Primary Pupil Premium Strategy Statement_ 2019/20

School overview

Metric	Data
School name	Appleton Academy
Pupils in school	405
Proportion of disadvantaged pupils	44%
Pupil premium allocation this academic year	£232 360
Academic year or years covered by statement	2019-20
Publish date	October 19
Review date	September 20
Statement authorised by	Helen Jones
Pupil premium lead	Joanne Clayton
Governor lead	Julie Turner

Current Number of Disadvantaged Pupils (October 19)

Year Group	Number	%
1	24	42%
2	21	45%
3	38	62%
4	29	47%
5	24	40%
6	31	50%
7	79	47%
8	85	48%
9	77	41%
10	64	41%
11	90	55%

Disadvantaged pupil performance progress scores for last academic year

Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Meeting expected standard at EYFS	65%	June 20
Meeting expected standard at KS1	75%	June 20
Meeting expected standard at KS2	60%	June 20
Achieving high standard at KS2	10%	June 20

Barriers to Learning

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.

Teaching priorities for current academic year

Measure	Activity
Priority 1	Increase outcomes for disadvantaged at the end of Early Years particularly those exceeding the standard
Priority 2	Provide intensive intervention for pupils below expectations in phonics
Barriers to learning these priorities address	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
	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.
Projected spending	£32 469
S&L therapy	£6500
Training and Gp work with Nursery Nurse	£7 200
Salary subsidy of trained NN in UFS	£13 769
PIO	£5000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Work with the literacy hub to provide high quality staff training in the systematic teaching of phonics and teaching of reading comprehension
Priority 2	Provide 1-2-1 and small group reading and maths intervention in KS2 for low attaining disadvantaged pupils
Barriers to learning these priorities address	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
	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
Projected spending	£160 660
enrichment	£10 000
Breakfast Club	£2 000
Pastoral Coach	£27 394
Outdoor Activities Leader (lunch)	£19 575

Intervention – after school and easter	£10 000
Intervention teacher	£48 711
TA Provision x 2	£32 980
OA leader (Lorna V)	£10 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance for disadvantaged pupils to NA.
Priority 2	Provide a range of pastoral support staff for both pupils and their parents
Barriers to learning these priorities address	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 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.
Projected spending	£39 231
PIO	5000
Social worker & HCP	18231
N2E	3000
attendance	10000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development particularly in subject areas	Use of INSET days and dedicated staff development time
Targeted support	Ensuring staffing challenges and in year resignations do not reduce the ability to provide additional teaching	Reduce teacher workload by providing additional PPA and use mentors to increase staffing ratio where required
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and external agencies to support outreach work

Review: last year's aims and outcomes

Aim	Outcome
Achieve average GLD at the end of EYs	Achieved
Improve attendance for primary pupils who are disadvantaged	Attendance improved but not yet at NA
Achieve NA ARE for combined at the end of KS2	Not yet achieved as 7% below NA