

# Pupil premium strategy statement

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	Appleton primary School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Dec 2023
Statement authorised by	Mary Langton Headteacher
Pupil premium lead	Claire Spicer, Assistant Headteacher
Governor / Trustee lead	Tony Garner, governor for Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,765

## Part A: Pupil premium strategy plan Statement of intent

Our intention at Appleton Primary School 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 additional needs or have been supported by social care. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Internal data shows that maths attainment among disadvantage pupils is below that of non-disadvantage pupils and especially in years 2, 3 and 6.
2	Our assessments and observations of pupil premium children are as a group they are not making good progress with their phonics/reading compared to non-pupil-premium children. Parental engagement with reading for these pupils is often below that of their peers

3	Internal data shows that writing attainment with disadvantage pupils are significantly below their peers and that school closures have had a greater impact of their writing skills
4	School attendance data shows that school attendance for pupil premium pupils is below their peers
5	Many of our pupil premium pupils fit into another vulnerable group such as having special education needs so have additional barriers to their learning. Including speech and language, social communication, poor working memory, SEMH and motor skills.
6	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

## 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
1. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
2. Improved reading and phonic attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
3. Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance of our disadvantaged pupils will be in line with the rest of the school
5. To ensure that barriers to learning due to additional needs are reduced so that pupils can achieve high expectations	Assessments and observations show that pupils with additional barriers to learning are making improved progress from their starting points.
6. Improve the vocabulary and life experiences of our pupil premium students	Vocabulary acquisition will improve and they will have experienced different life experiences

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will continue to purchase resources and fund ongoing teacher training and release time with support from the school's phonics lead.	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 <a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and for staff to be trained in the new maths scheme.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612542/Mathematics_guidance_key_stages_1_and_2_covers_years_1_to_6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a> EEF Guidance <a href="https://www.educationendowmentfoundation.org.uk/KS2_KS3_Maths_Guidance_2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	1
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://www.educationendowmentfoundation.org.uk/Standardised-tests-Assessing-and-Monitoring-Pupil-Progress-Education-Endowment-Foundation-EEF">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and vocabulary  <a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions-EEF">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,6

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme provided by White Rose	One-to-one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6- 12 weeks, appear to result in optimum impact. Evidence also suggests tuition 1:5 should be additional to, but explicitly linked with, normal teaching <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
Purchase of online educational programmes	EEF research states that various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities, which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. <a href="https://www.educationendowmentfoundation.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
KS2 Reading, Writing and Maths interventions to meet ARE and to exceed ARE	Children not attaining as well as their peers in Reading, Writing and Maths EEF evidence shows that small group tuition is effective. <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Specific intervention programmes such as Precision teaching to support pupils with specific needs		
1:1 pupil progress meetings with teachers, PP lead and head teacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. School's designated attendance officer will develop and implement new procedures and seek support from others to improve attendance. See separate expenditure plan.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Trained ELSA to support pupils and families with their emotional wellbeing	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance is not a factor for families, they almost always want their children to experience these.	6
The library will be updated to make it an exciting and fun place to read. The will encourage reading for pleasure and parental involvement	Children who enjoy reading are motivated to read more frequently and make better progress	2

**Total budgeted cost: £ 132,000**

## 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 period Dec 2022 to Dec 2023

#### **Pupil premium strategy outcomes.**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023

Our disadvantaged pupils in the foundation stage performed below the national average for attaining a good level of development.

We are particularly pleased with our phonic outcomes. 96.4% of year 1 pupils passed the phonic screening and 86% of disadvantaged pupils passed. This is above national average and 4% above others nationally.

Key Stage One data shows that our disadvantage pupils have made better progress in maths and writing than the previous year and we are above national average for disadvantaged pupils in all subjects.

Key Stage two combined figure is 64% which is an increase of 53.3% on last year. 50% of our disadvantaged pupils achieved the combined figure which was above the national average for disadvantaged at 44%. All core subjects saw an increase in outcomes from the previous year and in reading and writing outperformed non disadvantaged pupils nationally.

#### **Early Years Foundation Stage**

- 72% of all pupils in Reception achieved GLD compared to 67% nationally
- 33% of disadvantaged pupils in Reception achieved GLD compared to the national average of 52%.
- The gap between disadvantaged and children not known to be eligible for FSMs is -48%

#### **End of Key Stage 2: Reading/Writing/Maths combined**

- 64% of all pupils in year 6 achieved EXS+ compared to 60% nationally
- 50% of disadvantaged pupils in year 6 achieved EXS+ in R/W/M combined compared to 44% of disadvantaged pupils nationally.
- 15% of our disadvantaged students achieved the higher score. This was an increase of 15% on the previous year and 12% above the national figure for disadvantaged.

- 8% of all pupils in year 6 achieved the higher score which is the same as the national standard of 8%.

### **Attainment and progress in Reading**

#### **Early reading and phonics**

#### **End of Key Stage 1 Reading**

- 72% of all pupils in year 2 achieved EXS+ in Reading compared to 68% nationally.
- 60% of disadvantaged pupils in year 2 achieved EXS+ in Reading compared to 73%% of others nationally which is a gap of -13%. However we were 6% above other disadvantaged pupils nationally.
- 24% of all pupils in year 2 achieved GDS in reading compared to 19% nationally. 30% of our disadvantaged pupils achieved GDS in reading compared with 9% nationally

#### **Phonics screening check Year 1**

- 96% of all children in year 1 met the required standard in the phonics screening compared to the national average of 79%.
- 86% of disadvantaged pupils reached the required standard compared to 66% of others nationally.
- The gap between our disadvantaged pupils and others nationally is +3.7% showing that the gap has eradicated.

#### **Phonics screening check Year 2**

- 97% of all children in year 2 met the required standard in the phonics screening compared to the national average of 89%
- 86% of disadvantaged pupils reached the required standard compared to 82% of others nationally

#### **End of Key Stage 2 Reading**

- 78% of all pupils in year 6 achieved EXS+ compared to 73% nationally
- 80% of disadvantaged pupils in year 6 achieved EXS+ in Reading combined compared to 79% of other pupils nationally.
- The gap between disadvantaged and others nationally at expected is +1%.

### **Attainment and progress in writing**



### **End of Key Stage 1**

- 69% of all pupils in year 2 achieved EXS+ in Writing compared to 60% nationally.
- 60% of disadvantaged pupils in year 2 achieved EXS+ in Writing compared to 65% of others nationally.
- The gap between disadvantaged and others nationally is -5%.
  - However disadvantaged pupils achieving EXS+ in writing has increased from 38% in 2022 to 60%

### **End of Key Stage 2**

- 84% of all pupils in year 6 achieved the expected standard in writing compared to 72% nationally.
- 85% of disadvantaged pupils in year 6 achieved EXS+ in writing compared to 78% of others nationally. The gap between disadvantaged and others is +7%

### **Attainment and progress in maths**

#### **End of KS1**

- 72% of pupils in year 2 achieved EXS+ in maths compared to 70% nationally
- 60% of disadvantaged pupils achieved EXS+ in maths compared to 75% of others nationally. The gap between disadvantaged and others is –15%.  
However disadvantaged pupils achieving EXS+ in maths has increased from 44% in 2022 to 60%

#### **End of KS2**

- 76% of pupils achieved EXS+ in maths compared to 73% nationally.
- 60% of disadvantaged achieved EXS+ in maths compared to 87% of others nationally. The gap between disadvantaged and others is –27%. However we are 1% above disadvantaged nationally. Disadvantaged pupils achieving EXS+ has increased from 44% in 2022 to 60% this year.

## 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