



## Primary Pupil Premium Strategy Statement\_ 2024 to 2027

This statement details our school's use of pupil premium funding for the current academic year as part of the wider strategy 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	347
Proportion of disadvantaged pupils	187 (53.9%)
Pupil premium allocation this academic year	£276,760
Academic year or years covered by statement	2024-2027
Publish date	January 2025
Review date	September 2025
Statement authorised by	Helen Jones
Pupil premium lead	Joanne Clayton
Governor lead	Cassandra Doyle

### Primary Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,760
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>££276,760</b>

## 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 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 pupil premium strategy continues to incorporate strategies to support education recovery despite schools no longer receive funding 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 and creative expression
- 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 not yet recovered to pre pandemic levels
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 alongside a 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	Limited parental engagement with school alongside a low level of aspiration for pupils and a home culture of low expectations.
K	More able disadvantaged pupils have developed a lack of flexibility in thinking and, as a result are more passive and lack resilience when approaching cognitively challenging activities. This is compounded by few opportunities within the home for critical thinking and debate.

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

confident in addressing their child's needs.	<ul style="list-style-type: none"> <li>• Parents know what their child is learning and how to help them improve</li> <li>• Parents feel involved in, and actively contribute to, the life of the school</li> <li>• Parents are better equipped to support their children's emotional needs and help them to regulate at home</li> <li>• 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</li> </ul>
Disadvantaged children demonstrate positive well-being and know how to seek support when required	<ul style="list-style-type: none"> <li>• Disadvantaged pupils consistently have highly positive attitudes and commitment to their education</li> <li>• More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities</li> <li>• Disadvantaged pupils consistently report high levels of wellbeing in school</li> <li>• Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties</li> <li>• Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community</li> <li>• Disadvantaged pupils actively support the wellbeing other pupils</li> <li>• Disadvantaged pupils access MHST support and receive priority via the triage process</li> <li>• Highly trained pastoral staff, and online reporting mechanisms mean disadvantaged pupils seek help at an early stage</li> </ul>

## 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: £ 48,326

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"> <li>• 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.</li> <li>• Education Endowment Foundation – Phonics + 4 months</li> <li>• 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.</li> </ul>	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"> <li>• Education Endowment Foundation Oral Language Interventions - + 5/6 months</li> <li>• 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).</li> </ul>	A,C,D

<p>Review and further improve approaches to language development including:</p> <ul style="list-style-type: none"> <li>• CPD relating to Explicit development of language and communication rich environments</li> <li>• Development of language rich learning environment</li> <li>• Short, focussed vocabulary intervention</li> </ul>	<p>Education Endowment Foundation –</p> <ul style="list-style-type: none"> <li>• Oral language interventions +5 /6 months</li> <li>• 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.</li> </ul>	A,B,C,D
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 156,417

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: £ 72,017

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 <b>no absence</b> 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"> <li>• promote attendance</li> <li>• support parents with W,R,M skills to enable greater home support</li> <li>• provide mental health drop in sessions</li> <li>• support for e-safety</li> </ul>	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 residential.  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 2023 to 2024 academic year.

Intended Outcome	Success Criteria	Outcomes 2023
Disadvantaged children develop high levels of literacy, language and communication skills	<ul style="list-style-type: none"> <li>Pupil language and communication deficits are identified on entry and at regular interval and enriched learning and intervention is identified for pupils requiring support</li> <li>PP pupils show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary</li> <li>Pupils' reading, phonics and writing fluency improves with outcomes in line with non-PP nationally including greater depth.</li> <li>Learning environments are rich in language, planning identifies the vocabulary focus and the progression in vocabulary</li> </ul>	<p>All children are screened in EY and pupils with C&amp;L delay are referred for speech therapy.</p> <p>Children with S&amp;L delay affecting phonics acquisition receive additional support by EKLAN trained staff</p> <p>Phonics Outcomes Phonics outcomes have fallen due to the allocation of 4 Y1 pupils to a new Resourced Provision within the school and a further 5 new children within year. This accounts for a fall of 6% in outcomes. 18 children have SEND with the primary need is speech, language and communication. 5 children have an EHCP (4xSLC). children receiving intensive support accelerated progress and met the Y1 standard. Of the children receiving intensive intervention, only 2 reached the threshold however the baseline for pupils was very low with pupils scoring no more than 3. These pupils will continue to receive intensive intervention for S&amp;L and phonics in Year 2.</p>

