

# Pupil premium strategy statement – Appleby Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                           | Data                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Number of pupils in school                                                                                                                                                       | 174                                        |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 21% (37 pupils)                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2022/23 – 2024/25                          |
| Date this statement was published                                                                                                                                                | 31.12.2022<br><b>31.12.2023</b>            |
| Date on which it will be reviewed                                                                                                                                                | 1.12.2023<br><b>1.12.2024</b><br>1.12.2025 |
| Statement authorised by                                                                                                                                                          | David Spruce                               |
| Pupil premium lead                                                                                                                                                               | David Spruce                               |
| Governor / Trustee lead                                                                                                                                                          | Dr Alan Green                              |

## Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                | £ 52,318 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £ 6,617  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                                    | £ 0      |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 58,935 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium strategy is carefully constructed to support our aim that every child at Appleby Primary School, irrespective of their background, is supported to thrive and make good progress in all areas and achieve well.

We have identified a number of barriers to learning faced by children at our school. Included in this are challenges associated with financial disadvantage which may identify that pupils are eligible for Pupil Premium Funding. However, we have identified further challenges and note that these do not apply exclusively to children eligible for pupil premium. As such, our strategy is intended to support the need of every child whose experiences may limit their success at school, regardless of whether they are financially disadvantaged or not. Appleby Primary School is an inclusive community where together we empower creative minds and inspire a love of learning. This vision for our school both informs and underpins our strategy for delegating pupil premium funding throughout the school.

In supporting all pupils to succeed, we have adopted the three tiered approach advocated by the Education Endowment Foundation:

- High Quality Teaching
- Targeted Academic Support
- Wider Strategies

Our approach is responsive to common challenges and individual needs. It is rooted in robust systems of assessment. As such, whilst this is a three-year plan, some of the specific approaches may be altered based upon in-school evaluations and current needs of our pupils.

Our pupil premium strategy is integral to wider school plans for educational recovery following the COVID-19 pandemic and includes support for pupils whose education has been worst impacted, including non-disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge                                                                                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations and analysis of performance indicate that disadvantaged pupils have greater difficulty in securing their knowledge and understanding of phonics. This impacts on their development in reading and writing (specifically in spelling). |

|   |                                                                                                                                                                                                                                                                                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Monitoring of internal and external assessments indicates that disadvantaged pupils achieve less highly than pupils who are not disadvantaged in mathematics.                                                                                                                                                                                        |
| 3 | Monitoring of internal and external assessments indicates that disadvantaged pupils achieve less highly than pupils who are not disadvantaged in reading.                                                                                                                                                                                            |
| 4 | We have identified through observation, monitoring and analysis of our wellbeing survey identify pupils experiencing family, social, emotional or mental health issues which impact on attendance, self-esteem and readiness to learn. We have identified that these challenges particularly affect disadvantaged pupils and impact upon attainment. |
| 5 | We have identified that a combination of rural deprivation, low aspirations and disadvantage impact on language and vocabulary acquisition, access to enrichment opportunities and the development of wider cultural capital. This is more likely to impact upon disadvantaged pupils and can affect academic outcomes for pupils.                   |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved phonological awareness and phonics knowledge among disadvantaged pupils | <p>Assessments and observations indicate improved phonological awareness amongst disadvantaged pupils when compared to non-disadvantaged pupils.</p> <p>Performance in key benchmarks in Reception, Year One and Year Two show that performance of disadvantaged pupils is at least in line with national averages. 72%+ of Disadvantaged achieve the expected standard in the Year One Screening Check.</p>                                                                                            |
| Improved progress and attainment in Reading among disadvantaged pupils.          | <p>Assessments and observations indicated improved achievement in national and non-statutory assessments in reading amongst disadvantaged pupils.</p> <p>Performance in Key Benchmarks in Reception, Year 2 and Year 6 demonstrate that performance of disadvantaged pupils is at least in line with national averages.</p> <p>70%+ disadvantaged pupils achieve expected standard in Key Stage 2 Reading SAT</p> <p>65%+ disadvantaged pupils achieve expected standard in Key Stage 1 Reading SAT</p> |
| Improved progress and attainment in mathematics among disadvantaged pupils.      | <p>Assessments and observations indicated improved achievement in national and non-statutory assessments in mathematics amongst disadvantaged pupils.</p> <p>Performance in Key Benchmarks in Reception, Year 2 and Year 6 demonstrate that performance of disadvantaged pupils is at least in line with national averages.</p>                                                                                                                                                                         |

