

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	Annie Lennard Primary School
Number of pupils in school	215 (including nursery)
Proportion (%) of pupil premium eligible pupils	77 pupils = 36.2% in school
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Natalie Crozier
Governor	Alison Pemberton-Smith/ Haydn Moss

Funding overview

Funding rates for 2024 to 2025

The announced per pupil amounts for each element of the premium are:

Disadvantaged pupils	Pupil premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM (Deprivation Allowance)	£1,480
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	
Looked After Children (LAC)	£2,570
Post-LAC: Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,570
Service children	
Pupils in Year Groups R to 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£320

There are currently 77 pupils on the pupil premium register, this equates to **£111380** of funding.

- 3 pupils (Post-LAC) receive the higher rate of £2570 = **£7710**
- 70 pupils receive (Deprivation Allowance) the lower amount of £1480 = **£103670**
- Grand total = **£111380**
- 4 pupils (LAC) receive the higher rate of £2570 – this comes direct form the LA they from through their PEP meetings.

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Detail	Amount
Pupil premium funding allocation this academic year	£111380
Recovery premium funding allocation this academic year	£4930
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	£116310

Pupil premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

Staff and Governors at Annie Lennard Primary School are committed to meeting the pastoral, social and academic needs of all our pupils in a nurturing environment. As with every child in our care, a child who is entitled to free school meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage. We also consider those pupils who are not eligible to FSM but may at any point need additional support and intervention – for example we have some cases in school where 1 sibling is entitled, and younger ones may not be. When decisions are made about how the funding is to be used, we look at the challenges the school is facing and the barriers we need to overcome. These barriers/ challenges are referenced below.

Our aims for our pupil premium

- Accelerate the progress of disadvantaged pupils so that this is in line with national/ school non-disadvantaged pupil data.
- By the end of Year 6, the percentage of disadvantaged pupils attaining expected levels in maths, reading and writing overall is at least in line with national disadvantaged, non and school non-disadvantaged.
- Pupils eligible for funding make progress that is least in line with non-premium funding pupils.
- Structured intervention programmes to increase the rates of progress for disadvantaged pupils
- Attendance of pupil premium pupils is in line with non-premium pupils.
- Disadvantaged pupils are offered enrichment activities subsidised by funding.
- Additional Support for all pupils
- Facilitate small group/ 1:1 work
- Provide interventions that accelerate progress
- Provide resources for intervention
- Provide pastoral support for children
- Further develop good learning behaviours
- Support children in coming to school on time

Challenges

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

Challenge number	Detail of challenge													
1	Attendance A large proportion of our pupil premium pupils has poor attendance. This is data from LA which includes pupils who left throughout last academic year. School Data shows with these pupils omitted (5 pupils) that PA was 12.9% with 62.5% of these being eligible for Pupil Premium.													
		No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)
All Pupils		187	3.49	3.72	4.25	2.33	2.17	1.65	94.18	94.12	94.10	15.51	16.69	16.21
Gender	Girls	103	3.48	3.57	4.12	2.86	2.17	1.63	93.67	94.26	94.25	14.58	16.50	15.72
	Boys	84	3.51	3.86	4.37	1.70	2.17	1.67	94.79	93.98	93.97	16.67	16.86	16.68
FSM*	Not Eligible for FSM	111	3.05	3.27	3.80	1.38	1.43	1.20	95.57	95.30	95.00	8.11	10.01	11.20
	Eligible for FSM	67	4.07	4.46	5.54	3.80	3.29	2.94	92.12	92.25	91.52	23.88	25.34	29.40
Disadvantaged Pupil	Not Deprivation Pupil Premium	112	3.02	3.28	NA	1.35	1.47	NA	95.63	95.25	NA	8.04	10.32	NA
	Deprivation Pupil Premium	66	4.13	4.46	NA	3.86	3.26	NA	92.01	92.29	NA	24.24	25.18	NA

| 2 | **Punctuality** We have small group of pupils who are consistently late, 4.17% this is higher than the non-pupil premium group of 2.5%. This is based on 2023/ 2024 attendance data. | | | | | | | | | | | | |
| 3 | **Language Skills** Year on year we find that pupils enter our Early Years setting with language skills that are below their chronological age. | | | | | | | | | | | | |

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4	Low Baseline in Early Years Year on year we find that children enter our early years working below age related expectation.
5	SEN We currently have 43 pupils on the SEN list, 16 of those are also PPG this equates to 37.2%. We have 14 EHCP in school at present with another 2 pending, of these 1 is also PP.
6	Retention of basic skills in Maths and Writing Covid has impacted greatly on this across all year groups.
7	Deprivation that limits the wider experiences children have outside of school and impacts on their academic achievement

