

Pupil premium strategy statement – Anns Grove Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	31.8%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	A Farrar
Pupil premium lead	A Farrar
Governor / Trustee lead	Patrick O'Shea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207754
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£207754

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Research also shows that high quality, targeted interventions, carried out by experienced teaching assistants, either 1-1 or with small groups, can have a considerable impact on closing the attainment gap and accelerating progress. In addition to school-based interventions and small groups catch-up programmes, we will also support smaller class groupings and intensive support for our Y6 pupils ahead of their transition to secondary school.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives for pupil premium children are:

- To narrow the gap in attainment between disadvantaged pupils and their peers across all year groups and in all subjects
- To maintain improvements to attendance and punctuality ensuring all pupils are present and ready to learn
- To support the mental health and wellbeing of our most vulnerable families and ensure they access the support they need quickly.
- To have the highest expectations for all children including those who are disadvantaged
- To ensure the most disadvantaged pupils who fall into more than one vulnerable group, are offered additional support to give them the best possible chance to succeed.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We aim to achieve these objectives by:

- Closely monitoring achievement and supporting those falling behind with targeted interventions led by highly trained staff
- Supporting teachers and support staff by providing outstanding training, CPD and coaching
- Building strong relationships with all disadvantaged families to ensure there is daily dialogue. This will mean support is accessed as quickly as possible.
- Providing financial support for trips, residential and music tuition so pupils are not missing out on these valuable aspects of learning.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in writing The interruption of education because of the Covid pandemic has had a significant impact on the attainment of disadvantaged pupils. This is particularly evident in writing. Internal and external assessments, in-school monitoring and discussions with staff and pupils indicate that the attainment in writing of disadvantaged pupils is below that of non-disadvantaged pupils.
2	Mental health and emotional wellbeing. Children's mental health has been challenged significantly because of the pandemic resulting in increasing issues with anxiety and attendance. Disadvantaged pupils have had a higher exposure and increased risk to mental health issues and trauma.
3	Early oracy and reading Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils- evident from EYFS to KS2. Additionally, disadvantaged pupils have greater difficulty reaching and maintaining a good level of phonics. This negatively impacts their early reading skills and their reading fluency as they move up through school.
4	Additional vulnerabilities for disadvantaged pupils. An increasing number of pupils who are disadvantaged also have additional needs, including anxiety/social and emotional gaps. Many of our disadvantaged pupils also fit into another vulnerable groups such as having a special educational need and/ or being an in-year admission. In school monitoring shows that pupils with more than one vulnerability have greater difficulty achieving in line with their peers.
5	Accessing enrichment The 'cost of living' crisis has additionally impacted disadvantaged pupils and support is necessary to pupils to access all school opportunities including residential, trips, seasonal activities. Our records show that in recent years, the number of disadvantaged pupils attending additional enrichment activities is lower than that of their peers.

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
Oracy- Confident speakers Improved oral language skills and	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of

vocabulary amongst disadvantaged pupils.	evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics and early reading fluency	<p>All early years phonics meets the 'highly effective' criteria of our teaching and learning profile.</p> <p>Majority of pupils are in line with our age- related expectations.</p> <p>Y1 Phonics screen performance is in line or better than national.</p> <p>Y2 pupils additionally supported to achieve screen level where they have not achieved in Y1.</p> <p>Targeted 1:1 and small group work will support Reception and KS1 disadvantaged pupils to make rapid progress to meet at least expected standards in reading.</p>
Improved literacy attainment amongst disadvantaged pupils.	KS1 and KS2 reading and writing outcomes in 2025-2026 will show that the attainment of disadvantaged pupils will meet the expected standard. Pupils will make good or better progress.
Additional vulnerabilities for disadvantaged pupils.	<p>CPD sessions and phase team meetings will frequently focus on pupils premium and those pupils who also fall into another vulnerable group.</p> <p>A senior leader will take responsibility for our 'Shine Framework- internal tracking of progress and outcomes for our disadvantaged pupils.</p> <p>Strong relationships with parents will be prioritised to ensure extra support in school or from outside agencies is sought as necessary.</p>
Quality First Teaching and Tailored Provision	<p>All teachers meet the criteria of the confident teaching and learning profile.</p> <p>Disadvantaged pupils across school are tracked and knowledge retention is good.</p> <p>Gaps in knowledge are quickly identified and quickly addressed to allow children to catch up.</p> <p>Books show a strong curriculum implementation and as a result, children make strong progress towards their endpoints.</p> <p>95% of children meet their personalised targets in Reading, Writing and Maths.</p>
Attendance will match that of other pupils. Percentage of persistently absent disadvantaged pupils will at least match that of other pupils.	<p>Strong attendance team will work closely with families to ensure pupil premium attendance is above target of 95.9%.</p> <p>Clear understanding of 'red-flag' pupils will be demonstrated by all staff and attendance will be monitored daily.</p> <p>Communication with parents is effective and where appropriate, FIS referrals will be made to support those who are in need.</p> <p>Persistently absent disadvantaged pupils will be closely monitored and where necessary, reported to the Sheffield City Council attendance team.</p>