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|                                                                                                                                                  | <p>70%+ disadvantaged pupils achieve expected standard in Key Stage 2 Mathematics SAT</p> <p>65%+ disadvantaged pupils achieve expected standard in Key Stage 1 Mathematics SAT</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.                                   | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• qualitative data from observations and learning scrutinies indicates high standards of 'productivity', 'transcription' and 'retention of knowledge' reflecting good levels of engagement and readiness to learn</li> <li>• Observations of behaviour for learning reflect high levels of wellbeing, esteem and readiness to learn</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                                                                                                                                                                                                                                                                                             |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils                                                 | <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being lower than the national average and average for comparable schools, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| To ensuring disadvantaged students engage with wider- curricular opportunities and experience culture capital which impacts upon their learning. | <ul style="list-style-type: none"> <li>• A greater number of children eligible for Pupil Premium participate in music lessons</li> <li>• A greater number of children eligible for Pupil Premium engage with extra-curricular clubs and opportunities</li> <li>• A greater number of pupils eligible for pupil premium represent the school at sporting events</li> <li>• Disadvantaged pupils receive support to engage with school visits and residentials</li> <li>• School visits and visitors support wider aspirations of pupils, promote the value of learning and inspire out of school hobbies and interests.</li> <li>• Core and Foundation curriculums prioritise the development of Tier 3 vocabulary, subject knowledge and cultural capital and teaching is implemented to enable pupils to secure their understanding</li> <li>• Children eligible for PP get opportunities to contribute to the school – e.g. School Council, Playground leaders etc.</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: £19,000

| Activity                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase additional resources for the teaching of DfE validated Systematic Synthetic Phonics programme to further secure high quality teaching for all pupils<br><i>Little Wandle Letters and Sounds</i> | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br>Education Endowment Foundation Toolkit - Phonics | 1 and 3                       |
| Purchase resources to develop fluency in reading in older pupils who are not fully secure in decoding skills and this is impacting on confidence and fluency                                             | Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.<br>Education Endowment Foundation                                                                                       | 1 and 3                       |
| Further staff training to support consistent and effective approach to the teaching of phonics, early reading and reading comprehension, supported by Orgill English Hub and Little Wandle Lead School   | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.<br><br>Education Endowment Foundation Toolkit – Phonics / Reading Comprehension Strategies                          | 1 and 3                       |
| Delivery of effective coaching and mentoring programme to support improvement of teaching of reading and mathematics, supported by Orgill English Hub and North West Maths Hub                           | Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.<br><br>Effective professional development guidance report EEF                                      | 1, 2 and 3                    |
| Enhancement of mathematics teaching and curriculum development in line with DfE and EEF guidance                                                                                                         | Improving Mathematics in Key Stages 2 and 3 (Education Endowment Foundation) makes key recommendations based upon the best available evidence.                                                                                                                         | 2                             |

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| – includes subject leader release time, access to North West Maths Hub resources and CPD for subject leader, teachers and support staff                                                                                  | DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics                                                                                                                                                                                                                                                                         |            |
| Subject Leader Release for English Lead and Early Reading Lead to embed and ensure consistency in revised approaches to the teaching of English (Reading and Writing)                                                    | Early literacy approaches have a strong basis of evidence to demonstrate a significant impact on outcomes for pupils including in subjects other than English                                                                                                                                                                                                                                     | 1 and 3    |
| Subject Leader release to write and further develop an ambitious curriculum rich in knowledge, skills and vocabulary which develops cultural capital, broadens horizons and promotes high aspirations amongst all pupils | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Education Endowment Foundation - Maximising Learning</p>            | 2, 3 and 5 |
| Staff CPD to develop teacher and subject knowledge and understanding of effective pedagogical approaches to bring about and secure effective learning                                                                    | <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>Education Endowment Foundation - Maximising Learning</p> | 2, 3 and 5 |

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

Budgeted cost: £25,000

| Activity                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Targeted phonics intervention                                                                                                                                                               | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><br>Education Endowment Foundation Toolkit - Phonics                                                                                                                                                                                           | 1 and 3                       |
| Targeted intervention to develop and enhance reading fluency and comprehension skills                                                                                                       | Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.<br><br>Education Endowment Foundation                                                                                                                                                                                                                                                                                 | 1 and 3                       |
| Training for teaching assistants in delivering effective intervention in phonics and reading, in line with Little Wandle Letters and Sounds approach adopted through school's SSP programme | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><br>Education Endowment Foundation Toolkit - Phonics                                                                                                                                                                                           | 1 and 3                       |
| Targeted mathematics intervention and training for teaching assistants in line with school's mastery approach to mathematics teaching                                                       | <ul style="list-style-type: none"> <li>• Interventions should start early, be evidence-based and be carefully planned.</li> <li>• Interventions should include explicit and systematic instruction.</li> <li>• Even the best designed intervention will not work if implementation is poor.</li> <li>• Support pupils to understand how interventions are connected to whole-class instruction.</li> </ul><br>Education Endowment Foundation – Improving mathematics | 2                             |