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
Improvement in attendance	Increase attendance rates of disadvantaged pupils so they are at least in line with others nationally and the in school gap decreases.
Improvement in punctuality	Decrease in the number of pupils arriving to school late and attending lessons
Progress in writing and maths	Progress rates are higher than non-premium pupils in all year groups
Improvement in phonics attainment	Achieve in line with national expectations in phonic screening check (applies to retakes in year 2).
Improvement in attainment in reading. Writing and maths.	The attainment gap between the 2 groups reduces in all year groups.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £90106.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Learning Support</u> LSP's to support disadvantaged children within lessons and also to deliver targeted interventions to include • Pre-teaching sessions • Same day catch-up to ensure misconceptions are immediately addressed • Reading interventions • Phonic intervention • Maths intervention on specific areas £87232.50 We have 7 learning support across school, £12461.80 from PP funding goes towards funding them. Support disadvantaged children through the delivery of structured interventions that support language development in the EYFS (NELI, Early Talk Boost, Big Book of ideas)	'Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils (+4 months).' This approach typically involves a teaching assistant providing additional or intensive support to small groups or individual pupils in a particular area of the curriculum (such as literacy or mathematics), usually in the form of structured interventions. In all studies, teaching assistants received additional training and support to deliver the interventions. The impact of is typically much higher than deployment in everyday classroom environments. The average months' progress is 5 months. Targeted deployment has been more extensively researched than general deployment, but the security of the evidence for this approach is limited due to the number of studies and the limited proportion of independent evaluations. 37% of pupils on the SEN register are also in receipt of premium funding; therefore, a proportion of the funding will contribute to learning support salaries. 30% of the school are Pupil premium. As a whole group they are attainer lower than non. This does vary from cohort to cohort. EEF states: 'Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+6 months).' They also state: 'Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils (+4 months).'	5 & 6 3, 4, 5

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Speech and Language therapist time Speech and language interventions are necessary as children typically enter school scoring below their chronological age on the Wellcomm screening test. We have brought into the NHS enhanced provision this year and we get an additional day each month to work with, assess and set new targets for pupils. This will enable pupils to catch up on what they need in this area, this will then also have impact on other curriculum areas. £2874	EEF states: 'Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+6 months).'	3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Family Support worker</u> Our family support worker supports parents and families, covers attendance, home visits, parenting courses to support parents raising attendance and challenging punctuality issues. She also supports children where behaviour is a barrier to learning. She is also overseeing activities to promote parental engagement £21203.50	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Behaviour Interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required Pupil Premium children make up 62.07% of our Persistent Absence. Overall attendance is also lower 91.91 v 95	1 & 2

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	- Pupil Premium children make up 100% of pupils that receive family support through Early Help, Child in need, Child protection plans and previously looked after. - Of all the pupils that have direct work from the family support worker _% are Pupil Premium. 4% of PPG are also often late into school on a morning this impacts upon phonics, as they either miss some or all.	
<u>D746 Subsidies for transport costs, residential visits and day visits</u> Subsidies for transport costs and residential visits. £5000	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. As an area of deprivation, we find that families are living on the bread line. Without help from school many children would not be able to share the experiences that their peers do. This little subsidy contributes to them accessing the same as their peers.	7

Total budgeted cost: £116310

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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 2023 to 2024 academic year.

Impact of funding

Priorities 2023 - 24

Intended outcome	Success criteria
Improvement in attendance	Increase attendance rates of disadvantaged pupils so they are at least 96%
Improvement in punctuality	Decrease in the number of pupils arriving to school late and attending lessons
Progress in writing and maths	Progress rates are higher than non-premium pupils in all year groups
Improvement in phonics attainment	Achieve in line with national expectations in phonic screening check (applies to retakes in year 2).
Improvement in attainment in reading, Writing and maths.	The attainment gap between the 2 groups reduces in all year groups.

Attendance

Has there been any improvement when compared to the previous academic year?

