

Pupil Premium (PP) strategy statement – The Appleton School

School overview

Detail	Data
Number of pupils in school	1600 (293)
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	3 Years September 2023 - September 2026
Date this statement was published	November 2023
Date on which it will be reviewed	Annually
Statement authorised by	Mr J Hannan
Pupil premium lead	Mr R Dobinson
PP Co-ordinators	Aaron Marshall and George Ambrose
Governor / Trustee lead	Ms F Trotter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261 338
Recovery premium funding allocation this academic year	£71 760
Carry Over	£0
Total budget for this academic year	£333 098

Part A: Pupil Premium (PP) strategy plan

Statement of intent

The Appleton School prides itself on striving to ensure that all students have the support and opportunities to achieve their potential. It is the school's philosophy that all pupils regardless of their background should experience and have access to the highest standard of education. The Appleton School lies in the town of Benfleet which lies to the East of London on the River Thames, the school has Deprived Students at just under 20% of the cohort, this is roughly in line with the national average. The school serves some areas of high deprivation, particularly from a neighbouring town. The local authority is Castle Point and according to the ONS in 2019, 10% of families live in deprivation. Again this is close to the National Average and Castle Point ranks 168th out of 361 Local Authorities. A large number of workers from Benfleet commute to London, however the area has a lower number of adults who have completed tertiary education when compared to most LA's in the Home Counties.

Following analysis of our pupils at the School, we plan to implement a rigorous 3-year strategy to overcome specific and relevant barriers to our disadvantaged students. The Pupil Premium (PP) is additional funding that is designed to help disadvantaged pupils of all abilities perform strongly and in turn close the gap between themselves and their peers. The funding is allocated according to the number of pupils on-roll who meet the eligibility criteria, this includes those pupils receiving free school meals (FSM), pupils who have received FSM at any point in the last 6 years (Ever6), pupils who are looked after/in care (LAC) and for children of service personnel.

In order to ensure PP funding is used effectively we will continually consult and utilise EEF research, DfE guidelines & Educational Research. The key aim is to close the attainment gap, whilst also providing essential experiences and opportunities. All members of staff and the governing body accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We hope that each student will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. "It is vital that schools get this right. Every student who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. There will be a specific focus upon improving the academic progress of disadvantaged students within English and Maths at both KS3 & KS4, due to the high impact of these subjects within the life/career choices of students.

The Appleton Five

The goal at The Appleton School is to “level the playing field” for all our disadvantaged students:

- 1) Pastoral and Academic Support
- 2) Tracking and Intervention/Identifying barriers
- 3) Attendance
- 4) Quality First Teaching/ Feedback
- 5) Cultural capital/Raising aspirations

Challenges

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

Challenge number	Detail of challenge
1	Pastoral and Academic Support A large number of our disadvantaged students are difficult to reach, they are often disengaged from education. The school will continue to focus on offering individual academic mentoring to all PP students. The school will also continue to ensure that all staff are aware of our disadvantaged students and are trained to support, reduce barriers to learning and provide quality intervention where needed.
2	Tracking and Intervention/Identifying barriers The school will continue to develop robust systems to monitor the progress of disadvantaged students. This will also include the pastoral monitoring of attendance, sanction data and achievement data to ensure any barriers to learning are addressed promptly. This will increase the capacity to monitor Academic/Pastoral/Aspirational/Attendance and Behavioural interventions. This should also allow us to more successfully evaluate the interventions that are offered.
3	Attendance There were significant gaps between PP students and their peers. To reduce the widening attendance gap between disadv and non-disadv students post pandemic, our attendance officer will continue to work closely with our PP coordinators to adapt interventions to reduce persistent absence over time and personalise support plans to encourage students to have good attendance.

4	<p>Quality First Teaching/Feedback</p> <p>The school will continue to prioritise the quality of teaching for all students and has a clear understanding of the impact poor teaching has on disadvantaged students. The school will also develop practice around feedback and metacognition.</p>
5	<p>Cultural capital/Raising aspirations</p> <p>PP students at the Appleton school are less likely than their peers to; attend a club, represent the school, go on a trip, attend a residential, visit a foreign country, attend tertiary education outreach.</p> <p>We aim to maximise opportunities to develop students' cultural capital to grow their aspirations and enrich their experiences beyond school.</p>

