

## Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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	Appleton primary School
Number of pupils in school	233
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> )	2024/25 - 2026-27 (3 year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	July 25
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	£121.360
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	£121.360



## Statement of Intent

Our intention at Appleton Primary School is that every pupil, irrespective of their background, starting point or the challenges they face, are given the opportunities to develop academically, socially and emotionally to become confident, resilient learners; to make progress and achieve their potential across all subject areas, including progress for those who are already high attainers.

As a school we are aware of the growing numbers of disadvantaged pupils in our setting and 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. Our school is committed to addressing barriers to learning faced by pupils and ensuring that social disadvantage does not limit opportunities to succeed.

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 plan, although laid out for 3 years, will be responsive to the challenges and needs of the individuals. It will not be based on assumptions of the impact of disadvantage and will be personalised to the locality and school community. The approaches that have been selected intertwine and complement one another, are all research-based and therefore we know are impactful and highquality.

To ensure that the needs of our disadvantaged children are being met, we will:

- Ensure that a whole-school approach is adopted so that every member of staff is understanding of disadvantaged children and takes responsibility for their outcomes in addition to having high expectations of every child.
- Provide all teachers with high-quality, research-led CPD to ensure pupils access effective quality first teaching.
- Ensure early intervention identifies children's educational and pastoral needs enabling targeted support to be implemented for maximum impact.
- Provide work that will be challenging but achievable for disadvantaged pupils, ensuring endpoints are in sight and learning has a context to promote building of schema.



## Challenges

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

Challenge number	Detail of challenge
1.	<b>Attendance</b> – Attendance of disadvantaged pupils is lower than that of the non-disadvantaged pupils. Low attendance impacts on achievement and wellbeing.
2.	<b>Speech and language and communication</b> - Baseline data shows that on entry our pupils have low speech, language and communication skills and under developed language skills and vocabulary gaps. This potentially hinders reading and writing attainment in EYFS and KS1.
3.	<b>Academic Achievement</b> - An extremely high proportion of disadvantaged pupils are working below national expectations on entry to the EYFS, some of these significantly below. A proportion of disadvantaged pupils attain less well at the end of KS1 and KS2 especially in writing
4	<b>Lack of exposure to cultural/ extracurricular experiences and understanding of the World</b> - Some children, particularly those who are disadvantaged have narrowed experiences beyond the home or school and do not readily access opportunities to engage in clubs/activities that could enrich their lives
5	<b>Children's Readiness for Learning-</b> Increase in social, emotional and mental health needs. Pupils have difficulties with wellbeing and resilience and some find it difficult to regulate their emotions which can impact on their learning and behaviour.
6	<b>Multiple barriers</b> - Many of our pupil premium pupils fit into another vulnerable group such as having special education needs or having a social worker so have additional barriers to their learning. Including speech and language, social communication, poor working memory, SEMH and motor skills.

## 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. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by:



	<ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils (including those in receipt of PP) being at least in line with or above national.</li> <li>• The proportion of all pupils who are persistently absent is below those nationally.</li> </ul>
2. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Improved attainment in writing for disadvantaged pupils.	KS2 writing outcomes for 2026/27 show disadvantaged pupils are in line with or above the expected and greater depth standard of all pupils nationally.
4. Improved attainment in reading for disadvantaged pupils.	KS2 reading outcomes for 2026/27 show disadvantaged pupils are in line with or above the expected and greater depth standard of all pupils nationally.
5. Improved attainment in maths for disadvantaged pupils.	KS2 reading outcomes for 2026/27 show disadvantaged pupils are in line with or above the expected and greater depth standard of all pupils nationally.
6. Improved attainment in phonics for all pupils, particularly the disadvantaged.	Outcomes for disadvantaged pupils on the Y1 Phonics Screening Check is in line with non-disadvantaged.
7. Disadvantaged pupils who are also in other vulnerable groups attain as well as other pupils	Increased levels of attainment for pupils who have multiple barriers

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training and support: RWI Development	All staff will be highly trained in the teaching of phonics and early reading. Evidence base shows that a phonics based	2,3



