# Pupil premium strategy statement

This statement details our school's use of pupil premium (2025 to 2026 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 | 415 |
| Pupil Premium (% of the school) | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | 20/10/2025 |
| Date on which it will be reviewed | Summer 2026 |
| Statement authorised by | Ellen Smith |
| Pupil premium lead | Ellen Smith / Yvonne Thorpe |
| Governor / Trustee lead | Esther McDermott |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £163,418 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £163,418 |

# 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<br><br>Disadvantaged pupils in KS2 (Y4,5,6) are not achieving age related outcomes in line with their peers in reading, writing and maths.<br><br>Disadvantaged pupils in Summer Year 2 (current year 3) are not achieving age related outcomes in line with their peers in reading, writing and maths. |
| 2 | Children entering reception with limited speech and language |
| 3 | Mental health concerns, including social and emotional wellbeing and resilience amongst PP pupils.(37% OF PPG in last academic year) |
| 4 | In some cases, inconsistent attendance, and punctuality. Overall attendance for FSM pupils |
| 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 (50% PPG pupils) |

## 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 |
|---|---|
| **Improved reading, writing and maths data for disadvantaged pupils.**<br><br>Gaps in learning are reducing and differences are diminished. | Highly effective quality first teaching in place.<br>• Monitoring and evaluation shows that all teaching in school is at least good<br>• Analysis of data ensures learning is appropriately adapted to support pupils.<br>• Identified children will have caught up and made progress.<br>• PPG increasing attainment in Reading, Writing and Maths by the end of KS2.<br>• Internal data and monitoring evidence strong progress across school.<br>• Children with identified gaps or needs receive additional intervention to support their progress |
| **Improved oral language and vocabulary skills for disadvantaged pupils** | Yr1 ppg pupils passing phonic screen will increase and be at least in line with national and all pupils.<br><br>Appropriate speech and language interventions are in place in a timely manner to close gaps.<br><br>Pupil vocabulary is extended |
| Pupils are emotionally ready to access learning and progress of these pupils is in line with others. | Pupils' emotional and social needs are well supported; this has impact so they are ready to learn.<br><br>Pupils who are disadvantaged due to low income are able to attend or experience subsidised extra-curricular activities and events in line with their peers. |

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| | • Enrichment activities are embedded and allow all children to gain cultural capital through planned trips and events.<br><br>• Pupils make a positive contribution to the community.<br><br>• All pupils take part in the academy 11 before 11 promises |
| To achieve and sustain increased attendance for all pupils, including FSM pupil attendance.<br><br>All Disadvantaged pupils will meet national expectations for attendance. | Pupils are in school and attend well.<br><br>Attendance is in line with, or above, national.<br>Ensure attendance of disadvantaged pupils is above previous academic year.<br>Rates of persistence absence are reduced to be in line with or below national average.<br>Disadvantaged pupils' attendance is in line with non- disadvantaged pupils.<br><br>The school will contact parents proactively if attendance slips. EWO support available.<br><br>Additional meetings to support Attendance targets and EHWB will be arranged with identified pupils |
| Pupils are exposed to a range of social, cultural and sporting experiences.<br><br>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.<br>PP participation in clubs/events increases beyond 75% across the year.<br>Disadvantaged pupils are encouraged to participate in sporting competitions by the sports coordinator.<br>Governors are able to articulate the impact of the pp funding to improve wider opportunities for PP pupils.<br>11b411 experiences will ensure that all pupils have opportunities to try new and varied activities and experiences.<br>• 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., |

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| **In some cases, gaps in pupil knowledge and attainment due to multiple needs and barriers e.g., disadvantaged and SENd or disadvantaged and SEMH**<br><br>Identified 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.<br><br>Small steps of progressed evidenced for send/ppg pupils.<br><br>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: £ 32,196

