Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Apley Wood Primary Academy
Number of pupils in school	413
Pupil Premium (% of the school)	22
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	30/09/2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Ellen Smith
Pupil premium lead	Ellen Smith / Yvonne Thorpe
Governor / Trustee lead	Janette Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,228
Recovery premium funding allocation this academic year	0
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	£139,228

Part A: Pupil premium strategy plan

Statement of intent

At Apley Wood Primary Academy we deliver an imaginative and inspiring curriculum with a focus on knowledge and skills to ensure our children understand the diversity of the world around us, their place within it and the skills they need to succeed. We offer a creative, challenging curriculum designed to 'feed the mind and free the imagination' for all pupils. We aim for all children to be ready for the next stage of their educational journey.

Our primary goal is to utilise the pupil premium fund in order to close the attainment gap that exists between disadvantaged pupils and their peers. We will use our knowledge of our pupils and our community, as well as findings from national research, to make evidence-based decisions. For the next academic year we will focus on addressing gaps and supporting well being through high quality teaching and focussed, measurable interventions, enriching the wider opportunities for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in pupil knowledge and attainment due to varied start points and a legacy of educational disruption.
2	Some pupils have limited speech and language and early reading skills or do not read frequently.
3	Mental health concerns, including social and emotional wellbeing and resilience amongst pupils, including PP pupils.
4	In some cases, inconsistent attendance, and punctuality.
5	In some cases, limited access to enrichment and varied life experiences for PP pupils.
6	In some cases, gaps in pupil knowledge and attainment due to multiple needs and barriers e.g., disadvantaged and SENd or disadvantaged and SEMH

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
Gaps in pupil knowledge and attainment due to varied start points and a legacy of educational disruption. Gaps in learning are reducing and differences are diminished.	Highly effective quality first teaching in place. • Monitoring and evaluation shows that all teaching in school is at least good • Analysis of data ensures learning is appropriately adapted to support pupils. • Identified children will have caught up and made progress. • PP achieve strong progress scores and increasing attainment in Reading, Writing and Maths by the end of KS2. • Internal data and monitoring evidence strong progress across school. • Children with identified gaps or needs receive additional intervention to support their progress
Some pupils have limited speech and language and early reading skills or do not read frequently. Phonics teaching is embedded within all lessons in Reception Year 1, and Year 2. To embed and sustain a reading culture across the whole school. Pupils have access to high quality texts within guided reading. Guided reading texts are pitched appropriately. Pupil vocabulary is extended	Yr1 ppg pupils passing phonic screen will increase and be in line with national all pupils. PP pupils will read 2x per week. Reading attainment at KS1 and KS2 is at least in line with national
Mental health concerns, including social and emotional wellbeing and resilience amongst pupils, including PP pupils.	Pupils' emotional and social needs are well supported; this has impact so they are ready to learn. Pupils who are disadvantaged due to low income are able to attend or experience

Pupils are emotionally ready to access learning and progress of these pupils is in line with others.	subsidised extra-curricular activities and events in line with their peers. • Enrichment activities are embedded and allow all children to gain cultural capital through planned trips and events. • Pupils make a positive contribution to the community. • All pupils take part in the academy 11 before 11 promises
In some cases, inconsistent attendance, and punctuality. Disadvantaged pupil attendance to improve and be in line with others. All Disadvantaged pupils will meet national expectations for attendance.	Pupils are in school and attend well. Attendance is in line with, or above, national. Ensure attendance of disadvantaged pupils is above 95% Rates of persistence absence are reduced to be in line with or below national average. Disadvantaged pupils' attendance is in line with non- disadvantaged pupils. The school will contact parents proactively if attendance slips. EWO support available. Additional meetings to support Attendance targets and EHWB will be arranged with identified pupils
In some cases, limited access to enrichment and varied life experiences for PP pupils. Pupils are exposed to a range of social, cultural and sporting experiences. School will deliver an engaging, broad and varied curriculum that develops pride and knowledge in the local area.	Pupils attend visits/events they would not normally be exposed to within and outside of the school day. PP participation in clubs/events increases beyond 80% Disadvantaged pupils are encouraged to participate in sporting competitions by the sports coordinator. Governors are able to articulate the impact of the pp funding to improve wider opportunities for PP pupils. 11b411 experiences will ensure that all pupils have opportunities to try new and varied activities and experiences. • School experiences support enrichment and building of cultural capital e.g., 11 before 11/trips/clubs/sports. • External support will be sought for those that require it e.g.,

In some cases, gaps in pupil knowledge and attainment due to multiple needs and barriers e.g., disadvantaged and SENd or disadvantaged and SEMH Pupils will have opportunities in school to read, practise spellings and consolidate multiplication tables.	Disadvantage pupils' basic skills in reading, spelling and multiplication knowledge will improve and be in line with non disadvantaged pupils. Small steps of progressed evidenced for send/ppg pupils. Early Help intervention is in place where required.