<p>Programme</p> <p>Reading lead monitors daily phonic lessons to boost phonics and early reading and provide one to one coaching for staff</p> <p>Purchase RWI resources/decodable books for home reading</p> <p>Teaching of phonics in small groups based on regular and ongoing assessment/phonic one to one tuition</p> <p>Reading for pleasure resources</p> <p>Learning with parents reading app</p> <p>SLA Library Service</p>	<p>teaching approach to be reading is low-cost and has a high impact.</p> <p>High quality teaching of phonics and one to one interventions in place to ensure pupils keep up and do not fall behind.</p> <p>Validated phonic scheme requires heavy investment in resources to ensure consistency.</p> <p>Reading is at the heart of our curriculum and raising the profile of reading for pleasure helps to ensure pupils develop a love of reading and are enthusiastic about it.</p> <p><a href="#">Read Write Inc. Phonics - trial   EEF</a></p> <p><a href="#">The reading framework</a></p>	
<p>Delivery of high quality CPD by lead teachers in relation to QFT and the curriculum. Staff to attend Trust Networking days to support the development of quality first teaching. Leaders to be given release time to monitor and evaluate the impact of the curriculum. Particularly focussing on the core subjects</p>	<p>The EEF Guide to the Pupil Premium states: 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>All</p>
<p>Clear identification of the needs of disadvantaged pupils through regular pupil progress meetings with class teachers, SLT, SENDCO and HT. To monitor the progress of and provision for disadvantaged pupils,</p>	<p>'Collecting data about the attainment and progress of pupils eligible for the PP can help schools to identify trends and target additional support.'</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>All</p>



especially those in other vulnerable groups

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of additional adults to support the delivery of QFT and purposeful feedback to enhance progress through smaller groups within classes.	Research indicates that the targeted deployment of additional adults working with smaller groups as part of QFT has a positive impact on outcomes. <a href="#">Teaching Assistant Interventions   EEF</a>	2,3,5,6
Targeted intervention focussing of foundational knowledge and automaticity. This also includes systematic approach to intervention that support pupils with gap in Foundational knowledge across the whole school.	Research indicates the importance of children mastering foundational knowledge/ skills in all subject areas including reading, writing maths and general knowledge to be successful by the end of KS1. <a href="#">Strong foundations in the first years of school - GOV.UK</a>	2,3,5,6
CPD for TAs to support effective delivery of targeted interventions.	Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. <a href="#">Teaching Assistant Interventions   EEF</a>	2,3,5,6
Targeted interventions led by support staff: Fine motor skills Precision Teaching Friendship groups Sensory club	<a href="#">Improving Literacy in Key Stage 1   EEF</a>	2,3,5,6
Phonics/fluency intervention groups	Phonics approaches have a strong evidence base that indicates a positive impact on the	2,3,5,6



for KS2 pupils using a DFE validated	accuracy of word reading, particularly for disadvantaged pupils. <a href="#">Phonics   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Safeguarding Lead to support families with school engagement.	Improving attendance for the most disadvantaged pupils <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a>	1
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="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1,5
Subsidising trips, experiences and sports coaching to support building cultural capital	Exposure to real-life experiences that will enrich the development of the child will enhance academic attainment	4
OPAL play- To improve the quality of play during break and lunchtimes with a focus on children's (non-cognitive skills, motivation, resilience, creativity, social competencies)	The Case for Play in Schools – Sponsored by Sports England and carried out with Gloucester University – October 2021	1,4,5,6

**Total budgeted cost: £121,00**



## 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 2023 to Dec 2024

Intended Outcome	Success Criteria
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.
<ul style="list-style-type: none"> <li>80% of our pupil premium pupils met the expected standard which was a +4 gap with non-pupil premium pupils</li> <li>Smaller class sizes and focusing in on specific pupils and gaps really supported progression of our PP pupils</li> </ul>	
Intended Outcome	Success Criteria
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.
<ul style="list-style-type: none"> <li>76% of our pupil premium pupils met the expected standard in reading which +6 gap with our non-pupil premium pupils</li> <li>97% of our Y2 pupils passed the phonics screen which was +3 gap with our non-pupil premium pupils.</li> <li>In year 1 100% of pupil premium pupils passed the phonics screening which was +7 compared to non-pupil premium pupils.</li> <li>In EYFS 86% of our pupil premium pupil were at the age related stage compared to 64% of non-pupils premium pupils a gap of +22</li> </ul>	
Intended Outcome	Success Criteria
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.
<ul style="list-style-type: none"> <li>Writing outcomes were broadly in line with non-pupil premium pupils at 68% a gap of +1</li> </ul>	





- Talk for writing is still being embedded across the school and as this fully embeds into the writing curriculum outcomes should increase across both Key Stages.

Intended Outcome	Success Criteria
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
<ul style="list-style-type: none"> <li>• Attendance of our Pupil premium pupils continues to be below that of their peers. Last year show a gap of -4 although this has improved since the previous academic year.</li> </ul>	

## 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