	<p>development is clear. All lessons, learning environments and</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>See also 'Disadvantaged pupils attain at least in line with their non disadvantaged peers'</p>
<p>Disadvantaged pupils develop an attendance habit attending school on time and regularly</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally</li> <li>• Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school</li> <li>• Attendance challenge and action plans are in place for all identified pupils with a focus on children becoming '5 day a weekers'</li> <li>• Bespoke support is provided for disadvantaged families as required</li> <li>• Disadvantage pupils attend school promptly and increasingly attend Breakfast Club</li> <li>• Uniform, lunch vouchers, clothing support and learning resources are provided for those in need</li> </ul>	<p>PP pupils have priority places for Breakfast Club which is subsidised.</p> <p>All PP pupils have school uniform and PE kit and are supported with warm clothing where necessary during winter months.</p> <p>All children from families identified to work with SHS are PP.</p> <p>58 pupils PA with baseline average of 64.4% attendance: 6.44% improvement which is equivalent to 13 additional school days. When only those who improved are considered, their improvement is 12.8%</p> <p>11 pupils severely absent with baseline attendance of 27.11% improved attendance by 26% which is the equivalent to 52 additional school days.</p> <p>Attendance for PP pupils has improved by year on year but remains 3.4% below non PP pupils. The proportion of PA and SA pupils who are PP remains a concern especially as mobility is a complicating factor with these pupils.</p>
<p>Disadvantaged pupils attain at least in line with their non disadvantaged peers</p>	<ul style="list-style-type: none"> <li>• The curriculum is ambitious for disadvantaged pupils</li> <li>• In all years disadvantaged children attain at least in line with their non-disadvantaged peers in R,W,M</li> <li>• Disadvantaged pupils consistently achieve highly in EY, KS1 &amp; KS2</li> <li>• More able disadvantaged pupils in all areas of school make good progress in line with prior attainment</li> <li>• Disadvantaged children receive targeted intervention to accelerate progress.</li> <li>• Attendance of disadvantage pupils at enriched schooling is high</li> <li>• Teachers and leaders are aware of the attainment, progress and well timed intervention ensures pupils remain on track</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 reading: intensive support for pupils lacking fluency in Y1 means gap now 3%. Gap in writing is 16% due to the focus on fluency in reading</li> <li>• Y4MTC: PP pupils just 2% below others. However there is no difference in performance when mobility taken into account.</li> <li>• KS2: Mobility sig with 12 new into Y5 and 8 into Y6.</li> <li>• In KS2 reading, outcomes for all lower than 2023 except for PP pupils who improved marginally. Mobile PP pupils performed less well at GDS with 7% meeting the standard</li> <li>• 8% improvement YOY at ARE in writing and 3% improvement at GDS for PP pupils</li> <li>• 5% improvement YOY at ARE but a dip at GDS</li> </ul> <p>In KS2 maths performance gap closing due to 5% improvement at both ARE and GDS</p>
<p>Disadvantaged children develop high levels of engagement in learning and develop a thirst for knowledge of the world around them</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils have access to a wide, rich range of enriched opportunities and experiences aimed at developing their talents and interests</li> <li>• Take-up by disadvantaged pupils of the extra- curricular opportunities provided</li> </ul>	<p>The curriculum in all year groups is enriched with both in school experiences and external visits including a Y6 residential.</p> <p>All trips are subsidised for pupils and school staff liaise with parents to encourage attendance and remove barriers to enrichment.</p>



	<p>by the school are at least in line with their non-disadvantaged peers</p> <ul style="list-style-type: none"> <li>• Subsidised places mean that all disadvantaged pupils access school trips and enrichment opportunities planned as part of the curriculum offer</li> <li>• Disadvantaged pupils' have fresh opportunities beyond their local environment and appreciate the world beyond.</li> <li>• Disadvantaged children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</li> </ul>	<p>Attendance at after school clubs is prioritised for PP children and those from low income families.</p> <p>A range of outdoor learning activities take place in all year groups using specialist coaches who support pupils to problem solve and succeed. This includes sports days, competitions and OAA.</p>
<p>Disadvantaged children are supported and nurtured at home by parents who understand and are confident in addressing their child's needs.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Parents know what their child is learning and how to help them improve</li> <li>• Parents feel involved in, and actively contribute to, the life of the school</li> <li>• Parents are better equipped to support their children's emotional needs and help them to regulate at home</li> <li>• 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</li> </ul>	<p>Inclusion and pastoral staff support parents with the following;</p> <p>1 -2 – 1 bespoke support from the school based social worker and parental support officer</p> <p>In school opportunities to develop parental confidence to support their children at home with a range of activity including reading, maths, outdoor activity and wider home learning.</p> <p>Attendance at parents evening is good and teachers follow up with parents who are unable to attend and offer additional information.</p>