

## PUPIL PREMIUM STRATEGY

The Appleton School prides itself on striving to ensure that all students have the support and opportunities to achieve their potential. Within the school, the funding provided by Pupil Premium budget is used in a variety of ways for this identified group of students to ensure that barriers to learning are removed. In April 2011, the pupil premium and service premium were introduced to schools to provide additional funding for those who were considered at a disadvantage in attaining the same as their peers academically. Disadvantaged pupils refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

This additional funding has been allocated to every school due to national figures which show that these groups of students do not achieve as well as their peers academically. The funding is therefore to support schools to address these current underlying inequalities. The school has identified that although disadvantaged students at the Appleton School achieve above the national average for all students in terms of progress from KS2 to KS4, non-disadvantaged students are achieving considerably above national average. Within the many support structures the school is increasing its focus on the EBacc subjects, tailoring a personal tutoring programme for identified disadvantaged students, in support of timetabled lessons, reflecting the need to raise performance measures further.

**Number of students on roll eligible for Pupil Premium = 276**

**Total funding for 2016-2017 = £258,060**

**Date of review of strategy: January 2017**

### **Proposed plan for Pupil Premium Expenditure for the academic year 2016-2017**

<b>Purposed expenditure</b>	<b>Costing</b>	<b>Expected Outcomes</b>	<b>Research/Evidence</b>
Teaching and Learning	£80,000	To ensure Pupil Premium students make 3.4 levels of progress within their academic studies across all key stages.	According to the Education Endowment Foundation the teaching strategies employed and an awareness of learning styles can have a low to moderate impact on the attainment of students. A range of these strategies are covered through the teaching and learning development programme (mastery learning, metacognition and self-regulation, and collaborative learning).  <a href="https://educationendowmentfoundation.org.uk/evidence/tea">https://educationendowmentfoundation.org.uk/evidence/tea</a>

			<a href="#">ching-learning-toolkit/</a>
Professional Development for Teaching and Support Staff	£5,000	Continued development of staff to develop their own teaching skills to ensure Pupil Premium students make the expected levels of progress.	According to a report by Professor Steve Higgins facilitated through the EEF it stresses the impact that targeted professional development can have in closing the gap.  <a href="https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_achievement_and_closing_the_gap.pdf">https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_achievement_and_closing_the_gap.pdf</a>
Learning intervention Team	£10,000	Targeted intervention work with students to develop their progress in specific subject areas.  To reduce the gap at KS3 and KS4 with identified target groups through a rigorous intervention programme.	This strategy is based on the findings from the “Pupil Premium Net Steps” published by The Sutton Trust which emphasises the importance of early intervention.  <a href="http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf">http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</a>
Academic intervention	KS4 Intervention / Revision Classes	£2,000	Students to access additional support outside the curriculum in order for them to be able to make the appropriate levels of progress.
	Small Group Tutoring	£10,000	To develop the confidence of the students within their learning in a small environment and to reduce the gap between PPG and non-PPG students at
			This strategy is based on findings from the EEF that small group tuition can have a moderate impact on disadvantaged pupils’ attainment.  <a href="https://educationendowmentf">https://educationendowmentf</a>

			KS3 and in year 9.	<a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/small-group-tuition/">oundation.org.uk/evidence/teaching-learning-toolkit/small-group-tuition/</a>
Resources for Small Group Tutoring	£1,000		To enable students to access to appropriate material to support their academic progress.	Please see reasoning above.
Homework Support	£1000		Students feeling safe and supported in a controlled environment so they can extend their learning experience and make progress. It should also see an increased rate of PPG students handing in completed homework over time.	Research by the EEF shows that the right support with homework can have a moderate impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-secondary/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-secondary/</a>
Accelerated Reader	£6,000		To enable students to make additional progress within their literacy skills.  All KS3 PPG students to actively engage with the programme and perform in line with their peers.	This strategy is based on the findings from the “Pupil Premium Net Steps” published by The Sutton Trust which emphasises the importance of early intervention.  <a href="http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf">http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</a>
Accelerated Maths	£3,000		To enable students to make additional progress within their numeracy skills.  All KS3 PPG students to actively engage with the programme and perform in line with their peers.	This strategy is based on the findings from the “Pupil Premium Net Steps” published by The Sutton Trust which emphasises the importance of early intervention.  <a href="http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf">http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</a>
GCSE Pod	£5,000		To provide addition	This is based on research by

			revision opportunities at KS4 in order for them to make progress.	the EEF that digital technology can have a moderate impact on attainment and is used by numerous subjects to extend the learning of their pupils inside and outside of the classroom.  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/digital-technology/</a>
	Curriculum Resources	£5,000	To ensure that all Pupil Premium students have access to appropriate curriculum resources in order for them to make progress.	This is done to ensure that all material barriers to learning are removed.
Raising Aspirations	Resources Computer supplies	£2,000	To enable effective printing of resources	Booklets are ready in advance of requirement and those students who are visual learners have support material.
	Careers - Advice & Tracking	£3,000	Raising the student's aspirations for the future so they understand the importance of achievement in school.	
	Parenting Classes	£3,000	To support parents to support their children in making progress within school.	This is based on research by the EEF which shows that positive parental involvement can have a moderate impact on pupil attainment.  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/</a>
	The Brilliant Club	£5,000	For students to be given the opportunity to experience the styles	

