

## Applegarth Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 of pupil premium had within our school.

### School overview

Detail	Data
School name	Applegarth Academy
Number of pupils in school	450(including Nursery)
Proportion (%) of pupil premium eligible pupils	53.1%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Gerard Brown
Pupil premium lead	Gerard Brown
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,192
Recovery premium funding allocation this academic year	£33,216
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

At Applegarth, we have the highest expectations for all our pupils including those eligible for Pupil premium funding. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and Pupil premium strategy. These plans work together and are at the heart of what we do at the school.

We have a robust monitoring system within the school which is made up of internal data and data derived from outside programmes such as TWL, FFT and SFA. This allows staff to fully understand where each child is at and where there may be specific gaps and allows staff to understand better what has been retained and therefore can be applied by our pupils.

Our initial data demonstrates that within the EYFS, children have continued to come in with lower than average oracy skills and this year in particular, lower than normal understanding of the world around them. Across the other year groups within English we have seen that whilst fluency has not regressed, it has not progressed at a rate that we would normally have expected. Also, the comprehension skills of the children is not as clear as we would expect to see. Within Maths, fluency has remained strong however reasoning skills have not developed as much as we would have expected.

High quality teaching is to the fore of what we do to support all children including those disadvantaged children. Over time, this has proven to be successful and will continue to be the driving force within the school.

Over the course of this period of time, we have not been able to offer the children the opportunities and experiences that we would normally have been able to offer and those disadvantaged children suffered most in terms of opportunities during this time. Our disadvantaged children also had reduced access to clubs and physical activities during this time. Therefore ensuring that disadvantaged children have access to experiences and club activities.

Similarly, we have investing resources in to establishing Philosophy for Children (P4C) as a part of our curriculum. Research has shown that embedding P4C supports pupils to speak confidently in front of their peers, to participate in debates in an informed and respectful manner, whilst deepening pupils' knowledge, understanding and tolerance of other viewpoints, faiths and beliefs. Our disadvantaged pupils, in particular, are benefitting from this approach, as they often come from backgrounds where low priority is given to communication and language development.

Ultimately, our key principle is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, so that all pupils are ready to achieve highly in their primary and secondary education.

## Challenges

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

Challenge number	Detail of challenge
1	The impact of Covid on those PPG children who may not have had the same level of access to learning during the lockdown periods. The challenge is to therefore identify their current levels across all subject areas and then to implement a strategy that allows for gaps to be filled.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Children had a massively reduced exposure to cultural activities or worldly knowledge. Their lack of exposure to more culturally significant experiences has been heavily affected by the Covid pandemic. Many children were limited in their ability to access a range of different clubs. To widen disadvantaged pupils' access to a range of different activities and experiences. Many families have had much less access to clubs and other opportunities to develop physically, emotionally and socially.
4	Attendance and Persistent Absence concerns. Our data shows that overall attendance is between 2% and 5% lower for disadvantaged pupils compared to their peers. Persistent Absenteeism for our most disadvantaged pupils is also above national average.

## 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 pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress</p>

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Thrive sessions with Thrive practitioners.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>The curriculum will provide pupils with exciting, varied learning both inside and outside the classroom.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more.</p> <p>Teachers will plan a wide range of visits/experiences to inspire/enhance learning and make it memorable.</p> <p>Each year group will spend allocated funding on providing key days and events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence</p>	<p>- Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence</p>

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£175,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality of teaching in all classes every day meets the academy and trust standard. Provision of interventions and challenge teaching for children identified as needing additional support.</p> <p>see <a href="http://www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully</a></p>	<p>1</p>
<p>Funding to hire two experienced teachers to work across KS2.</p>	<p>Teachers will work with existing teachers to team teach and work independently with groups for maths and English. Teachers will also provide interventions to ensure all children have achieved learning objectives from the morning session</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1</p>
<p>Keep and improve upon existing staffing structure to ensure that all PPG children have access to experienced and well trained teachers.</p>	<p><a href="http://www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully</a></p>	<p>1</p>

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

Budgeted cost: **£97,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school</p> <p>Interventions to be monitored and evaluated by Head and deputy head.</p> <p>Interventions to be carried out by experienced teachers and Teaching Assistants within school.</p>	<p>Utilising the expertise of additional adults to target specific pupils after formative and summative assessments so bespoke intensive sessions are provided to close gaps in learning.</p> <p>Repeated, targeted, specific interventions allows pupils to transfer knowledge from their short-term to long-term memory.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1
<p>Booster lessons after school to target specific gaps in Reading, Writing, GPS and Maths for disadvantaged pupils</p>	<p>Tailored short, intensive and frequent booster lessons to close gaps in learning for specific areas/concepts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1

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

Budgeted cost: **£82,392**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. –            Vulnerable children to be highlighted and supported through Thrive sessions. –            All vulnerable PP children to be allocated a Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.</p>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a></p>	<p>2 and 4</p>
<p>Weekly Pastoral groups to enable pupils to embed self-regulation techniques</p>	<p>Provides support mechanism for key pupils and families, as well as up-skilling staff to further embed effective strategies in school.            Pupils emotional and well-being needs are being met due to this additional support. Our Zones of Regulation approach is further reinforced through the extra support given by our Pastoral Lead.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel">https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>2 and 4</p>
<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. -            Partnership working with EWO re pupils</p>	<p>Provide ongoing advice and support to SLT with further strategies, increasing overall school attendance.            EWO supports key families to improve attendance and reduce Persistent Absenteeism.            UK research evidence data shows a direct correlation between attainment and attendance.</p>	<p>4</p>