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
<p>1. Pastoral and Academic Support</p>	<p>Each PP student will have a dedicated Mentor, they will have 4 mentoring meetings per academic year.</p> <p>These meetings will ensure we have in-depth knowledge of the academic and pastoral needs of each PP pupil.</p>
<p>2. Tracking and Intervention/Identifying barriers</p>	<p>Every PP pupil will have a PP Passport, this will be accessible to all staff, it will inform their understanding of the whole child.</p> <p>There will be a five year provision map for each PP Pupil, this will track every intervention from Year 7-Year 11.</p> <p>PP Pupils will be prioritised for all academic interventions/tutoring.</p>
<p>3. Attendance</p>	<p>To move all PP cohorts in all Year Groups to <90% Attendance</p>
<p>4. Quality First Teaching/Feedback</p>	<p>All assessments across the curriculum are designed with Feedback to PP pupils as a central element.</p> <p>All staff receive training in the delivery of effective feedback.</p>
<p>5. Cultural capital/Raising aspirations</p>	<p>All PP pupils receive a 1-2-1 Options meeting in Year 9.</p> <p>All Year 11 pupils have 1-2-1 destinations and career interviews.</p> <p>Reduction in number of NEETS from PP cohort.</p> <p>All students attend a HE visit.</p> <p>All students attend a trip.</p> <p>All students attend a residential trip.</p>

Activity in this academic year 2023-24

Teaching

Budgeted cost: £110 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing	<p>Allocating money to staffing from the PP budget has allowed the school to reduce the size of classes in the core subjects, this has also allowed Classroom Support Assistants to be allocated more effectively. We have seen a considerable improvement in performance in English and Maths as a result of this.</p> <p>In 2023 English Language examinations the PP v Non/PP gap was at 0.16 of a grade, by comparison in 2022 it was 0.71, this is a huge improvement. In the 2023 Maths examinations the number of PP students achieving Grade 4 increased by 3 points (57% to 60%) and those at Grade 5 by 16 points (31% to 47%). These results justify the school continuing with this approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 4
Classroom Support	<p>Money is allocated to support staffing in our SEN department. Classroom support has a proven positive impact on PPG pupils' progress according to the EEF.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>In 2023 there was a cohort of 10 Pupils who were PP/SEND, the cohort's P8 score improved in both Maths and English. 40% of these students passed their Mathematics GCSE at Grade 4 or above. This was a vast improvement on previous years. Our Sendco summarised the support as follows:</p> <p>Within the SEND department, we work with some of the most vulnerable students both within the classroom and outside of the classroom. This will often cross over with the Pupil Premium students whether they fall under the SEND category or not. Our LSAs offer floating support within the classroom, providing help to students in a range of classes and where need arises. With effective direction from the teacher and the use of initiative, our LSAs are able to identify where a child might be struggling, regardless of need, and provide support for them in their learning or their wellbeing. This will often extend to outside of the classroom, too; with our intervention mentors, there will be support provided outside of classrooms for those learners with additional needs and disadvantages.</p>	1, 2, 4

TLR's	The PP budget supports TLR (Teaching and Learning Responsibility) allowances for a number of key staff. In particular it supports the work of our PP co-ordinators, currently Mr Ambrose and Mr Marshall. They are both integral to our work with PP students, their job descriptions include the following: Monitoring of PP students across year groups, liaison with HOY and Tutors, Awards of Financial Aid, Mentoring, Breakfast Club, Brilliant Club, GCSE Pod, Careers, Attendance, Peer Mentoring and Staff Training.	All
Literacy and Numeracy Coordinators	Literacy and Numeracy are key to improving a pupil's life chances. The school allocates some of the PP budget to ensure these two positions are maintained. The programs and contributions offered by these staff will be discussed later in this report in relation to Bedrock and Maths Interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4
Administration	The main office and the finance office deliver a huge number of administrative services to ensure PP programs run smoothly. This includes contacting parents, sending emails and letters, contacting parents regarding individual hardship requests, organising the logistics of set interventions.	1
Staff Training	Quality First Teaching has an enormous impact on the outcomes of PP students, the PP budget has been used in the last year to support training in the following areas for individual staff: The use of GCSEPod and Providing Feedback, for Individual Staff it provided access to the Annual PP Conference. This was an invaluable opportunity to evaluate the strategies and spending at the Appleton School.	4
ICT Supplies	The school has provided laptops and routers to large numbers of PP students, some of this spending also comes from the Disadvantaged Fund. We also distributed some of the ICT equipment that was provided during the Covid 19 school closures. In total we have distributed 150 laptops to students over the last 3 years, we will continue to do this wherever possible or necessary over the next 3 years.	1, 2
GCSE Pod	GCSEPod is proven to help students achieve one grade higher on average than non-users, across 30+ GCSE subjects and all exam boards. <ul style="list-style-type: none"> • Pupil Premium Comparison – Over this period, both PP and Non-PP students used GCSEPod similarly. However, PP students used on average 0.17 of a pod more than Non-PP students which is a negligible figure. • For the period, 1st September 2022 - 14th December 2023. TOTAL GCSEPods STREAMED 5,463 • Strong usage from PP students in the EBACC subjects. • Four of the Top 10 Users are PP Students. 	1, 4
EverLearner	The Pupil Premium budget is used to support the costs of a number of learning platforms that support student learning in KS4. In particular we provide funding for EverLearner.	1, 4

