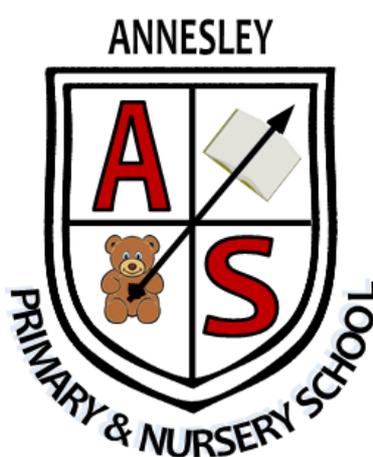


Annesley Primary & Nursery School

Pupil Premium Strategy 2022-2025



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Annesley Primary and Nursery School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025 Dependent on funding
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	R Slater, Headteacher
Pupil premium lead	R Slater, Headteacher
Governor / Trustee lead	A Jackson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,735
Recovery premium funding allocation this academic year	£8,100
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	£73,835

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	<p>Readiness to Learn</p> <ul style="list-style-type: none"> ➤ Some disadvantaged pupils arrive at school hungry ➤ A number of disadvantaged pupils live in dysfunctional family circumstances.
4	<p>Gaps in Knowledge</p> <ul style="list-style-type: none"> ➤ Assessments have shown that some disadvantaged pupils have gaps in their knowledge and are significantly behind ARE.
5	<p>Poor Speech</p> <ul style="list-style-type: none"> ➤ Many of our disadvantaged pupils arrive in EYFS with poor speech, ➤ With limited language skills, progress is limited, ➤ Some disadvantaged pupils do not know nursery rhymes, stories, songs and poems when they join us, ➤ Many children are not exposed to stories early in their life and do not know key stories for their age group.
6	<p>Reading & Phonic Skills</p> <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 also impacts on reading.

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.
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 accelerate progress in the acquisition of language in EYFS in order to reach the expected standard before entering Year 1.	<ul style="list-style-type: none"> ➤ Talk Boost is established provision ➤ NELI is delivered in F2 ➤ Children are speaking more confidently in the EY.
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"> ➤ Purchased recognised scheme ➤ 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.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned and regular CPD for staff to access relevant training	The best available evidence shows quality first teaching is the most important lever schools have to improve pupil attainment.	4 and 6
Release for NPQLTD staff member to attend training and support the staff	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.	
Release staff for training	Coaching for identified members of staff following monitoring (release time where required).	
Release DHT with HT to support and monitor T & L and Reading Plans for the	Included in the DHT 1 day per week allocated time with the 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.	

disadvantaged pupils	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	
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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
Lead LSA to deliver Talk Boost in EY NELI used to assess pupils in EY	Talking in EYFS embeds the need for communication throughout life.	5
LSAs in each class to come out of the classroom in the afternoons to deliver interventions in phonics, reading and maths	Misconceptions are best addressed on the day they occur as opposed to during the next day. 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.	4, 5 & 6
Improve phonics teaching with the purchase of the new scheme, access to relevant training Purchase resources to support the fidelity to the scheme	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker (a teacher brought out of the classroom) 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, regular sleep</p> <p>Provision of individualised support for identified pupils through nationally acknowledged interventions such as Drawing and Talking and Emotions Coaching</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>	1, 2 and 3
Contingency	A remaining budget of £1,585 for emergency events, transition of a new pupil, buying in of a TA from a previous school for transition sessions etc.	All

Total budgeted cost: £ 74,585

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 2021 – 2022 academic year.

Aspect	EXS		GDS
	School	National	School
Reading	92%	74%	27%
Maths	77%	71%	23%
Writing	77%	71%	8%
GPS	85%	72%	31%
Reading, Writing and Maths (Combined)	61%	59%	8%

40% 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	92% (boys 100%)	4.2 (sig +)
Maths	53% (boys 75%)	1.9
Writing	69% (boys 100%)	3.7 (sig +)

Overall attendance has been directly affected since the beginning of the pandemic. Absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years. The school has worked closely with the LA enforcement team 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. We are developing the principles of attachment and trauma, and a common language of de-escalation, for behaviour management and self-regulation throughout school.

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

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?	This information would identify individual pupils.
What was the impact of that spending on service pupil premium eligible pupils?	This information would identify individual pupils.

Further information (optional)