2023 – 2024

		No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 22/23 (HT1-6)
All Pupils		187	3.49	3.72	4.25	2.33	2.17	1.65	94.18	94.12	94.10	15.51	16.69	16.21
Gender	Girls	103	3.48	3.57	4.12	2.86	2.17	1.63	93.67	94.26	94.25	14.56	16.50	15.72
	Boys	84	3.51	3.86	4.37	1.70	2.17	1.67	94.79	93.98	93.97	16.67	16.86	16.68
FSM*	Not Eligible for FSM	111	3.05	3.27	3.80	1.38	1.43	1.20	95.57	95.30	95.00	8.11	10.01	11.20
	Eligible for FSM	67	4.07	4.46	5.54	3.80	3.29	2.94	92.12	92.25	91.52	23.88	25.34	29.40
Disadvant'd Pupil	Not Deprivation Pupil Premium	112	3.02	3.28	NA	1.35	1.47	NA	95.63	95.25	NA	8.04	10.32	NA
	Deprivation Pupil Premium	66	4.13	4.46	NA	3.86	3.26	NA	92.01	92.29	NA	24.24	25.18	NA

The above table shows data for last academic year and how disadvantaged pupils performed compared to non for attendance. Whilst overall there has been a reduction in the number of children who are persistently absent the proportion of those who are PP increased slightly. Overall attendance is in line with last year. Rates are still more positive than 2021/2022. This remains an important target going into the next academic year with more targeted support being offered to families who have previously had low attendance.

2022 – 2023

		No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)
All Pupils		189	4.94	4.22	4.80	1.82	2.38	1.46	93.24	93.40	92.82	20.11	20.33	17.70
Gender	Girls	92	4.76	4.12	4.70	1.96	2.40	1.45	93.29	93.48	92.95	19.57	20.29	17.30
	Boys	97	5.11	4.32	4.89	1.70	2.35	1.47	93.19	93.33	92.71	20.62	20.37	18.10
FSM*	Not Eligible for FSM	115	4.68	3.79	4.45	1.15	1.64	1.07	94.18	94.57	93.63	14.78	13.65	13.10
	Eligible for FSM	64	5.34	4.97	5.86	2.59	3.63	2.65	92.08	91.40	90.37	25.00	30.18	30.70
Disadvant'd Pupil	Not Deprivation Pupil Premium	116	4.72	3.82	NA	1.15	1.66	NA	94.13	94.53	NA	15.52	13.90	NA
	Deprivation Pupil Premium	63	5.26	4.93	NA	2.59	3.62	NA	92.15	91.45	NA	23.81	29.88	NA

2021 - 2022

		No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)
All Pupils		178	4.28	4.53	3.00	1.61	2.15	1.20	94.11	93.32	95.80	19.10	21.12	8.20
Gender	Girls	89	4.23	4.42	2.80	1.86	2.18	1.10	93.92	93.39	96.10	21.35	21.08	7.90
	Boys	89	4.34	4.64	3.00	1.36	2.12	1.20	94.30	93.24	95.80	16.85	21.16	8.60
FSM*	Not Eligible for FSM	121	3.65	4.11	2.70	1.27	1.43	1.00	95.08	94.45	96.30	13.22	14.24	5.40
	Eligible for FSM	54	5.68	5.37	3.90	2.39	3.49	2.10	91.93	91.14	94.00	31.48	32.20	16.10
Disadvant'd Pupil	Not Deprivation Pupil Premium	121	3.72	4.14	NA	1.25	1.46	NA	95.03	94.40	NA	13.22	14.47	NA
	Deprivation Pupil Premium	54	5.51	5.28	NA	2.44	3.37	NA	92.05	91.35	NA	31.48	31.19	NA

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Punctuality

We have had a small increase in the amount of children who are late in a morning (L code/ late before registers close) it has risen from 3.47 to 4.17. We have very low numbers of pupils arriving after register has closed. Last year 0.14% were late after register closed (U code) this is broadly in line with the previous year of 0.10%

Progress in writing and maths

KS2

2024 version 1

		School Cohort ¹			School % ²			LA % ²			National % ²		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All Pupils		30	30	31	50	40	61	55	56	58	59	60	61
Sex	Boys	16	19	10	50	37	50	52	51	55	55	56	57
	Girls	14	11	21	50	45	67	57	62	62	63	63	64
	Gap (Boys vs. Girls)	2	8	11	0	9	17	5	11	6	8	7	7
Disadvant'd Pupil Premium	Eligible for Pupil Premium	8	10	8	50	30	63	44	46	48	43	44	46
	All Other pupils ³	22	20	23	50	45	61	61	63	65	66	66	66
	Gap (Eligible vs. All Other pupils)	14	10	15	0	15	2	17	17	17	23	22	21
FSM (Jan Census)	Eligible for FSM	6	9	7	33	33	71	41	45	47	42	43	46
	All Other Pupils ³	24	21	24	54	43	58	61	63	65	64	66	67
	Gap (Eligible vs. All Other pupils)	18	12	17	21	10	13	20	18	18	22	23	21

The above table shows the percentage of pupils who achieved combined in reading, writing and maths at the end of KS2. In 2024 those pupils who were eligible for premium funding have achieved better than those in school who are not eligible, they are also significantly higher than their peers nationally. 63% V 46%.

