

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	172 (plus 14 Nursery)
Proportion (%) of pupil premium eligible pupils	19.8% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	31.12.2022
Date on which it will be reviewed	1 st December 2022 1 st December 2023 1 st December 2024
Statement authorised by	David Spruce
Pupil premium lead	David Spruce
Governor / Trustee lead	Aelswith Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,235
Recovery premium funding allocation this academic year	£ 5,695
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <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>	£ 44,930

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	Assessments and observations indicate improved phonological awareness amongst disadvantaged pupils when compared to non-disadvantaged pupils. 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.
Improved progress and attainment in Reading among disadvantaged pupils.	Assessments and observations indicated improved achievement in national and non-statutory assessments in reading amongst disadvantaged pupils. 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. 70%+ disadvantaged pupils achieve expected standard in Key Stage 2 Reading SAT 65%+ disadvantaged pupils achieve expected standard in Key Stage 1 Reading SAT

Improved progress and attainment in mathematics among disadvantaged pupils.	Assessments and observations indicated improved achievement in national and non-statutory assessments in mathematics amongst disadvantaged pupils. 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. 70%+ disadvantaged pupils achieve expected standard in Key Stage 2 Mathematics SAT 65%+ disadvantaged pupils achieve expected standard in Key Stage 1 Mathematics SAT
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • 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 • Observations of behaviour for learning reflect high levels of wellbeing, esteem and readiness to learn • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • 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. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.
To ensuring disadvantaged students engage with wider-curricular opportunities and experience culture capital which impacts upon their learning.	A greater number of children eligible for Pupil Premium participate in music lessons A greater number of children eligible for Pupil Premium engage with extra-curricular clubs and opportunities A greater number of pupils eligible for pupil premium represent the school at sporting events Disadvantaged pupils receive support to engage with school visits and residential School visits and visitors support wider aspirations of pupils, promote the value of learning and inspire out of school hobbies and interests. 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 Children eligible for PP get opportunities to contribute to the school – e.g. Student Council, Playground leaders, ABC team

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: £ 15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE validated Systematic Synthetic Phonics programme to secure consistent high quality teaching for all pupils <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. Education Endowment Foundation Toolkit - Phonics	1 and 3
Training for staff to support consistent and effective approach to the teaching of phonics, early reading and reading comprehension in line with whole-school approach	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Education Endowment Foundation Toolkit – Phonics / Reading Comprehension Strategies	1 and 3
Enhancement of mathematics teaching and curriculum development in line with DfE and EEF guidance – Includes subject leader release time, access to North West Maths Hub resources and CPD for subject leader, teachers and support staff	Improving Mathematics in Key Stages 2 and 3 (Education Endowment Foundation) makes key recommendations based upon the best available evidence. DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics	2
Subject Leader release to write and further develop an ambitious curriculum rich in knowledge, skills and	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is	2, 3 and 5

vocabulary which develops cultural capital, broadens horizons and promotes high aspirations amongst all pupils	supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Education Endowment Foundation - Maximising Learning	
Staff CPD to develop teacher and subject leader subject knowledge and understanding of effective pedagogical approaches to bring about and secure effective learning	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. Education Endowment Foundation - Maximising Learning	2, 3 and 5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention and additional support for disadvantaged pupils and children identified as at risk of not making expected progress through Little Wandle "Keeping Up" and "Rapid Catch-up" programmes. (Key Stage One and Lower Key Stage 2). A significant proportion of the pupils who receive tutoring will be disadvantaged	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. Education Endowment Foundation Toolkit - Phonics	1 and 3
Targeted intervention to develop reading 'fluency' and effective reading comprehension strategies (Key Stage 2). A significant proportion of the pupils	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Education Endowment Foundation Toolkit – Phonics / Reading Comprehension Strategies	1 and 3

who receive tutoring will be disadvantaged		
Training and CPD for support staff in delivering effective intervention programmes in phonics and early reading consistent with whole school approach.	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. Education Endowment Foundation Toolkit - Phonics	1 and 3
Targeted intervention and additional support for disadvantaged pupils and children identified as at risk of not making expected progress in mathematics. A significant proportion of the pupils who receive tutoring will be disadvantaged	Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. Education Endowment Foundation – Improving mathematics	2
Training for support staff in effective support for intervention in a whole school mastery approach – NCETM and North West Maths Hub	• Interventions should start early, be evidence-based and be carefully planned. • Interventions should include explicit and systematic instruction. • Even the best designed intervention will not work if implementation is poor. • Support pupils to understand how interventions are connected to whole- class instruction. Education Endowment Foundation – Improving mathematics	2
Engaging with the National Tutoring Programme to provide school-based tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Education Endowment Foundation – One-to-one tuition And in small groups: Education Endowment Foundation Toolkit – Small Group Tuition	1,2,3

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Overall, the average impact of arts participation on other areas of academic learning appears to be positive... Improved outcomes have been identified in English, mathematics and science... Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported Education Endowment Foundation – Arts Participation	4 & 5
Targeted intervention and support for pupils experiencing social, emotional and mental health issues, anxiety or wider issues related to home or family circumstances.	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	4
Targeted support and family liaison support through Early Help Programmes	Parental Engagement Education Endowment Foundation Toolkit	4
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 Workshop Events for parents to improve engagement and encourage support for learning at home.	Parental Engagement Education Endowment Foundation Toolkit: 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	4 & 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	4

This will involve training and release time for staff		
Ensure that active enrichment opportunities engage with outdoor learning promote positive physical and mental health and wellbeing, promote self-esteem and motivation Provide financial support to disadvantage pupils to ensure equality of access	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. Education Endowment Foundation – Outdoor Adventure Learning	4 & 5

Total budgeted cost: £ 45,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged pupils in the academic year using Key Stage 1 and 2 SATs data, Year 1 Phonics Screening and our own internal assessments.

