



Primary Pupil Premium Strategy Statement_ 2021/24

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

Metric	Data
School name	Appleton Academy
Pupils in school	395
Proportion of disadvantaged pupils	190 (48.1%)
Pupil premium allocation this academic year	£255,550
Academic year or years covered by statement	2021-2024
Publish date	December 2021
Review date	September 2022
Statement authorised by	Helen Jones
Pupil premium lead	Joanne Clayton
Governor lead	Kate Bateman

Primary Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,550
Recovery premium funding allocation this academic year	£27,550
School Led Tutoring	£20,402
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£303,502

Statement of Intent

At Appleton Academy there are no limits on learning for any child as we inspire, nurture and develop our children and young people through their primary years into secondary and beyond. We aim to ensure we spend our additional Pupil Premium Grant and Recovery grants to ensure that we are making a positive difference to all learners enabling them to be their best. As a result of addressing disadvantage and identifying the many barriers to learning, we ensure that any difference in achievement and opportunity between those pupils who are disadvantaged and other learners, is diminished.

Our strategy incorporates wider national plans for education recovery, notably in accessing and utilising the support being offered through the National Tutoring Programme.

We want our disadvantaged pupils to:

- Develop high levels of literacy, language and communication skills
- Attain at least in line with their non disadvantaged peers
- Attend school regularly
- Access a broad and balanced curriculum
- Develop high levels of cultural capital
- Be supported and nurtured at home by parents who understand and are confident in addressing their child's needs
- Demonstrate excellent levels of wellbeing

Challenges

Detail of Challenge	
A	Low level of child development particularly poor oral language skills in EYFS and KSI are a barrier as children are not 'school ready'
B	Basic skills in reading, Poor phonics, leading to low levels of fluency in reading compared with their peers.
C	Low levels of comprehension, deduction and inference compared to their peers. (Linked to A, E and G)
D	Low standards of development as regards verbal reasoning (linked to A, E and G), particularly in maths.
E	Poor attendance and punctuality rates including sporadic and persistent attendance which has increased due to the pandemic.
F	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)
G	Low levels of parental education result in limited knowledge and skills and Lack of parental confidence in knowing how to support their child's learning disadvantages including those eligible for PPG. This is compounded by home learning environments that are not conducive for effective learning for a significant number of pupils including disadvantaged pupils
H	Limited range of experiences to support learning beyond the school day, during weekends and during holidays
I	Higher than NA mobility and transience mean children and young people enter the Academy mid way through the year.
J	Lower levels of parental engagement with school alongside a low level of aspiration for pupils a home culture of low expectations.
K	More able disadvantaged pupils have developed a fixed mind set during lockdowns/remote learning and, as a result are more passive and lack resilience when approaching cognitively challenging activities.

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
Disadvantaged children develop high levels of literacy, language and communication skills	<ul style="list-style-type: none"> • Pupil language and communication deficits are identified on entry and at regular interval and enriched learning and intervention is identified for pupils requiring support • PP pupils show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary • Pupils' reading, phonics and writing fluency improves with outcomes in line with non-PP nationally including greater depth. • Learning environments are rich in language, planning identifies the vocabulary focus and the progression in vocabulary development is clear. All lessons, learning environments and • PP pupils read daily at school and more regularly at home with increased skill and fluency (as evidenced by reading records, assessments) and develop a love of reading.
Disadvantaged pupils develop an attendance habit attending school on time and regularly	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally • Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school • Attendance challenge and action plans are in place for all identified pupils with a focus on children becoming '5 day a weekers' • Bespoke support is provided for disadvantaged families as required • Disadvantage pupils attend school promptly and increasingly attend Breakfast Club • Uniform, lunch vouchers, clothing support and learning resources are provided for those in need
Disadvantaged pupils attain at least in line with their non disadvantaged peers	<ul style="list-style-type: none"> • The curriculum is ambitious for disadvantaged pupils • In all years disadvantaged children attain at least in line with their non-disadvantaged peers in R,W,M • Disadvantaged pupils consistently achieve highly in EY, KS1 & KS2 • More able disadvantaged pupils in all areas of school make good progress in line with prior attainment • Disadvantaged children receive targeted intervention to accelerate progress. • Attendance of disadvantage pupils at enriched schooling is high • Teachers and leaders are aware of the attainment, progress and well timed intervention ensures pupils remain on track
Disadvantaged children develop high levels of engagement in learning and develop a thirst for knowledge of the world around them	<ul style="list-style-type: none"> • Disadvantaged pupils have access to a wide, rich range of enriched opportunities and experiences aimed at developing their talents and interests • Take-up by disadvantaged pupils of the extra-curricular opportunities provided by the school are at least in line with their non-disadvantaged peers • Subsidised places mean that all disadvantaged pupils access school trips and enrichment opportunities planned as part of the curriculum offer • Disadvantaged pupils' have fresh opportunities beyond their local environment and appreciate the world beyond. • Disadvantaged children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Disadvantaged children are supported and nurtured at home by parents who understand and are confident in addressing their child's needs.	<ul style="list-style-type: none"> • Parents are provided with information about supporting their child's learning at home, including information about the school's method of teaching reading and how to help their children learn to read • All disadvantaged pupils engage with remote learning • Parents know what their child is learning and how to help them improve • Parents feel involved in, and actively contribute to, the life of the school