	https://theeverlearner.com/pages/internal-the-everlearner-case-study-the-hinckley-school	
Bedrock	<p>Bedrock was accessed by 20 PP students in Year 8, the data shows a 25% increase in the cohorts understanding of Tier 2 words. This compared really favourably to only 14% for the rest of the cohort. We are currently looking at the impact of these results on Reading Ages. This academic year all Year 7 and 8 students will engage with the digital learning platform as part of their English curriculum, following last year's pilot.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://bedrocklearning.org/case-studies/</p>	1, 4
MathsWatch	<p>https://www.mathswatch.co.uk/ Data and analysis to follow.</p>	1, 4

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

Budgeted cost: £85 373

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS4 Intervention/ Revision</p>	<p>The PP budget supports KS4 intervention and revision throughout the academic year, but particularly in the run up to internal and external examinations. This support includes the provision of resources for sessions and for individual students. In 2023 PP students received Revision guides for the majority of their subjects, and the English department also provided students with all key texts for English Literature. It also provides students with additional revision classes in holidays, specifically those at Easter and Whitsun. Each Area Advisor focuses on the attendance of PP students at these sessions.</p>	<p>1, 4</p>
<p>KS3 Interventions/ Small Group Tutoring</p>	<p>Various KS3 Interventions are offered throughout the academic year, in particular they focus on students in Year 7 who have arrived with Sats scores below 100 in Maths and Reading, these interventions did not run in 2022 as they were replaced by NTP. The funding for NTP will no longer be continued, as a result it is planned that in-house interventions will restart in the Spring of 2024.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>These are the details of the Reading Interventions delivered with Year 7 in 2022/23</p> <p>PP students in cohort 1 made an average of 19.8 months of reading progress. PP students in cohort 2 made an average of 8.2 months of reading progress.]</p> <p>Some feedback from the PP student surveys:</p> <p>"I made new friends"</p> <p>"It was really calm and I did a lot of work"</p> <p>"Tutoring was great. It was fun and I enjoyed it. I liked my tutors and the people in my group."</p>	<p>1,4</p>

Wider strategies Budgeted cost: £ 137 880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantage Fund (DAF)	The PP budget is used regularly to support individual students financially. The majority of this support is Pastoral, in the last year we provided Uniform, Travel and additional Food allowances for a wide range of students in varying circumstances. This fund has also been used for Academic support and has been used to pay for trips, books, equipment and tuition.	1, 2, 5
EWO and Attendance	The PP budget supports the work of the attendance team. The attendance of our most disadvantaged students is currently not acceptable, it is one of our key focus areas. Unfortunately due to issues with school closures due to RAAC in September/October 2023 this has already become a bigger challenge. Our trial with the Behavioural Insights Team (BIT) was cancelled, we also decided against engaging Aquinas. We have decided to engage the Academic mentoring team with students who already have attendance below 90%, this will commence in December 2023.	3
Parenting Classes	<p>Two blocks of parenting classes are offered each year, they are open to the parents and guardians of all students. PP students are given priority access. In November 2022, 19 parents attended the first block of sessions, 7 of those were parents of PP students. The second block in May 2023 was attended by 16 parents, 5 of those were parents of PP students, research from the EEF shows that parental engagement and some SEMH interventions can have a positive impact on improving attendance for the disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2
Careers	The DfE requires all young people in secondary school have access to 'an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience' and they reinforce that all young people should be able 'to understand the full range of opportunities available to them, to learn from employers about work and learn the skills that are valued in the workplace and to have first-hand experience of the workplace.' We believe that a whole-school approach is	1, 5