There is no requirement for schools to publish their 2022 Key Stage 2 results due to the DfE's transitional arrangements after the return to National Assessments following the Covid-19 pandemic.

The DfE has shared our school's 2022 performance data with us to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. Covid-19 had a significant impact on the education system and this disruption affected schools and pupils differently. For this reason, it is more difficult to interpret why the results are as they are using the data alone.

To help us to gauge the performance of our disadvantaged pupils we have compared our results to those for disadvantaged and all pupils at a national and regional level. These comparisons are to be considered with caution due to both the caveats stated above and also due to the small numbers of pupils concerned – ie the number of disadvantaged pupils in a single cohort can make it challenging to draw confident conclusions due to the small sample size. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from 2022 suggests that disadvantaged pupils at Appleby Primary School have performed favourably in comparison to disadvantaged pupils nationally. In Key Stage 2 Assessments disadvantaged pupils performed as follows (national figures are in brackets): Reading: 100% achieved the expected standard (62%); Writing: 100% achieved the expected standard (55%) and Mathematics: 50% achieved the expected standard (56%). In Key Stage 1 Assessments this was: Reading: 83% achieved the expected standard (51%) and 17% achieved the greater depth standard; Writing: 66% achieved the expected standard (41%) and Mathematics: 100% achieved the expected standard (52%).

Our own internal assessments show variation within different cohorts and whilst performance of our disadvantaged pupils on the whole compares favourably to the performance of disadvantaged children nationally, we have identified that continued additional support must be a priority to support disadvantaged pupils to continue to narrow the attainment gap with non-disadvantaged pupils. We also recognised that, at

the current time, comparisons of this nature come with inherent risks due to the continued impact of the disruption to education caused by Covid-19.

Whilst behaviour for learning across our school is good, including disadvantaged pupils, our observations and continued programmes of support have identified that disadvantaged pupils continue to be more likely to require additional support in order to enable them to learn most effectively. We have identified a number of factors in pupils' readiness to learn including: social and emotional difficulties, external factors in the home or family, low aspirations, rural deprivation and lack of access to wider enrichment experiences, impacts of disruption to education from Covid-19, mental health issues and attendance. We have identified that at Appleby Primary School, disadvantaged pupils are statistically more likely to experience these barriers to learning.

On the whole, our assessment of our previous pupil premium strategy to have been largely successful (outlined below) however, we have identified areas for further development which have informed this plan.

1. Improve outcomes for disadvantaged pupils in mathematics

Internal and statutory assessment data shows an improvement in performance for disadvantaged pupils. Outcomes for disadvantaged pupils at Appleby Primary School compare favourably to national figures. However, despite this and some strong individual performances, we have identified that an attainment gap continues to exist in most cohorts. Although the overwhelming majority of disadvantaged pupils made at least expected progress from key benchmarks, they are less likely to attain national expected standards or higher national standards than non-disadvantaged pupils.

Our latest pupil premium strategy therefore continues to embed and build-upon the most effective activities and interventions in order to continue to narrow the gap.

2. Improve outcomes for disadvantaged pupils in reading and phonics

Our assessment of this outcome is consistent with that of mathematics. We have seen an improvement in outcomes for disadvantaged pupils from previous years. Disadvantaged pupils at Appleby Primary School exceeds that of pupils nationally. However, we have identified that Reading is an area across the school that has been greatest impacted by Covid-19-related disruptions since 2020 and disadvantaged pupils represent an above-average proportion of those pupils whose response to our interventions during the interim has been less marked.

3. Improve wellbeing and mental health support for disadvantaged pupils to support improved behaviour and attendance and reduce the rate of persistent absence.

A number of staff have received additional professional development in a number of strategies and programmes to support have had a significant impact and our internal observations identify many individual success stories. The impact of this additional support continues for pupils and families through a rigorous and embedded system including the Early Help programme.

Whole school strategies to develop effective behaviour for learning have supported pupils to develop resilience and stamina which were significantly impacted by disruption to education. Behaviour continues to be good across the school and attitudes to learning are consistent including for disadvantaged pupils.

Whilst we have seen an improvement in attendance since 2020 and a reduction in persistent absenteeism, we continue to identify that disadvantaged pupils' attendance is less consistent than pupils who are not disadvantaged and disadvantaged pupils are statistically more likely to become a persistent absentee in spite of the additional focus during the outgoing pupil premium strategy. Our latest strategy includes targets to improve parental engagement between which we have identified a correlation with higher than desired levels of absence from school.

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
Online Tutoring	White Rose Maths
Online Tutoring	Randstad Education
Online tutoring	Third Space Learning