Accessing enrichment Support disadvantaged pupils with 'cost of living' crisis	All disadvantaged children will be given the opportunity to attend all school trips and residential free of charge. Tracking of after school club attendance highlights and addresses disadvantaged pupils who have not benefited from an enrichment activity. School fruit trolley free to all pupils all day long. Full schedule to school trips made available to parents with costs indicated/payment plans signposted. One free and one charged trip per term. Y6 strategy to support smaller class sizes for the teaching of pupils during Spring and Summer term ahead of secondary transition. Y6 Boosters and revision books to be free of charge to all pupils. Partnership with Uni Recycle to signpost parents to uniform recycling and 'nominal amount' sales. PTA fundraising events to have inclusive approach and events with cost implication kept to a minimum. Cultural capital of disadvantaged pupils is enriched
Mental health and wellbeing of pupils.	Key staff members to have undergone training for courses aimed at supporting children and adults including 'Trauma Informed Schools', 'Mental Health First Aid' DSL/DDSL aware of and able to support families with accessing range of support/benefits through local agencies and charities Whole school provision map drives a programme of interventions which support children with SEMH needs. Provision of additional lunchtime clubs leads to an increase in pupil satisfaction with their playtime and lunchtime experience. This is upheld by data analysis of playtime incidents.

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: £128,500

(4 members of staff and Accelerated Reader programme)

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

Quality First Teaching Coaching of teachers from SLT focused on instructional methods through 'Walk Thrus'	EEF Guide to Pupil Premium <ul style="list-style-type: none"> Teaching (including CPD) should be a top priority in pupil premium spending. CPD sessions will also be needed to refresh teachers on some of the barriers pupil premium children face. This is constantly changing and updated training will be needed regularly. 	1, 3
Regular training for all staff delivering Read, Write, Inc phonics Funding time for the RWI leaders and from the RWI consultant to coach reading leaders and all staff delivering the programme.	Quality First Teaching: EEF <ul style="list-style-type: none"> 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. All staff will receive a full day phonic refresher at an additional inset on Dec 19 this year. Phonics/Toolkit Strand/Education Endowment Foundation 	1,3,4
Develop a culture in school for a love of reading or reading for pleasure	EEF Guide to Pupil Premium <ul style="list-style-type: none"> Teaching (including CPD) should be a top priority in pupil premium spending. School has purchased the Accelerated Reader programme and MyOn online library resource to support all pupils to read at home. 	1,3,5
Assistant SENCO Curriculum Specialist Nurture Provision Additional SEN HLTA/Teaching assistant for nurture and academic intervention Senior Learning mentor to support safeguarding of all and wellbeing of disadvantaged pupils Family Liaison Officer to focus on improving attendance of all	<ul style="list-style-type: none"> Addition of curriculum specialist 100% allocated to disadvantaged pupils with additional vulnerabilities 1:1 Addition of curriculum specialist HLTA for provision of nurture and academic support to disadvantaged pupils. 1:1 Family Liaison Officer (FLO) - committed to driving the attendance of disadvantaged pupils and working with families to support pupils. (FLO) will also be the handler for the school therapy dog- nurture sessions for identified children and support to attend school. Senior Learning mentor- supporting all disadvantaged pupils- particularly those who are looked after, known to social care and in receipt of early help (FIS) 	1,2,3,4

and disadvantaged pupils in particular		
Intervention groups and support for language from teaching assistants Diagnosis and assessment of speech and language needs and early intervention by teachers	<ul style="list-style-type: none"> Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,3,4
All school staff meet on termly Data Inset Days yearly to look at progress, gaps and additional support needs for disadvantaged pupils	<ul style="list-style-type: none"> Termly inset day ringfenced to ensure interventions are effective, targeted and reviewed frequently. Senior leaders will meet to discuss all children individually-particularly those who are in more than one vulnerable group. Case sampling in weekly SLT and Inclusion meetings to focus on the in-class experience of disadvantaged pupils. 	1,3,4
Improvement of the writing curriculum- 0.5 days per week Literacy team - Funding teacher release time.	<ul style="list-style-type: none"> Writing curriculum needs to be structured and concurrent to ensure progress 	1,3,4

