

Pupil Premium (PP) Strategy Statement

This statement details our school's use of pupil 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 the 2025-2026 academic year and the effect that 2024-2025 spending of the pupil premium had within our school.

School overview

Detail	Data
School name	Appledore School
Number of pupils in school (as of 17/12/24)	Nursery 27 Reception 29 Y1-Y6 182 Total 238
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 & 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jeremy Cooper
Pupil premium leads	Jeremy Cooper (Headteacher), Julie McMorine (Deputy Headteacher) & Katherine Clement (PP Champion)
Governor / Trustee lead	Joanna Fortune

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,745
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	£68,745

Part A: Pupil premium strategy plan 2025-2026

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 PP 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>

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 PP pupils meeting the expected standards in reading</p>
3	Disadvantaged pupils have access to opportunities and activities equal to that of non-disadvantaged pupils	PP 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).	PP 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.	<p>Termly support provided by a consultant has improved the quality of curriculum delivery.</p> <p>Use of Ofsted research reviews and subject reports in these subjects</p>	1

Training in aspects of SEND to inform provision	Percentage of PP pupils with SEND is higher than non-disadvantaged	1 & 4
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: £42,874

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
<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: £16,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 PP 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 PP pupils is below non-disadvantaged pupils. High attendance is necessary to ensure good pupil outcomes.	5

Service pupil premium funding

Budgeted cost: £340

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 (2023-2024)

Challenge number	Detail of challenge
1	<p>National picture of lower academic outcomes of pupils in receipt of PP compared to non-disadvantaged pupils in core and non-core subjects</p> <p>Data extracted from the school's IDSR that uses FSM entitlement as the criteria for identifying disadvantaged pupils</p> <p>Impact – KS2 SATS</p> <ul style="list-style-type: none"> For combined reading, writing and maths Appledore PP pupils exceeded national figures for disadvantaged pupils and non-disadvantaged in 2025 and in the 3-year trend, both at the expected standard and greater depth standard In 2025, Appledore pupils in receipt of PP 75% achieved expected standard in reading, writing and maths. This compares to 47% national disadvantaged and 68% national non-disadvantaged In 2025, Appledore pupils in receipt of PP 25% achieved greater depth standard in reading, writing and maths. This compares to 8% national for all pupils For the 3-year trend, 70% of Appledore PP pupils achieved the expected standard in reading, writing and maths compared to 46% national figure for disadvantaged pupils and 68% national non-disadvantaged pupils For EGPS Appledore PP children exceeded national figures for disadvantaged pupils in 2025 and in the 3-year trend exceed national disadvantaged and national non-disadvantaged pupils In 2025 EGPS Appledore pupils in receipt of PP achieved 75% at the expected standard compared to 59% national disadvantaged and 78% national non-disadvantaged For the 3-year trend in EGPS, Appledore PP pupils achieved 80% at the expected standard compared to 59% national disadvantaged and 78% national non-disadvantaged pupils <p>Year 2 had 5 PP children in total</p> <ul style="list-style-type: none"> 80% achieved the expected standard in the Phonics Screening Test <p>Year 1 had 3 PP children in total</p> <ul style="list-style-type: none"> 100% achieved expected standard in Phonics Screening Test <p>Evident from internal monitoring and evaluation of pupil outcomes in non-core subjects demonstrated that PP 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 (21 PP pupils) once a fortnight. Most would have reading sessions up to 4 or more times per term. Three PP pupils in KS2 had a weekly reading session. All would read</p>

	and discuss their enjoyment of the book. Some have also had volunteer adult reading time.
3	<p>Negative impact of disadvantage on access to opportunities and activities</p> <p>Impact</p> <p>All PP that want to attend did attend all residential and day trips.</p> <p>After school clubs and music lessons provided for PP pupils.</p> <p>Learning Mentor supported PP 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>65% of the PP pupils across KS1 and KS2 received support from the learning mentor over the past year.</p> <p>PP pupils' attendance for 2024-2025 was 92.1%. This compares to 94.1% in 2023-2024</p>