	<p>the best way to ensure that all pupils understand the world of work. When embedded from year 7, pupils are clear on the key skills needed for their own futures and can talk openly about their own aspirations for the future.</p> <p>As with every year all PP students will be provided with a 1 to 1 Careers and destinations interview in Year 11. Year 9's will also receive a 1 to 1 Options meeting to help them select their program of study for KS4. The Careers officer will continue to arrange visits for different industrial sectors and PP students will be given priority invitations. All PP students will also be invited to visit a Further Education provider between Year 9 and Year 11. Academic mentors will also assist PP students with College applications and references.</p>	
Homework Support	<p>Homework support clubs are offered in every faculty across the school. There is also a central HW club offered three times per day in our Learning Resource Centre. Form Tutors, Class Tutors and PP Mentors encourage all students to access this support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2
Scholars Programme - Brilliant Club	<p>https://thebrilliantclub.org/the-scholars-programme/</p> <p>Students in Year 9 and Year 10 completed mini-dissertations looking at Anthropology. In all 12 students graduated. Three students received a 'First', five gained a 2:1, three at 2:2 and one achieved a third. All students completed their individual supervisor sessions, and graduation.</p> <p>The feedback from the students was excellent, a number of them have begun to consider the option of University as a result. We will offer them more guidance and opportunities in Year 11.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	5
Peer Mentoring/Tuition	<p>We have utilised our KS5 students to offer mentoring to our disadvantaged Year 7 students. These sessions take place once a week over breakfast, the Year 12 and Year 13 students focus on organisation, homework and settling into Secondary School, in the 2nd term they begin to look at Literacy and reading. The mentors and mentees are supplied with a nutritious breakfast. Last year 27 Year 7 students attended regularly, Year 12 and Year 13 supplied 19 mentors, these were trained by Ms Sweeney (Head of 6th). The plan is to</p>	1, 5

	<p>evolve this into academic intervention and possibly more structured tuition from January 2024 onwards.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
Breakfast Club	<p>Breakfast is offered each day to every PP student. This is supplied in T15 by the PP Co-ordinator. Students are offered: Cereal, Porridge, Croissants, Tea, Fruit, Breakfast Bars etc. The current daily uptake is around 5% of the entire cohort and the large majority are from Year 7-9. The PP team is currently exploring options to expand this provision.</p>	1, 3
Counselling	<p>To enable our students to access the curriculum it is vital for them to feel safe, happy and secure. Following on from the disruption and anxiety caused by COVID we have had to increase our counselling offering to ensure students can receive timely support, to help them manage their mental health. Students enrol on a 10 week programme, some more complex issues may extend into a longer time period. PPG students make up around 60% of the students who access counselling. The catch-up premium is used to pay for the in-school counselling.</p>	1
Pastoral Care	<p>Due to the increasing demands of students with SEMH needs it has been necessary to increase the capacity of our pastoral department by appointing an Assistant Head of Year for every year group (Y7-11). The catch-up premium contributes 20% towards the salaries for these 5 members of staff.</p>	1, 2, 3
Safeguarding	<p>Contributing 18% towards the salary of two Deputy Designated Safeguarding Leads, to support all students, particularly our most vulnerable. Through identifying barriers and supporting students through difficult times, it will support their academic studies by giving the pastoral care they need to access they academic pathway.</p>	1, 2, 3
Literacy/Reading	<p>Training and subscription to the RML literacy programme, to be initially launched in the SEND department, looking to target our most vulnerable students to raise their reading ages, comprehension, and literacy of our students to help their engagement with the curriculum and accessing their work in the classroom. At Appleton 56% of students have a reading age below their chronological age, with 10% being more than 20% lower than their chronological age. A new literacy strategy will help to tackle this issue effectively.</p>	1, 4, 5

Total budgeted cost: £ 333 098

Outcomes for disadvantaged pupils

2022/23 Year 11 Results

(2021/22 Results)

	All	PP	Non PP
Cohort Size	266 (291)	51 (19%) (42 - 14%)	215 (249)
KS2 Average	106.1 (105.4)	104.2 (103.4)	106.6 (105.8)
Estimated Attainment 8	50.3 (52.4)	46.2 (48.5)	51.4 (53.0)
Attainment 8	47.1 (43.6)	39.8 (34.4)	48.8 (45.2)
Progress 8	-0.28 (-0.87)	-0.74 ↑ (-1.35)	-0.48 (-0.79)
Gap		0.4 ↑ (0.56)	
English & Maths Strong Pass %	47.4 (37.8)	35.3 ↑ (23.8)	50.2 (40.1)
English & Maths Standard Pass %	71.4 (66.8)	52.9 ↑ (42.8)	75.8 (70.7)

5 GCSEs inc English & Maths (9-5) %	41.7 (56.4)	31.4 ↑↑ (19.1)	44.2 (36.6)
5 GCSEs inc English & Maths (9-4) %	68.1 (56.4)	52.9 ↑↑ (33.3)	71.6 (60.2)

Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club https://thebrilliantclub.org/evaluation/programmes-evaluation/