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: £ 9,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils – previous year summer term objectives delivered, High quality feedback for all learners Half termly parental engagement through SEN reviews and additional identified disadvantaged pupils. Adaptive teaching CPD for all staff. *CPD for new structure of maths lessons using whiterose work books and fluency.* *Weekly CPD meetings for TAs*	The Sutton Trust found that 'the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years worth of learning with very effective teachers.' Meta analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.: • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.	1,2,6
Regular feedback on basic errors in all subjects.	EEF – Phonics approaches have been consistently found to be effective in supporting younger readers to master the	1,2

Daily activities – spellings/times tables. Weekly GPS lessons. Maths – daily fluency using fluency bee. Target Pupils heard read at least 2x per week. Talk Boost intervention in place for targeted pupils in KS1 and KS2. *Vocabulary focus and quizzes to ensure knowledge sticks*	basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading EEF - Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds	
Daily phonics teaching and use of phonics throughout other subjects Rec – Year 2. Phonic teaching and interventions in Year 3 Early Reading champions to complete rigorous and timely monitoring RWInc CPD for all new staff or refresher training for current staff – ongoing through RWInc portal. Additional RWI resources and interventions for selected pupils	EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1,2, 6
Pupils will read at least 2x per week to an adult Pupils will practise on TT Rock-stars at least once per week in Y3 and 4. reading volunteer for ppg/cic/plac pupils	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.(EEF)	1,2,6
Ensure that all ECTs receive high quality mentor sessions in order to	Effective CPD is crucial in developing classroom practise and improving pupil	1,2,6

promote a variety of strategies within the classroom	outcomes Evidence can be found here: Effective Professional Development EEF	
Well being prioritised for pupils and staff through: Embed a range of EHWB inter-ventions and ELSA. Continue to embed the use of Calm Brain. Training of an additional mental health first aider	EEF - School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. Universal programmes which generally take place in the classroom with the whole class; Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	3,4,5

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

Budgeted cost: £ 88,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk boost speaking and listening intervention across the school. *Speech and Language cpd for specific programmes.*	There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.: • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted. EEF - Oral language interventions consistently show positive impact on learning with slightly larger effects for	1, 2, 6

	pupils from disadvantaged backgrounds This result has a very high security rating: 5 out of 5 on the EEF padlock scale.	
School led support - School Led teacher deliver small group lessons and interventions in KS2. Regular multiplication table practice – TT Rockstars for Y3, Y4, Y5, Y6 pupils. Appropriate models and scaffolds to support writing and maths. Year 6 and other targeted year groups - School staff to run after school club intervention for disadvantaged pupils within their year group. Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments	Meta analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.: • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.	1,2, 6
Additional adults to support PP pupils with SEMH/vulnerable needs in order to access their learning.	Small group tuition +4 months (EEF) 1 to 1 tuition +5 months (EEF)	3,4,5, 6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Early intervention by EWO and Inclusion mentor when absence is below 95%. – phone calls, texts Attendance rewards/certificates – star award Early Help Assessments	A number of PPG pupils have persistent absence. Addressing any attendance concerns is key to improving progress and attainment. NFER research: www.nfer.ac.uk/publications/PUPP01 www.gov.uk/government/organisations/department-for-education/about/research	3, 4
Extra curricular activities for PP pupils are subsidised across the year - for one extra curricular activity every term. Identified pupils funded for breakfast club provision/after school hub. Residential visits are partially funded and school visits are funded for PP pupils. Outdoor and adventure learning is funded. 11b411 will ensure that all ppg pupils have opportunities to try new and varied experiences PPG pupils are given opportunity to participate in Active/sports events throughout the year.	EEF – studies of adventure learning interventions consistently show positive benefits on academic learning. EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	3, 5
Disadvantaged pupils receive additional support for emotional, health and well being needs through either school pastoral team or external agencies where applicable. PP pupils make at least expected progress. Calm Brain group and 1:1 support 1 to 1 emotional and well being support	Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might	3 4, 5,6

Circle of friends groups Lego therapy groups (through BSAT) Drawing and Talking Therapy (through BSAT) Governors are able to articulate the impact of the pp funding to address social and emotional needs. Rainbow Room and EHWB support to be embedded – purchase of specific resources to support sensory and emotional needs. SMASH LIFE support for a small number of KS2 pupils. (weekly) Future in Mind CPD for Pastoral Lead	focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF foundation 2018 EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	
Sports coordinator to ensure all disadvantaged pupils have access to sporting events and extra curricular sporting clubs Forest school sessions to support EHWB needs through outdoor learning	EEF – studies of adventure learning interventions consistently show positive benefits on academic learning. EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	3, 5
Become an attachment aware school – self evaluation process and CPD for staff Whole school approach to social and emotional learning	ARC case study - How can we use reflective practice and our growing awareness of attachment and trauma to best support our most vulnerable children?	3,4,5, 6

and a behaviour policy applied with equity for disadvantaged pupils.	EEF - Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	

Total budgeted cost: £ 40,600

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 2023 to 2024 academic year.

PPG Attendance 91.3% the school EWO is now monitoring all children below 95% and specific year groups

8 PPG pupils have accessed Play Therapy or Smash Life mentoring sessions in school over the last academic year, resulting in a good impact on emotional wellbeing and a reduction in behaviour incidents

TAs received CPD from the LA for Literacy pathways and PPG targeted interventions have been in place throughout the year.

2024 Phonics outcomes	School
Y1 Phonics (cohort) 60 pupils	85%
Y1 Phonics disadvantaged 13 pupils	77%
Y1 Phonics SEND 8 pupils	37.5%
Y2 Phonics 4 pupils	50%
Y2 Phonics disadvantaged 3 pupils	33%
Y2 Phonics SEND 2 pupils	0

2024 Early Years Good Level of Development	School
GLD (cohort) 56 pupils	76%
Disadvantaged 10 pupils	50%
SEND 5 pupils	20%

2024 KS1 outcomes (Co-hort) 60 pupils	All School %	Disadvantaged
RWM	78%	60%
R	88%	80%
W	83%	70%
M	86%	70%

2024 KS2 out-comes (cohort) 61 pupils	**School % EXS**	Disadvantaged
RWM	63.9%	53.8%
R	75%	61.5

W	70%	53.8%
M	73.7%	53.8%
GPS	77%	53.8%

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

Programme	Provider
Early Years Talk Boost	I Can

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details