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

Budgeted cost: £ 45,500 staffing

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

<p>Tutoring across school as targeted interventions to support Reading fluency, writing and mathematical reasoning.</p>	<p>EEF Reading Comprehension Strategies +6 months, The Art and Science of Teaching Reading (C Such) Small group tuition/Toolkit Strand/Education Endowment Foundation Phonics/Toolkit Strand/Education Endowment Foundation</p>	<p>1,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Both one to one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,3</p>
<p>Additional TA3 staffing to support same day intervention and catch up teaching for small groups and individuals Small group writing interventions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one and in small groups. EEF: Toolkit Strand: 1-2-1 Tuition and small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,3,4</p>
<p>SENCO and Inclusion team to be trained in a variety of interventions to support vulnerable children and families SLT and SEN team to meet half-termly to look at progress, gaps and additional support needed</p>	<p>EEF guide to pupil premium: ‘Linking structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy</p> <p>Trauma Informed/Theraplay/Lego Therapy/VIP/Music intervention/therapy dog</p> <p>Members of the staff team will be trained in a variety of courses aimed at supporting both adults and children. This includes trauma training and mental health first aiders.</p> <p>Pupils or families who are presenting with additional needs are quickly identified and appropriate support is offered.</p> <p>Peri music teacher funded for families who cannot afford the cost of lessons</p>	<p>1,2,3,4</p>

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

Budgeted cost: £33,754

(Trips, residential, lunchtime and after school extra-curricular offer, peri music lessons, Y6 strategy and nurture interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured 1:1 and small group nurture interventions delivered by experienced teacher/HLTA	<p>EEF Guide to Pupil Premium</p> <ul style="list-style-type: none"> Linking school 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 	1,2,3,4,
At least one block of funded extra-curricular activities for each child	<ul style="list-style-type: none"> Numbers of disadvantaged pupils at afterschool clubs increases in line with their peers. 	2,4,5
School trips, residential are partially funded peripatetic music tuition paid for all disadvantaged pupils is funded	<ul style="list-style-type: none"> All disadvantaged pupils take part in at least one residential at Anns Grove. Music tuition is offered and paid for to all disadvantaged pupils <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2,4,5

Total budgeted cost: £ 207,754

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance data:

- Our whole school attendance last year was 95.7% v 94.9% nationally.
- Pupil premium attendance ended the year at 94.3% which was above national attendance for PP students of 92.6%
- Attendance of our SEND pupils- at 95%- was also well above national attendance of 92.1% for SEND pupils.
- During 2024/25 attendance for pupil premium children was higher than that of previous years. Raising attendance for all but crucially for our disadvantaged pupils, is a key pillar of this year's strategy as more focused work needs to be done with our families as overall pupil premium attendance is below that of their non-disadvantaged peers. Initial findings have shown that building strong relationships and developing secure support networks with all our pupil premium families does make an impact in relation to attendance.

Outcomes data:

- EYFS GLD was 74% for all the cohort compared with a national achievement of **64%** of our disadvantaged pupils achieved GLD which was a 22% increase on the previous year.
- Y1 Phonics screen – 80% of our cohort achieved this with 65% of disadvantaged pupils successful an uplift of +5% on the previous year. **National disadvantaged ??**
- In 2024, with a disadvantaged cohort double national (42%) our disadvantaged pupils performed higher than national others in reading (+4%), maths (+5%) and significantly higher in EGPS (17%).
- Reading is considerably above national year on year. Furthermore, disadvantaged pupils are in line with national disadvantaged peers across 3-year trend and previous 2-years have been above national others.(56% last year v 63% national) Despite a cohort related dip last year the three year average picture is strong.
- Maths has been a significant strength over the past 3 years, with pupils performing consistently above national in the past 2 years. Disadvantaged pupils also outperformed their peers in maths, and in 2024 outperformed national others. (69% v 61% national)
- Writing is consistently in line with national average and for disadvantaged pupils, they have been above their national disadvantaged peers in the past two years and broadly in line this year. (56% v 59%)
- EGPS data consistently outperforms national by a large margin at both expected and Higher. This is also the same for our disadvantaged pupils who are above national disadvantaged peers and in line or above others (75% v 60% national)
- At all assessment points, we analyse our data and have a spotlight on pupil premium children. This means we can identify any gaps and address when pupil premium children are not making progress in-line with their peers. We rapidly put plans into place to address this gap.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted since the pandemic. This has continued into this academic year, with more families than ever needing help. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Think for the Future Bespoke support/mentoring for those at risk of PE/anti-social behaviour in the community	Think for the Future

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.