaching. The LSAs will know the children and move learning on faster than drawing from external supply staff who do not know the children.</p>	<p>4, 5, 6</p>
<p>Continue to improve phonics teaching with fidelity to the agreed and purchased scheme that has been implemented, alongside continuing to support staff with access to relevant training.</p> <p>Continue to purchase resources to support the fidelity to the scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Research has found phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for those children from disadvantaged backgrounds and with an average impact of an additional five months' progress in KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4 and 5</p>

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

Budgeted cost: £ 34,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and pastoral lead is currently non-class based. This allows for the capacity to deliver mental health support in afternoons. Mental health and pastoral lead also leads on attendance.</p> <p>Dedicated time is also available for working with the most vulnerable families to: support good child and parent mental health, prevent absenteeism, signpost to other agencies, make referrals to specialist services, support actions in CiN and CP plans and promote and support routines.</p> <p>Provision of individualised support for identified pupils through nationally acknowledged interventions such as: Drawing and Talking, Emotions Coaching, Social stories, Motional</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We also work closely with the LA enforcement team, supporting families to achieve and sustain improved attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Many pupils, particularly those who are disadvantaged have struggled to recognise and regulate their emotions which can have a significant impact on their learning. Extensive evidence indicates there is an association between childhood social and emotional skills and improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3 and 4</p>

<p>Pastoral lead is ELSA trained. A second staff member will be ELSA trained in the spring 2026. Cost of training and release time to deliver sessions.</p> <p>Purchase texts promoting inclusivity that will be implemented through writing units in order to develop cultural capital and broaden children's experiences.</p> <p>Music lessons in a variety of instruments, providing wider opportunities to students.</p> <p>Subsidising trip costs for disadvantaged pupils in order to broaden horizons and develop cultural capital.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils?utm_source=/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils&utm_medium=search&utm_campaign=site_search&search_term=cultural%20capital</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Total budgeted cost: £ 84,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year.

Aspect	EXS		GDS
	School	National	School
Reading	69.2%	73%	23.1%
Maths	73.1%	73%	11.5%
Writing	73.1%	71%	3.8%
GPS	69.2%	72%	19.2%
Reading, Writing and Maths (Combined)	61.5%	60%	3.8%

46% of the cohort were identified as disadvantaged. The following table illustrates progress and attainment for the disadvantaged group.

Aspect	Attainment – disadvantaged pupils at EXS or above	Progress
Reading	58.3% (of 12 children)	-0.9
Maths	75% (of 12 children)	0.9
Writing	66.67% (of 12 children)	0.2

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year.

Aspect	EXS		GDS
	School	National	School
Reading	63.2%	74%	23.3%
Maths	66.7%	73%	23.3%
Writing	70%	72%	10%
GPS	60%	72%	43.3%
Reading, Writing and Maths (Combined)	56.7%	61%	3.3%

37% of the cohort were identified as disadvantaged. The following table illustrates attainment for the disadvantaged group.

Aspect	Attainment – disadvantaged pupils at EXS or above
Reading	27.3% (of 11 children)
Maths	45.5% (of 11 children)
Writing	44.5% (of 11 children)

Overall, attendance has been significantly affected since the Covid pandemic. Absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than pre Covid years. The school has worked closely with the LA enforcement team to review policies and procedures, and the family support worker, working closely with our attendance lead, offers both support and challenge to families where absenteeism is high.

This details the impact that our pupil premium activity had on pupils in the 2024 – 2025 academic year.

Aspect	EXS		GDS
	School	National	School
Reading	88%	75%	32%
Maths	76%	74%	12%
Writing	76%	72%	4%
GPS	84%	73%	16%
Reading, Writing and Maths (Combined)	68%	62%	4%

24% of the cohort were identified as disadvantaged. The following table illustrates attainment for the disadvantaged group.

Aspect	Attainment – disadvantaged pupils at EXS or above
--------	---------------------------------------------------

Reading	67% (4 of 6 children)
---------	-----------------------

Maths	33% (2 of 6 children)
-------	-----------------------

Writing	33% (2 of 6 children)
---------	-----------------------

GPS	67% (4 of 6 children)
-----	-----------------------

Attendance has improved in school over the last 3 years. It does still remain an area for improvement however. School regularly reviews its approach towards attendance and the attendance lead meets regularly with local networks. Current best practice is also explored through regular training. The school continues to work with the local authority to review policies and procedures, and the family support worker approach offers both support and challenge to families where absenteeism is high.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our approach towards behaviour is rooted in positivity and the formation of effective relationships with our pupils. We follow the principles of attachment and trauma, and a common language of de-escalation, for behaviour management and self-regulation throughout school.