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

Budgeted cost: £16,000

| Activity                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
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| Subsidised funding of music lessons and school visits to ensure that all children have equal access to enrichment experiences and opportunities to develop cultural capital, wider life experiences and development of aspirations                                                                                                       | <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive...</p> <p>Improved outcomes have been identified in English, mathematics and science...</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>Education Endowment Foundation – Arts Participation</p> | 4 and 5                       |
| Targeted intervention and support for pupils experiencing social, emotional and mental health issues, anxiety or wider issues related to home or family circumstances.                                                                                                                                                                   | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>                                                                                                                                                                                                                                             | 4                             |
| Targeted support and family liaison support through Early Help Programmes                                                                                                                                                                                                                                                                | <p>Parental Engagement</p> <p>Education Endowment Foundation Toolkit</p>                                                                                                                                                                                                                                                                                                                               | 4                             |
| <p>Provide support to parents to promote parental engagement and provide strategies to promote effective learning behaviour and support with home learning – Workshops in supporting child's learning led by external providers</p> <p>Workshop Events for parents to improve engagement and encourage support for learning at home.</p> | <p>Parental Engagement</p> <p>EEF:</p> <p>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children</p>             | 4 & 5                         |

|                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
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| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p> <p>This will involve training and release time for staff</p>                                                                                                  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>                                                                                                                                                                                                                                                                                                                         | 4       |
| <p>Ensure that active enrichment opportunities engage with outdoor learning promote positive physical and mental health and wellbeing, promote self-esteem and motivation</p> <p>Provide financial support to disadvantage pupils to ensure equality of access</p> | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Education Endowment Foundation – Outdoor Adventure Learning</p> | 4 and 5 |
| <p>CPD and training for newly appointed Senior Mental Health Lead and further training including “Emotional Literacy” for identified Mental Health Support Team</p>                                                                                                | <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.</p> <p>EEF Toolkit</p>                                                                                                                                                                                                                                                                               | 4       |

**Total budgeted cost: £ 60,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year. In so doing, we have drawn upon national assessment data and our own internal summative and formative assessments. In completing our analysis, we are mindful of the fact that outcomes for pupils continue to be impacted by the Covid-19 pandemic and a note of caution is advised by the Department for Education when drawing conclusions.

We have identified the following:

In our small Key Stage One cohort of 22 pupils, 7 pupils were identified as disadvantaged (32%). Analysis of Key Stage One outcomes demonstrated that disadvantaged pupils performance in reading was in line with the cohort as a whole, was above in writing and below in mathematics. One disadvantaged pupil in Year 2 was directed to resource provision at Appleby Primary School and whilst their performance is included in percentages, the pupil was withdrawn from the assessments.

75% of disadvantaged pupils in Year One successfully achieved the phonics standard compared to 67% of pupils nationally. 72% of all Year One pupils at Appleby Primary School achieved the expected standard.

In Key Stage 2 (Year 6), 100% of disadvantaged pupils achieved National Expectations in mathematics, 50% in reading and 50% in writing. Outcomes in English were affected due to 25% of pupils in receipt of pupil premium in Year 6 represented one pupil who was in in-year admission with English as an additional language, previously educated overseas.

Analysis of performance in all other school year groups represents a similar picture. Due to small cohort sizes, it can be challenging to draw definitive conclusions. However, analysis of disadvantaged data supports a conclusion that the direction of pupil premium funding has been impactful. For example, 100% of disadvantaged pupils in Year 6 achieved the national expected standard in mathematics in 2023 and outcomes for disadvantaged pupils in reading in Year 5 was in line with that for all pupils. This supports a conclusion that we are on track to achieve the aims of our pupil premium strategy 2022-2025. Analysis of pupil progress will support the school to further target intervention to ensure the most impactful allocation of resources.

Analysis of 2022-23 data supports an increased focus on improving outcomes in Reading. Whilst, in the overwhelming majority of cohorts, outcomes for disadvantaged pupils in mathematics are largely in line with outcomes for all pupils, this is less consistent in reading and phonics. Additionally, as the school continues to respond to

the lasting impacts of the Covid-19 pandemic, we note that outcomes for pupils are not consistently in line with national averages in all year groups. This remains a core aim of our pupil premium strategy.

Analysis of the impact of the “wider strategies” incorporated within our pupil premium strategy reflects positive progress towards our three-year aims. All pupils have been afforded access to financial support to participate in school visits including residential visits; and to access music tuition and wider extra-curricular opportunity. As a result no child has been precluded from participating in an extensive range of enrichment opportunities aimed at developing life experience, fostering self-esteem and encouraging aspirations, due to financial concerns for families. In the current academic year, disadvantaged pupils will compete at county-level sporting competitions and will participate in national youth orchestras.

Strategies to support pupil wellbeing and attendance remain on-track to achieve our aspirational goals and will remain a focus of the pupil premium strategy this year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

|                                                                             |
|-----------------------------------------------------------------------------|
|                                                                             |
| <b>The impact of that spending on service pupil premium eligible pupils</b> |
|                                                                             |



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*