



## Secondary 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	897
Proportion of disadvantaged pupils	425 ( 47.4%)
Pupil premium allocation this academic year	£446,775
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	Rachel Garlick
Governor lead	Cassandra Doyle

### Secondary Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£446,775
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£446,775</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	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 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 PP)
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	Historically, deprived pupils with high prior attainment make less progress at GCSE than their peers. 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, communication and mathematical 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, writing and mathematical fluency improves with outcomes in line with non-PP nationally including greater depth.</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> <li>• Mathematical and scientific fluency is in line with non PP peers nationally by the end of KS3</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 if part of an attendance challenge</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>• Throughout KS3, disadvantaged children attain at least in line with their non-disadvantaged peers in EBACC subjects</li> <li>• Disadvantaged pupils consistently achieve highly in Core subjects</li> <li>• More able disadvantaged pupils in all areas of school make good progress in line with prior attainment</li> <li>• Disadvantaged pupils 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> <li>• Parents know what their child is learning and how to help them improve</li> </ul>

confident in addressing their child's needs.	<ul style="list-style-type: none"> <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> <li>• Fewer parents EHE their children due to ongoing school refusal</li> </ul>
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"> <li>• Disadvantaged pupils receive additional, focussed careers support and levels of progression to further education or high value apprenticeships</li> <li>• Pupils demonstrate aspirations for developmental careers with future development opportunities at Level 3 and 4</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: £ 40,250

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"> <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>• '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)</li> </ul> <p>'Keep SEMH students in class as opposed to creating withdrawal groups'. (Daniel Sobel, CEO Inclusion Expert)</p> <ul style="list-style-type: none"> <li>• Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and</li> </ul>	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: £ 249,315

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: £ 157,210

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 <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,FG,J
Parental workshops run to <ul style="list-style-type: none"> <li>• promote attendance</li> <li>• support parents with revision strategies and career progression</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,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.	
--	--	--

## 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 2022 to 2023 academic year.

Intended Outcome	Success Criteria	Outcomes 2024
Disadvantaged children develop high levels of literacy, language, communication and mathematical 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, writing and mathematical fluency improves with outcomes in line with non-PP nationally including greater depth.</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> <li>Mathematical and scientific fluency is in line with non PP peers nationally by the end of KS3</li> </ul>	<ul style="list-style-type: none"> <li>Additional teaching staff are allocated to maths, English and science to provide smaller group sizes, and additional teaching</li> <li>Planning has an emphasis on vocabulary development across all subjects with a focus on using subject specific vocabulary in explanations</li> <li>Reading is a focus for form time, and the library is used by all year groups</li> <li>PP pupils who are below ARE for reading are provided with additional support for reading</li> <li>Although fluency in maths and science has improved in KS3, other factors such as attendance and family circumstances mean PP pupils are not performing in line with their peers.</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 if part of an attendance challenge</li> <li>Uniform, lunch vouchers, clothing support and learning resources are provided for those in need</li> </ul>	<p>Vulnerable PP pupils are offered a priority hub pass for a subsidised Breakfast Club place.</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>
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>Throughout KS3, disadvantaged children attain at least in line with their non-disadvantaged peers in EBACC subjects</li> <li>Disadvantaged pupils consistently achieve highly in Core subjects</li> </ul>	<p>Whilst progress is improving for PP in KS3, the impact of ongoing deprivation, high mobility and social issues means that pupils are still not making the progress they could make.</p> <p>Mobility remains an overwhelming factor affecting performance of PP pupils, 16 pupils started the school in Year 11. Many having been unsuccessful in other schools – all are PP</p>

	<ul style="list-style-type: none"> <li>• More able disadvantaged pupils in all areas of school make good progress in line with prior attainment</li> <li>• Disadvantaged pupils 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>	<p>Improvements in languages is increasing take up of Spanish and outcomes continue to dip.</p> <p>Performance has dipped across the board for most pupils, however the proportion of PP pupils achieving a grade 9-4 in English or maths has remained stable.</p> <p>Performance in BTEC subjects continues to be strong particularly for PP pupils.</p> <ul style="list-style-type: none"> <li>• Enriched schooling, additional tutoring and the use of a laptop at home was provided for all PP pupils.</li> <li>• Outreach work with the 16 pupils accessing AP resulted in all but two pupils gaining a qualification in maths, and English plus a vocational option.</li> <li>• Mental health and other factors have had an impact on the attendance of a sizeable proportion of PP pupils</li> </ul>
<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 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>	<ul style="list-style-type: none"> <li>• The curriculum in all year groups is enriched with both in school experiences and external visits as well as Duke of Edinburgh.</li> <li>• All trips are subsidised for pupils and school staff liaise with parents to encourage attendance and remove barriers to enrichment.</li> <li>• DoFE places are funded for PP pupils and the school provides clothing and footwear where required.</li> <li>• Attendance at after school clubs is prioritised for PP children and those from low income families. Take up for after school enrichment for PP pupils which was an increase on the previous year</li> <li>• A range of enhanced learning activities take place in all year groups using specialist coaches, visiting authors and illustrators who support pupils to succeed.</li> <li>• PP pupils are provided with opportunities for enhanced career support.</li> </ul>
<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> <ul style="list-style-type: none"> <li>• 1 -2 – 1 bespoke support from the school based social worker and parental support officer</li> <li>• 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.</li> <li>• Attendance at parents evening is good and teachers follow up with parents who are unable to attend and offer additional information.</li> <li>• There are closed links between parents, pupils, the pastoral team of Head of Year and Assistant Head of Year</li> </ul>
<p>Disadvantaged children demonstrate positive well-being and know how to seek support when required</p>	<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> </ul>	<ul style="list-style-type: none"> <li>• Appleton Academy is a Carnegie Mental Health Gold standard school and wellbeing is supported by all staff.</li> <li>• The MHST team currently includes psychotherapy, mental health nurse, counselling, low level and high level CBT, graded exposure work, worry management, managing anxiety/low mood etc. The referrals are triaged fortnightly, and the right support is then signposted to each case. PP pupils are prioritised for this support.</li> </ul>



	<ul style="list-style-type: none"> <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 well-being 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> <li>Fewer parents EHE their children due to ongoing school refusal</li> </ul>	<ul style="list-style-type: none"> <li>This academic year, there have been 24 referrals to the MHST for support. Other concerns have been triaged to YIM (Youth in Mind), St Giles mentors and CJs. Both St Giles and CJs are provided by the Bradford SAFE Taskforce</li> </ul>
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"> <li>Disadvantaged pupils receive additional, focussed careers support and levels of progression to further education or high value apprenticeships</li> <li>Pupils demonstrate aspirations for developmental careers with future development opportunities at Level 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship Week and Careers Fairs are planned for participation for all year groups</li> <li>6 PP pupils have attended a face to face experience at a local employer who offers L3 and 4 apprenticeship routes</li> <li>PP pupils are supported with visits to providers during Y10 &amp; 11</li> </ul>

## 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	PETXi
Bradford Education Psychology Team	Bradford LA
Mental Health Support Team	NHS