			of learning at university level.	
Social and Emotional Intervention	Social Skills in Self Esteem	£3,000	Raising students' personal skills to allow reduction in their barriers to learning in order for them to make progress in the classroom.	This approach is based on research by the EEF which shows that targeting social and emotional barriers can have a moderate impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/</a>
	EWO & Attendance	£3,000	For students to be given the appropriate support to improve their attendance and make progress in the classroom.	
	Counselling	£15,000	To develop the social and emotional support for students to enable them to be focused on their studies.	The reasoning for this is based on research by the EEF which shows that targeting emotional issues can have a moderate impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/</a>
	Peer Tutoring Programme	£500	To allow students to feel they have support within their school life and learning.	This is based on research by the EEF which shows that peer tutoring can have a moderate impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/peer-tutoring/</a>
Disadvantage Fund Relating Directly to Curriculum		£15,000	To be able to reduce the financial barriers to students learning so they can access all resources to enhance their experiences and progress within	

		learning.	
Admin	£10,000	To be able to supply appropriate resources to ensure that the students make progress in their learning	
Pupil Premium Co-ordinator	£6,500	To ensure that Pupil Premium spending is tracked and reviewed against academic progress and performance for all Pupil Premium Students.	
<b>Total</b>	£194,000		
<b>Unassigned as of September 2016</b>	£64,060		

### **How must this money be used?**

The Appleton Schools is free to spend the Pupil Premium as they see fit. There is no requirement for this money to be spent on individual students simply because they fall into this category. It is expected, however, that the funding will be used to support, as necessary, students in this group and other lower-income families so that this group makes the same progress as their peers.

### **How will the school measure success?**

The school will track the progress of all students, including students in this particular group. Success will be evidence that shows that students in this group are making progress in line with their peers. We will also compare their progress against their peers in the school and nationally, so that we can judge the impact of our work in this broader context.

### **Pupil Premium Review for the academic year 2015-2016**

Number of students on roll eligible for Pupil Premium = 288

Total funding for 2015-2016 = £225,335

### **Spending of Pupil Premium for the academic year 2015-2016**

<b>Expenditure</b>	<b>Costing</b>
Teaching and Learning	£80,000
Professional Development for Teaching and Support Staff	£5,000

Learning intervention Team		£10,000
Academic intervention	KS4 Intervention / Revision Classes	£2,000
	Small Group Tutoring	£10,000
	Resources for Small Group Tutoring	£1,000
	Homework Support	£500
	Accelerated Reader	£6,000
	Accelerated Maths	£3,000
	GCSE Pod	£5,000
	Curriculum Resources	£5,000
Raising Aspirations	Careers - Advice & Tracking	£3,000
	Parenting Classes	£3,000
	The Brilliant Club	£5,000
Social and Emotional Intervention	Social Skills in Self Esteem	£3,000
	EWO & Attendance	£3,000
	Counselling	£15,000
	Peer Tutoring Programme	£500
Disadvantage Fund Relating Directly to Curriculum		£15,000
Admin		£10,000
Pupil Premium Co-ordinator		£4,596
<b>Total</b>		<b>£190,000</b>

### **The impact on Teaching and Learning through Pupil Premium Initiatives 2015- 2016**

Progress 8 is a measure of how much progress students make from when they start in Year 7 to when they complete their exams at the end of Year 11. The Progress 8 measure is designed to encourage all students to study a broad and balanced curriculum. The EBacc subjects are weighted very heavily in the Progress 8 measure. A Progress 8 of zero indicates a nationally average performance.

At the Appleton School, in 2016, disadvantaged students attained a Progress 8 of +0.15. In late September 2016, national data will be released to enable a more accurate figure. This shows their progress was above national.

#### **Staffing - Intervention**

Smaller classes sizes within Maths and English allowed for targeted intervention within the classroom to allow pupil premium students the opportunity to make appropriate levels of progress. Additional adult support within the classroom complimented this targeted intervention.

#### **Accelerated Reader**

This programme is accessed by all pupil premium students within the school and it gave them the opportunity to develop their reading ability with books that engage and challenge their reading skills.

#### **Learning intervention teams**

Staff identified to work with specific key students to develop their progress in areas where they are not making appropriate levels of progress, therefore allowed small group intervention to facilitate progress.

#### **KS4 Intervention**

Numerous opportunities through evening, weekend and holiday sessions which targeted learning for pupil premium students in all subject areas, allowed students to access specific subject content to support progress within the classroom.

#### **Careers**

All pupil premium year 11 students had access to post 16 careers advice which enabled most students to find appropriate placements for further education.

#### **EWO and Attendance**

Pupil premium students were clearly targeted to support them being able to access education with the support of the school and the EWO.

#### **Disadvantage fund**

This has enabled pupil premium students from all year groups to have access to visits and resources that were valuable to them being able to make progress within their classroom studies.

#### **Homework Support**

This was a drop in service that runs after school that enabled pupil premium students to have access to computers and the appropriate resources for them to be able to complete their additional studies.

#### **Curriculum resources**

This has allowed curriculum areas to be able to purchase specific resources for all pupil premium students enabling them to be able to make progress within their subject areas.

#### **Social skills / Counselling / Parenting classes**

Some of our pupil premium students and families required specialist emotional and social support and this was able to be given allowing students to break down some of the barriers to learning in the classroom.

#### **Accelerated Maths**

Identified pupil premium students working in maths have had access to accelerated maths to ensure they are equipped to be able to make the relevant levels of progress in the classroom.

#### **GCSE Pod**

All students in Year 10 and 11 had access to GCSE pod to use as a revision support to complement their studies.

#### **Pupil Premium Co-ordinator**

A member of staff who tracks the progress of pupil premium students and ensure interventions are put into place to allow the students to be equipped to make the appropriate levels of progress, regularly reviewing through whole school data drops the impacts of these interventions.