

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending (2022-2023) of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Appledore School |
| Number of pupils in school (as of 6/9/22) | Nursery 20 Y1-6 214 |
| Proportion (%) of pupil premium eligible pupils | 15.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2023 & 2023 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Jeremy Cooper |
| Pupil premium leads | Jeremy Cooper (Headteacher), Julie McMorine (Deputy Headteacher) & Katherine Clement (PP Champion) |
| Governor / Trustee lead | Helen Bye |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £52,276 |
| Recovery premium funding allocation this academic year | £2,392 |
| School led tutoring fund | £1,150 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £55,818 |

Part A: Pupil premium strategy plan 2023-2024

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lower academic outcomes of pupils in receipt of disadvantaged pupils compared to non-disadvantaged pupils in core and non-core subjects |
| 2 | Children reading less for pleasure when they end Key Stage 1 or finish reading phonetically decodable books |
| 3 | Negative impact of disadvantage on access to opportunities and activities |
| 4 | Negative impact of disadvantage on social, emotional and mental health (SEMH) |
| 5 | Attendance of pupils in receipt of pupil premium. |

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.

| Challenge number | Intended outcome | Success criteria |
|------------------|---|--|
| 1 | Disadvantaged children make at least expected progress from their starting points and narrow the attainment gap with non-disadvantaged pupils in reading (including phonics), writing and maths | <p>End of KS2 published performance data demonstrates performance that compares favourably with national figures for non-disadvantaged children, often exceeding.</p> <p>Internal data demonstrates increases in the percentage of disadvantaged pupils meeting the expected standards in core and foundation subjects.</p> <p>Book scrutiny and discussion with disadvantaged pupils demonstrates progress, knowledge, and understanding.</p> |

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| 2 | <p>Instilling and sustaining a love of reading in children.</p> <p>Children read regularly and fluently</p> | <p>Children continue to read regularly and widely outside of school after they have moved on from decodable books or Key Stage 1 (whichever is first).</p> <p>Children can talk about a range of genres and authors they have read and like/dislike</p> <p>End of KS2 published performance data for reading demonstrates performance that compares favourably with national figures</p> <p>Internal data demonstrates increases in the percentage of disadvantaged pupils meeting the expected standards in reading</p> |
| 3 | Disadvantaged pupils have access to opportunities and activities equal to that of non-disadvantaged pupils | Disadvantaged pupils attend school trips (including residential trips), after school activities, wraparound provision and have all the equipment and clothing to be fully equipped for attending school and have access to the school's virtual classroom through the provision of chromebooks for home learning use |
| 4 | Pupils attend school and feel safe and healthy (body, mind and relationships). | Disadvantaged pupils have acceptable levels of attendance and any required SEMH support improves their wellbeing |

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: £6,989

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Use of an educational consultant to improve quality first teaching across all subjects | Pedagogy strategies and techniques to support the children knowing more, remembering more and being able to do more | 1 |
| Use of subject specific educational consultants to improve quality first teaching in science. | Termly support provided by a consultant has improved the quality of curriculum delivery. | 1 |

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| | Use of Ofsted research reviews and subject reports in these subjects | |
| Training in aspects of SEND to inform provision | Percentage of disadvantaged pupils with SEND is higher than non disadvantaged | 1 & 4 |
| Phonics refresher training Key Stage 2 teachers and teaching assistants | Keys Stage 2 staff are increasing their experience in the delivery of phonics teaching | 1 |
| Release time for the Reading Champion to research and purchase new texts | Required for this member of staff to be suitably informed. | 1 & 2 |

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

Budgeted cost: £35,375

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 and small group work with the Pupil Premium Champion for aspects of reading, writing and maths. | Class teacher through ongoing assessments and observations identify pupils 'gaps' and these children receive additional support as a planned intervention delivered by the Pupil Premium Champion or 'rapid response' support by the class Teaching Assistant | 1 |
| 1:1 EAL support | To ensure EAL pupils can access the curriculum | 1 |
| <p>The Reading Champion is scheduled to spend time with every child in Key Stage 2 to support them with appropriate and varied reading book choices and reading stamina. The frequency increases for the lower achieving readers, less motivated children and the disadvantaged pupils.</p> <p>Small group and 1:1 sessions to improve reading skills with lower achieving pupils</p> | <p>Key Stage 2 teachers identifying an increase in pupils displaying the following behaviours:</p> <ul style="list-style-type: none"> ● insufficiently motivation to independently read ● a lack of reading stamina ● infrequently reading independently ● reading a narrow range of genre and/or authors | 1 & 2 |