	<ul style="list-style-type: none"> • Parents are better equipped to support their children's emotional needs and help them to regulate at home • The school is the first port of call for families in crisis and engage with the school and support quickly provides a range of support from the school and external agencies
Disadvantaged children demonstrate positive well-being and know how to seek support when required	<ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education • More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities • Disadvantaged pupils consistently report high levels of wellbeing in school • Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties • Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community • Disadvantaged pupils actively support the wellbeing other pupils • Disadvantaged pupils access MHST support and receive priority via the triage process • Highly trained pastoral staff, and online reporting mechanisms mean disadvantaged pupils seek help at an early stage

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: £ 54,829

Activity	Evidence that supports this approach	Challenge
Work with the English Hub to evaluate phonics teaching, identify a new SSP and a plan to improve effectiveness of delivery through CPD and highly effective intervention	<ul style="list-style-type: none"> • Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. • Education Endowment Foundation – Phonics + 4 months • Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. 	A,B,C
Continue to employ Speech and Language Therapist support for disadvantaged pupils who work alongside EKLAN trained school staff and other language-based interventions to improve language development, communication and oracy.	<ul style="list-style-type: none"> • Education Endowment Foundation Oral Language Interventions - + 5/6 months • All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). 	A,C,D

<p>Review and further improve approaches to language development including:</p> <ul style="list-style-type: none"> • CPD relating to Explicit development of language and communication rich environments • Development of language rich learning environment • Short, focussed vocabulary intervention 	<p>Education Endowment Foundation –</p> <ul style="list-style-type: none"> • Oral language interventions +5 /6 months • Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 	A,B,C,D
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 165,550

Activity	Evidence that supports this approach	Challenge
To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p><i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i></p> <p><i>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</i></p>	A,B,C,D,K
Targeted small group phonics intervention in KS1 and in Year 3	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p><i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i></p> <p><i>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</i></p>	B
1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults	<p>Education Endowment Foundation –One to one tuition. – +5months</p> <p><i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</i></p>	B,C
Deploy Learning Mentor to deliver precision teaching for phonics and high frequency words to KS2 target group (disadvantaged).	<p>Education Endowment Foundation –One to one tuition. – +5months</p> <p><i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</i></p>	A,B,C,D,K
Provide designated, highly qualified and skilled KS2 teachers (including highly skilled, Deputy Head Teacher) to teach English and Maths daily to identified vulnerable groups (mainly PP pupils) in, Year 6.	<p>Education Endowment Foundation</p> <p>– Small group tuition– +3months</p> <p><i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i></p>	A,B,C,D,K

	<i>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.'</i>	
Provide additional high quality intervention for R,W and M from highly trained learning mentors and teachers throughout Years 2 to 5	Education Endowment Foundation – Small group tuition– +3months <i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i> <i>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.'</i>	A,B,C,D,K
Provide additional intervention from EKLAN trained nursery nurse throughout the school to support pupils with speech and language deficits	Education Endowment Foundation +5months <i>Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds.</i> <i>Oral Language Interventions of this nature have been identified to have potential gains in progress of +5months by the EEF.</i>	A,B

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

Budgeted cost: £ 83,123

Activity	Evidence that supports this approach	Challenge
Employment of a social worker, an attendance office and development of the parental involvement team	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 <i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i>	E,G,J
Parental workshops run to <ul style="list-style-type: none"> • promote attendance • support parents with W,R,M skills to enable greater home support • provide mental health drop in sessions • support for e-safety 	Education Endowment Foundation – Parental Engagement - +3months <i>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</i> <i>There is some evidence that supporting parents with their first child will have benefits for siblings.</i>	E,G,H,J
Training and deployment of Mental Health Lead, Mental Health First Aiders and Mental Health Champions alongside the further deployment of MHST teams into primary	<i>'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.'</i>	F,C,G

	(Teaching and Learning toolkit)	
Provide a free breakfast club place for deprived pupils providing a breakfast, nurturing and activities to provide a positive start to the day	There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all of our children start the day with a good breakfast to ensure maximum development.	E,F,G
Provide uniform, resources, winter clothing, shoes and PE kit for deprived pupils in need	EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. It is also recognised that lack of uniform can be a barrier to attendance	E,F,G,I
Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residencies. Part time allocation of an outdoor education coach to plan activities such as biking, cycling safety, orienteering, climbing and archery	Studies funded by the Nuffield Foundation, found taking part in activities after the formal school day can play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.	E,H,K

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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
Maths Mastery	White Rose Hub
Times Table Rockstars	Maths Circle
SALT Service	NHS
Bradford Education Psychology Team	Bradford LA
Mental Health Support Team	NHS
NELI	NHS