In writing 63% achieved expected standard or above, this higher than the 59% national figure, this is also true in maths.

Did any achieve the higher standard?

In reading 25% achieved the higher standard which is higher than national (18%)

In writing 13% achieved the higher standard which is higher than national (6%)

In maths 13% achieved the higher standard, this is in line with national

13% achieved the higher standard in reading writing and maths combined, this is 10% above the national figure of 3%.

Phonics Attainment

Phonics by Pupil Characteristics 2022 - 2024

Annie Lennard Primary School

Pupils Working At

Year 1 Select Year Group

2024 version 1

		School Pupils ¹			School ²			LA ²			National ²		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All Pupils		30	30	28	63	70	86	72	77	78	75	79	80
Sex	Boys	15	16	14	60	69	79	69	73	73	72	76	77
	Girls	15	14	14	67	71	93	76	81	83	79	82	84
	Gap (Boys vs. Girls)	0	2	0	7	3	14	7	8	10	7	6	8
Disadvant'd Pupil Premium	Eligible for Pupil Premium	15	7	9	53	100	89	65	70	71	62	67	68
	Not Eligible for Pupil Premium	15	23	19	73	61	84	75	80	81	80	83	83
	Gap (Eligible vs. not Eligible)	0	16	10	20	39	5	11	10	10	18	16	15
FSM	Eligible for FSM	14	7	9	57	100	89	64	70	71	62	66	68
	Not Eligible for FSM	16	21	19	69	67	84	77	81	82	79	82	84
	Gap (Eligible vs. not Eligible)	2	14	10	12	33	5	13	11	12	17	16	15

The table above shows the how many pupils achieved expected standard in the phonic screening test. The last 2 years PPG pupils have achieved better than those not eligible. Data shows that they have achieved better than their peers nationally for the last 2 years also.

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Pupil Premium Pupils – Have they made progress?

Yes, they have, the tables below show how the 2 groups compare. It varies from year group to year group, as does the amount of pupil premium in each class.

Year 1 22 - 24

2 (7.1%)	Pupil Premium	Not Pupil Premium	In year 1 PP made more progress in maths, reading and writing was lower than non pp.
Reading	4.5	5.3	
Writing	4.0	4.6	
Maths	5	4.7	

Year 2 23 - 24

4 (13.3%)	Pupil Premium	Not Pupil Premium	In year 2 PP made more progress in reading and writing, in maths it was broadly in line.
Reading	5.8	5.5	
Writing	5.8	4.5	
Maths	6	6.1	

Year 3 23 - 24

14 (48.3%)	Pupil Premium	Not Pupil Premium	In year 3 progress for pp was lower than non. In this class 6 of the premium pupils are also SEN, this is 43%.
Reading	4.5	4.8	
Writing	3.9	5.1	
Maths	5.4	5.3	

Year 4 23 - 24

12 (40%)	Pupil Premium	Not Pupil Premium	Progress was in line in reading and lower in writing and maths. In this class 3 of the premium pupils are also SEN.
Reading	5.8	5.8	
Writing	4	4.9	
Maths	5.6	5.9	

Year 5 23 - 24

10 (34.5%)	Pupil Premium	Not Pupil Premium	Progress in year 5 was accelerated in both groups however pp made more progress than non. In this class 3 of the premium pupils are also SEN
Reading	8.6	6.7	
Writing	7.6	7.2	
Maths	7.8	6.4	

Year 6 23 - 24

6 (19.4%)	Pupil Premium	Not Pupil Premium	Premium pupils made more progress in reading than not, in writing and maths progress was in line. Progress for both groups was accelerated. 1 pupil was also SEN and had an EHCP.
Reading	7.3	6.7	
Writing	6.7	6.6	
Maths	6.7	6.7	

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Focus for next year

- Accelerate the progress of disadvantaged pupils so that this is in line with national/ school non-disadvantaged pupil data.
- By the end of Year 6, the percentage of disadvantaged pupils attaining expected levels in maths, reading and writing overall is at least in line with national disadvantaged, non and school non-disadvantaged.
- Pupils eligible for funding make progress that is least in line with non-premium funding pupils.
- Structured intervention programmes to increase the rates of progress for disadvantaged pupils
- Attendance of pupil premium pupils is in line with non-premium pupils.
- Disadvantaged pupils are offered enrichment activities subsidised by funding.