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Quality First Teaching and High quality feedback for all learners<br><br>Half termly parental engagement through SEN reviews and additional identified disadvantaged pupils.<br><br>Adaptive teaching CPD for all staff – focus on flexible grouping, assessment (hinge questions), use of scaffolds, in the moment adaptations<br><br>*CPD for foundational facts in maths, foundational skills in writing.*<br><br>*Weekly CPD meetings for TAs*<br><br>*Costs to cover CPD for teachers new to year 4 on multiplication.*<br><br>*Costs to cover CPD for Y6 teachers – success in year 6*<br><br>*Costs to cover Cluster networking, moderation and support in Y6.*<br><br>*Purchase of new standardised assessments*<br><br>*MTC workshop for parents* | 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.'<br><br>Meta analysis of research by John Hattie breaks down quality teaching into:<br><br>Pupils having clear goals/objectives<br><br>Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.<br><br>EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils<br><br>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.:<br><br>• Intensive tuition in small groups is very effective<br>• Pupils are grouped according to specific level or need<br>• Pupils' needs are accurately assessed and targeted. | 1,2,6 |
| Purchase of RWI development day and online CPD for staff | EEF – Phonics approaches have been consistently found to be effective in supporting younger readers to master the | 1,2 |

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| Regular feedback on basic errors in all subjects.<br><br>Daily activities – spellings/times tables.<br><br>Weekly GPS lessons.<br><br>Maths – daily fluency using fluency bee.<br><br>Target Pupils heard read at least 2x per week.<br><br>Talk Boost intervention in place for targeted pupils in EY, KS1 and KS2.<br><br>Literacy pathways for Y3 pupils who are not ARE<br>Literacy pathways for Y6 pupils who started in Y5<br><br>Identified staff as children's champions – with a focus on foundational skills. | 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<br><br>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.<br><br>Phonic teaching and interventions in Year 3<br><br>Early Reading champions to complete rigorous and timely monitoring<br><br>RWInc CPD for all new staff or refresher training for current staff – ongoing through RWInc portal.<br><br>Additional RWI resources and interventions for selected pupils<br><br>Phonics workshops for parents | 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 | Evidence indicates that one to one tuition can be effective, delivering approximately | 1,2,6 |

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| Pupils will practise on TT Rock-stars at least once per week in Y3 and 4.<br><br>reading volunteer for ppg/cic/plac pupils | five additional months' progress on average.(EEF) | |
| Ensure that all ECTs receive high quality mentor sessions in order to promote a variety of strategies within the classroom. | Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: Effective Professional Development EEF | 1,2,6 |
| Well being prioritised for pupils and staff through:<br><br>Embed a range of EHWB inter-ventions and ELSA.<br><br>Continue to embed the use of Calm Brain.<br><br>Purchase of High quality CPD for staff on use of PACE strat-egy to support SEMH/regula-tion | EEF - School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.<br><br>Universal programmes which generally take place in the classroom with the whole class;<br><br>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: £ 82,666

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Talk boost speaking and listening intervention across the school.*<br><br>*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.: | 1, 2, 6 |

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

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| needs in order to access their learning. | | |

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

Budgeted cost: £48,556

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Early intervention by EWO and Inclusion mentor when absence is below 95%. – phone calls, texts<br><br>Attendance rewards/certificates – star award, 100% weekly attendance prize draw, weekly stickers/prize for PA FSM pupils.<br><br>Early Help Offer<br><br>Regular phonecalls with parents re; attendance before SAL2 letters are sent.<br><br>Home visits to support when possible.<br><br>Parent workshops to engage with school and support them to help learning. | A number of PPG pupils have persistent absence.<br><br>Addressing any attendance concerns is key to improving progress and attainment.<br><br>NFER research:<br>www.nfer.ac.uk/publications/PUPP01<br>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.<br><br>Identified pupils funded for breakfast club provision/after school hub.<br><br>Residential visits are partially funded and school visits are | EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.<br><br>EEF:<br><br>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ | 3, 5 |

