



Secondary 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	860
Proportion of disadvantaged pupils	359 (41.76%)
Pupil premium allocation this academic year	£342, 845
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	Rachel Garlick
Governor lead	Kate Bateman

Secondary Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£342, 845
Recovery premium funding allocation this academic year	£52,055
School Led Tutoring	£45,410.50
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£467,860.50

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	Pupils enter Year 7 significantly below the NA with a standardised score below 97 (NA: 102.9 in 2019). This is significantly lower for deprived pupils.
B	Basic skills in reading as demonstrated by low levels of comprehension, deduction and inference compared to their peers with low levels of fluency in reading.
C	Deprived pupils perform less well in science, MfL, Maths and English. (Linked to A, E and G)
D	A high proportion of deprived pupils present with challenging behaviours, regular episodes of dis regulation and increasingly with mental health challenges
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 PP)
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 and aspirations.
K	Historically deprived pupils with high prior attainment make less progress at GCSE than their peers. 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, communication and mathematical 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, writing and mathematical fluency improves with outcomes in line with non-PP nationally including greater depth. • 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. • Mathematical and scientific fluency is in line with non PP peers nationally by the end of KS3
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 if part of an attendance challenge • 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 • Throughout KS3, disadvantaged children attain at least in line with their non-disadvantaged peers in EBACC subjects • Disadvantaged pupils consistently achieve highly in Core subjects • More able disadvantaged pupils in all areas of school make good progress in line with prior attainment • Disadvantaged pupils 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	<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

confident in addressing their child's needs.	<ul style="list-style-type: none"> • Parents feel involved in, and actively contribute to, the life of the school • 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 • Fewer parents EHE their children due to ongoing school refusal
Disadvantaged pupils aim high and are as likely as their peers to continue into further education of high value apprenticeships	<ul style="list-style-type: none"> • Disadvantaged pupils receive additional, focussed careers support and levels of progression to further education or high value apprenticeships • Pupils demonstrate aspirations for developmental careers with future development opportunities at Level 3 and 4

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: £ 37,500

Activity	Evidence that supports this approach	Challenge
Review and develop the approach to English, Maths and Science teaching in KS3 to take into account low PA and the gaps resulting from the pandemic.	<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. • 'Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions'. (Daniel Sobel, CEO Inclusion Expert) <p>'Keep SEMH students in class as opposed to creating withdrawal groups'. (Daniel Sobel, CEO Inclusion Expert)</p> <ul style="list-style-type: none"> • Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and 	A,B,C

	retention". (Effective use of the pupil premium, EEF report 2019)	
Raise awareness of staff of the expectations and teaching approaches in primary to improve subject knowledge.	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>We based our approach to CPD on sources of evidence for effective delivery, including the Teacher Development Trust's Developing Great Teaching and the Department for Education Standards for teachers' professional development implementation guidance</p>	A,B,C,K
CPD in Formative assessment to improve expertise in ongoing teaching assessment to ensure staff are able to reshape learning when prior gaps prevent learning	<p>Education Endowment Foundation – Formative Assessment (July 18)</p> <p>The impact on Attainment 8 scores was 0.10, when measured as an effect size. This is roughly equivalent to an improvement of one GCSE grade in one subject.</p> <p>Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.</p> <p>The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. This is less secure.</p>	A,B,C, K

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

Budgeted cost: £ 256,045.50

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,K
Targeted small group English, maths, science, humanities and languages intervention through 1-2-1 tutoring	<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. '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,K

Provide additional high quality careers support and aspirations mentoring for PP pupils in KS4 and in Year 9 as part of the options process	Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. (EEF) Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.	J, K
Provide additional sessions for late learning for those PP pupils who are unable to study at home	EEF: Seven-step model, from the EEF Metacognition and Self-regulated Learning guidance report	C, F,J,K

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

Budgeted cost: £ 174,315

Activity	Evidence that supports this approach	Challenge
Employment of a social worker, Health Care Practitioner 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 KS2 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,FG,J
Parental workshops run to <ul style="list-style-type: none"> • promote attendance • support parents with revision strategies and career progression • 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,F, 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	'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' (Teaching and Learning toolkit)	F,C,J, 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.	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.	E,H,K

Part time allocation of an outdoor education coach to plan activities such as biking, cycling safety, orienteering, climbing and archery	Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.	
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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
1-2-1 Tuition	YIP-YAP
Bradford Education Psychology Team	Bradford LA
Mental Health Support Team	NHS