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

Budgeted cost: £13,454

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral support from the school's learning mentor to remove barriers to learning relating to pupils relationships, attendance, behaviour and wellbeing | CPOMS logs, Boxhall Profiling records and individual case studies of previous ongoing support from the learning mentor demonstrate impact | 1 & 4 |
| Subsidising school trips (including residential trips) for disadvantaged pupils | School trips are linked to learning in the curriculum and failure to attend would impact on a pupil's outcome in that subject area | 1 & 3 |
| Provision of Chromebooks for home use for pupils without suitable access to the school's learning platform | Access to the pupils' homework and remote learning is via the Google Classroom. During school 'closure' for Covid the variance in available home technology became evident and cost of living crisis is also a factor. | 3 |
| Ensure absence levels of pupils in receipt of pupil premium is suitably high so as not to impact on outcomes. | Nationally, attendance of disadvantaged pupils is below non-disadvantaged pupils. High attendance is necessary to ensure good pupil outcomes. | 5 |

Service pupil premium funding

Budgeted cost: £1040

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|---|-------------------------------|
| Music lessons | Due to parents in the services frequently being away from the home, the need has been identified for service children to have increased social activities and access to other opportunities to enrich their lives and build self-esteem and confidence through music lessons. | 3 & 4 |

Part B: Review of outcomes for the year covered by this statement (2022-2023)

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>National picture of lower academic outcomes of pupils in receipt of disadvantaged pupils compared to non-disadvantaged pupils in core and non-core subjects</p> <p>Impact</p> <p>Year 6 (2 children) SATs 100% achieved expected standard in reading and maths and 50% in writing.</p> <p>Average progress in reading, writing and maths for these pupils was 1.6, -6.7 and 5.8 compared to the national average progress of 0.4, 0.4 and 0.5 respectively for non-disadvantaged pupils.</p> <p>Year 2 (5 children) SATs 40%, 60% and 60% achieved expected standard in reading, writing and maths respectively (3 of 5 children) achieved expected standard in reading, writing and maths. 20% (1 pupil) had not passed the phonics test.</p> <p>Year 1 (4 children) Phonics Test 100% (3 of 4 children) achieved expected standard.</p> <p>Across the school 74%, 74% and 77% of disadvantaged pupil met or exceeded the expected standard in reading, writing and maths respectively</p> <p>Evident from internal monitoring and evaluation of pupil outcomes in non-core subjects demonstrated that disadvantaged pupils outcomes were in line with non-disadvantaged pupils .</p> |
| 2 | <p>Children reading less for pleasure when they end Key Stage 1 or finish reading phonetically decodable books</p> <p>Impact</p> <p>The reading champion met with the children in Key Stage 2 (12 disadvantaged pupils) once a fortnight. Most would have reading sessions up to 8 times per term. Three disadvantaged pupils in KS2 had a weekly reading session. All would read and discuss their enjoyment of the book. Some have also had volunteer adult reading time.</p> |
| 3 | <p>Negative impact of disadvantage on access to opportunities and activities</p> <p>Impact</p> <p>All disadvantaged pupils that want to attend all residential and day trips. After school clubs and music lessons provided for disadvantaged pupils. Learning Mentor supported disadvantaged pupils through early help and local charities to ensure needs met in the home.</p> <p>All families with pupils eligible for disadvantaged pupil premium are offered a Chromebook for home use.</p> |
| 4 | <p>Negative impact of disadvantage on social, emotional and mental health (SEMH)</p> <p>Impact</p> <p>We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.</p> <p>Of the 22 disadvantaged pupils across KS1 and KS2 90% (20 pupils) had time with the learning mentor. 36% of the disadvantaged pupils met at least once per term, 18% would meet monthly and 37% would meet weekly. These</p> |

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| | <p>sessions last approximately 30 minutes but depend on issues. 9% (2 pupils) did not need to have any time with the learning mentor.</p> <p>Disadvantaged pupils' attendance for 2022-2022 was 95.8%. This was in line with non-disadvantaged pupils in the school and nationally.</p> |
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