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| funded for PP pupils. Outdoor and adventure learning is funded.<br><br>11b411 will ensure that all ppg pupils have opportunities to try new and varied experiences<br><br>PPG pupils are given opportunity to participate in Active/sports events throughout the year.<br><br>Purchase of outdoor education enrichment activities for pupils in Year 3 and year 4 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ | |
| 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.<br>Calm Brain group and 1:1 support<br><br>1 to 1 emotional and well being support<br><br>Circle of friends groups<br><br>Lego therapy groups (through BSAT)<br><br>Drawing and Talking Therapy (through BSAT)<br><br>Governors are able to articulate the impact of the pp funding to address social and emotional needs.<br><br>Rainbow Room and EHWB support to be embedded – purchase of specific resources to support sensory and emotional needs. | 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.<br><br>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 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.<br><br>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.<br>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning | 3 4, 5,6 |

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| SMASH LIFE support for a small number of KS2 pupils. (weekly)<br><br>Future in Mind CPD for Pastoral Lead | | |
| Sports coordinator to ensure all disadvantaged pupils have access to sporting events and extra curricular sporting clubs<br><br>Forest school sessions to support EHWB needs through outdoor learning | EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.<br><br>EEF:<br><br>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/<br><br>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ | 3, 5 |
| Whole school approach to social and emotional learning and a behaviour policy applied with equity for disadvantaged pupils.<br><br>Small contingency allocated for acute issues | ARC case study - How can we use reflective practice and our growing awareness of attachment and trauma to best support our most vulnerable children?<br><br>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.<br><br>Over the previous 12 months we experienced a higher level of in year mobility for disadvantaged pupils coming to school. | 3,4,5, 6 |

## Total budgeted cost: £ 163,418

# 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 2024 to 2025 academic year.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that in school gaps are closing:

In KS1 reading, the gap between all pupils and ppg pupils has reduced. In year 1 and year 2 phonics, the gap has also reduced, with Y2 disadvantaged being in line with non disadvantaged in passing the phonics screen. The gap in Yr1 phonic screen has been reduced. The attainment gap in Year 1 writing has closed and disadvantaged pupils achieved the same as non disadvantaged. Maths attainment gaps have reduced in year 5 with disadvantaged (64%) being in line with non disadvantaged (67%) in school.

| **2025 KS1 outcomes (Cohort)** 60 pupils | **All School %** | **Disadvantaged** |
|---|---|---|
| R | 81 | 71 |

| **2025 Phonics outcomes** | **School** |
|---|---|
| Y1 Phonics (cohort) 58 pupils | 90% |
| Y1 Phonics disadvantaged 11 pupils | 83% |
| Y2 Phonics 59 pupils | 92 % |
| Y2 Phonics disadvantaged 15 pupils | 90% |

With have also drawn on school data and observations to assess attendance. This has been a focus for school, working alongside the LA EWO. Disadvantaged attendance overall is improving, and now FSM attendance remains a priority for the next academic year.

Internal observations and monitoring, following cpd for staff in emotion coaching, speech and language and adaptive teaching, which focussed on the challenges identified in our cohort, demonstrated good impact for behaviour and well being support. In addition to in school staff cpd, some pupils have also accessed external Play Therapy sessions and Smash Life trauma informed mentoring sessions in school over the last academic year.

We have offered a wide range of high quality extra curricular activities to boost wellbeing, behaviour, social skills, attendance and aspiration . These activities have included socialising,

resilience, confidence, team work and aspirations. Disadvantaged pupils are encouraged and supported to participate resulting in:

75% PPG pupils attended an extra curricular activity from the wider offer of arts, sports, music clubs.

80% PPG pupils participated in either a sports after school club, sporting event or competition or physical intervention support sessions.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to dimmish gaps and raise attainment outcomes See the detail above.

## 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 |
|---|---|
| | |
| | |

## Service pupil premium funding (optional)

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

| Measure | Details |
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