	<a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a>	
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through funding for each year group to plan enriching experiences and activities,</p> <p>After school club funding for pupil premium children and subsidised costs to the residential for year 6 PP children</p>	<p>To provide relevant experiences to all pupils to deepen and extend their understanding of the learned curriculum</p> <p>Emphasis this year on sports and ensuring that all children are able to participate in a range of sporting activities which enhance and build on the PE curriculum.</p> <p>Clubs to be subsidised through PPG and Sports premium funding.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully</a>. Education Endowment Trust Toolkit</p>	3

**Total budgeted cost: £335,192**

## 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 2020 to 2021 academic year.

#### End of Autumn Term:

**Year 3** In Reading, the percentage of children attaining the expected standard is higher than the percentage of the cohort as a whole. 13% of PPG children are on track to achieve Greater depth by the end of the year. In writing, the percentage of PPG children working at the expected standard is lower (-6%) to that of the cohort as a whole. Maths shows that the percentage of PPG children at the expected standard is in line (+1%) to that of the whole cohort. PPG children have made accelerated progress in all 3 areas which is greater progress than non PPG

#### Year 4

Year 4 as a cohort are not making the same levels of progress as the rest of the school and therefore attainment as a whole is lower than we would want. There is a trainee teacher in one of the classes who is being supported by our Assistant Head teacher. In writing, the percentage of PPG children at achieving the expected standard below non PPG.

#### End of Spring Term:

**Year 3** In reading, the percentage of PPG children working at the expected standard is equal to that of non-PPG and with 17% of PPG children now working at a Greater depth standard. In writing, the percentage of PPG children working at the expected standard is 5% lower than that of non-PPG and therefore will be a focus for the coming term. In maths, the percentage of PPG children working at the expected standard is in line with that of non – PPG however the percentage working at greater depth (15%) is 5% higher than that of non – PPG. Progress across reading and maths is accelerated whilst within writing it is at the expected level. This is the same as progress rates for non-PPG.

**Year 4** In reading, the percentage of PPG children at the expected standard is still lower than non ppg with progress still only at the expected level. We will continue to work with the teachers to ensure that more accelerated progress is made and that the gap between PPG and non PPG narrows. This will also apply to writing within the year group.

#### End of Summer Term:

**Year 3** PPG pupils made accelerated progress throughout the year. PPG Reading points progress rates was accelerated at 6.8 which was higher than the total cohort which was 6.3 points of progress. PPG writing saw expected rates of progress made with 5.2 points of progress being achieved. Maths saw a similar expected level of progress with rates of 5.1.

**Year 4** Year 4 PPG children achieved their academic target however progress within reading for PPG children was at a rate of 4.7 points of progress. Reading within this group is one that we will continue to support in Year 5.

### **End of Autumn Term:**

**Year 5** Year 5 have exceeded their targets for this term and the percentage of PPG children working at the expected standard in reading is very similar to the percentage of non PPG. Within writing, the percentage of PPG children at the expected standard is above that of non PPG. Progress made by Year 5 PPG has been accelerated within Maths, is at the expected rate within writing.

**Year 6** Year 6 PPG children have exceeded their targets for this term and the percentage of children working at the expected standard is similar to the percentage of non PPG. Progress across all 3 subjects has been at the expected standard.

### **End of Spring Term:**

**Year 5** Progress for Year 5 PPG children has mirrored that of non PPG with accelerated progress being made within reading and maths and expected progress within writing. Whilst PPG children have exceeded their targets for the term within reading and maths, there still needs for work to be done on writing where the gap between PPG and non – PPG is at its greatest -7% and where the target for the term has not been met. The KS2 moderator will spend time with the Year 5 team to ensure planning and lesson help for accelerated progress to be made and for attainment to be greater.

**Year 6** Year 6 PPG children have reach similar levels of attainment to those of non PPG in Reading and writing however the gap between the 2 groups in maths is 5%. Further refinement of the curriculum and opportunities to apply their knowledge will be given to the children.

**End of Summer Term:** Year 5 PPG pupils made accelerated or expected progress throughout the year. PPG Reading progress rates was 4.9 (expected progress) PPG Writing Progress rates was 5.8 PPG Maths progress rates was 4.8 .

**Year 6** The impact of the interventions or booster sessions led by additional teachers, ELP assistants and Thrive practitioners saw Year 6 PPG pupils made accelerated progress throughout the year. The average scaled score for reading GPS and maths, was 8.4 points higher than the national average. In Reading, 93% of PPG achieved the expected standard with 52% PPG achieving the higher standard. Within writing, 91% of PPG secured the expected standard with 33% reaching the higher standard. The scaled score within writing was 5.3 points higher than the national average. Within maths, 93% of PPG children achieved the expected standard whilst 59% achieved the higher standard. The average scaled score was 8.7 points higher than the national average. In GPS, 93% of PPG children achieved the expected standard with 74% achieving the higher standard. The average scaled score was 9.6 points higher than the national average. Overall, the combined for reading, writing and maths saw 91% of PPG children achieve the combined score with 26% achieving the higher standard.

## 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*

<b>Programme</b>	<b>Provider</b>
Success for All	SFA UK
Complete Maths	Complete Maths