



Appleton Academy Pupil Premium Strategy Statement



Definition

The pupil premium was introduced in April 2011 by the government to address the gap in attainment between pupils deemed 'disadvantaged' and their peers.

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings> (updated June 2019)

Eligibility

Pupils are considered disadvantaged if recorded in the January school census as;

1. Ever 6 FSM
known to have been eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6')
2. Children adopted from care or who have left care
who are looked after by a Local Authority or who were looked after by a Local Authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-CLA in these conditions of grant.
3. Ever 6 service child
ever 6 service child means a pupil eligible for the service child premium as their parents have served in the armed forces at any point in the last six years

Funding

The funding is allocated as follows:

- £1,320 for pupils in reception to year 6
- £ 935 for pupils in year 7 to year 11
- £300 per pupil of families in the armed services
- £2,300 for any pupil who is identified by the 'looked after' criteria (this is managed and distributed by the LA Virtual School who retains £500 per pupil)

Making decisions regarding the use of Pupil Premium

- When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.
- Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.
- In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.

We will:

- Use the latest evidence based research based on the work of The Sutton Trust – Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> to identify proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances
- Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
- Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

Barriers to Learning

At Appleton Academy, the barriers to learning for pupils eligible for pupil premium are identified as;

Internal Factors	
A	Low level of child development particularly poor oral language skills in EYFS and KS1 are a barrier as children are not 'school ready'
B	Basic skills in reading, writing, and maths for PPG students
C	High ability pupils who are eligible for PPG are making less progress than other high ability pupils
D	Social, emotional and family issues which impact on concentration, motivation and resilience for a number of children across the school (many of these are eligible for PPG)
E	Full range of comprehension strategies lead to PPG pupils not reaching learning in depth for reading
External Factors	
F	Lack of parental confidence in knowing how to support their child's learning disadvantages including those eligible for PPG and home learning environments that are not conducive for effective learning for a significant number of pupils including PPG students
G	Higher than NA mobility and transience mean children and young people enter the Academy mid way through the year.
H	The attendance rate for pupils eligible for PPG pupils is below the target for all children, of 96%. This reduces their school hours and causes them to fall behind.

In seeking to reduce the impact of these barriers we ensure that:

- appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group will be made up of FSM children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Strategy Objectives

- To raise the Profile of PP pupils in all key stages.
- To ensure quality first teaching in the classroom for PPG students.
- To ensure all PP pupils access an appropriate Curriculum to facilitate Progression
- To ensure all PP pupils receive appropriate enrichment opportunities.
- To monitor and improve the behaviour, attendance and overall well-being of PP pupils.

Strategies

Quality First Teaching

- Teachers will regularly use pupil data to plan the teaching and Learning of all pupils. Any pupils who are falling significantly outside of the range of expected academic progress in line with predicted performance indicators and grade boundaries will be monitored by class teachers, subject leaders, Head of Faculty and senior leaders.
- Pupil Progress Reviews will be used to track in class intervention.
- Teachers will maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Teachers will provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching opportunities that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- Teachers will aim to mark disadvantaged pupils' books first. During every lesson class teachers will prioritise Pupil Premium pupils for personal interaction and deeper questioning when appropriate.
- Teachers will use ensure they know their groups well and t monitor their progress.
- All primary children eligible for the pupil premium will be entitled to a breakfast club place.

Pastoral Support System

- There is a clear line management system where class teachers, forms tutors, subject leaders and pastoral leaders are accountable to their SLT lead for the progress of Disadvantaged children in their area of responsibility.
- The progress and attendance of Disadvantaged pupils will be monitored every half term and reported to the appropriate line manager for detailed discussion.
- Barriers to Learning will be addressed by subject and pastoral leaders
- Financial support for enrichment activities and uniform is available at the discretion of leaders. These are considered on a case by case basis.

Provision

The range of provision the Governors may consider making for this group could include:

- Reducing class sizes thus improving opportunities for effective acceleration of learning
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1:1 Support
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- all our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and Maths.
- Pupil premium resources are also be used to target able children on FMS to achieve higher outcomes such as 'greater depth' in primary and grades 7 to 9 at GCSE.

Monitoring

The following areas will be monitored by the Academic and Pastoral Leaders for each phase:

Attendance

- Expected progress in all subjects especially English and Maths.
- Barriers to Learning
- Attitudes to learning
- Behaviour
- Health and Welfare
- Engagement in extracurricular activities
- Access to Careers advice
- Individual support through Key Stage Transition.

Reporting

It will be the responsibility of the Executive Headteacher to;

- report the attendance, behaviour and outcomes by phase and at statutory assessment points for socially disadvantaged pupils.
provide an annual an evaluation of the effectiveness of the Pupil Premium Strategy
- Provide a costed plan for the current academic year for the Pupil Premium spend
- Ensure the publication of the annual Pupil Premium Strategy and Evaluation of spend are posted on the school website

Governor Link

The Pupil Premium Governor is Lyndsey Fallon.