

The Appleton School – Pupil Premium Strategy 2019/20 -2021/22

Statement Authorised By: Mr S Bramwell Intervention Lead: Mr R Dobinson PP Co-ordinators: Ms J Lawlor/Ms T Dawkins



The Appleton School prides itself on striving to ensure that all students have the support and opportunities to achieve their potential. It is the Appleton School's philosophy that all students regardless of their background should experience and have access to the highest standard of education.

The Pupil Premium is additional funding that is designed to help disadvantaged pupils of all abilities perform better and in turn close the gap between them and their peers. The funding is allocated according to the number of students on-roll who meet the eligibility criteria for free school meals (FSM), looked after/in care (LAC) and for children of service personnel. There is no requirement for this money to be spent on individual students if they meet the eligibility rather it is necessary to allocate the funding to this group of students as well as other pupils from lower income families so that these students can be provided the same opportunities to make the same progress as their peers.

Funding

The PPG per pupil for 2018 to 2019 is as follows:-

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

Full details on the funding can be found at: <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

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The Appleton School Funding Allocation	
Total number of students on roll October 2018	1620 (inc 6th Form)
Total number of Pupil Premium Students October 2018	283
Total amount of funding received 16/17	£258,060
Total amount of funding received 17/18	£255,255
Total amount of funding received 18/19	£238,425
Total amount of funding received April 2019	£231,880

Note: Funding is received in April of each year in response to the school census in October of the previous year. As a result there are small discrepancies in funding figures and the size of the cohort.

Cohort Summary 2019/20

Year Group	Total number of students	Total PPG	% of year group	Males	Females
7	272	52	19.12%	26	26
8	272	60	22.06%	31	29
9	298	55	18.46%	21	34
10	270	55	20.37%	30	25
11	300	50	16.67%	26	24
Total	1412	275	19.26%	134	138

**As of September 2019, subject to variation throughout the academic year. Figure do not include KS5.*

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Glossary of Terms

- **PP** – Pupil Premium - additional funding for publicly funded schools in England. It's designed to help disadvantaged **pupils** of all abilities perform better and close the gap between them and their peers.
- **FSM** – Free School Meals - a statutory benefit available to **school-** aged children from families who receive other qualifying benefits and who have been through the relevant registration process
- **AR** - Accelerated reader – a programme designed to be accessible to pupil premium students within the school to develop their reading ability with books that engage and challenge their reading skills.
- **Accelerated maths** – Identified pupil premium students had/have access to accelerated maths to ensure there are equipped to make progress in the classroom.
- **Staffing intervention** – smaller class sizes within Maths and English allow for targeted intervention which in turn allows pupil premium students the opportunity to make appropriate levels of progress. Additional adult support within the classroom targets pupil premium students.
- **Learning intervention team** – Staff identified to work with specific key students to develop their progress in areas where they are not making appropriate levels of progress. Therefore, small group intervention will facilitate targeted progress.
- **KS4 Intervention** – targeted intervention for pupil premium students in all subject areas is provided during specified evenings, weekends and holiday's which enables specific examination strategies and gaps in knowledge to be addressed in order to support progress.
- **Careers** – Pupil Premium Year 11 students have access to post 16 careers advice which enables pupils to find appropriate placements for further education.
- **EWO & attendance** – Pupil premium students are/were targeted to enable access to education with the support of the school and the EWO.
- **DAF** -Disadvantaged fund – A fund to support lower income students (families) access materials and resources to enable them to make progress.
- **Curriculum resources** - Subject specific equipment and resources for all pupil premium students is available to ensure students can access the curriculum and in turn achieve their potential.
- **Social skills/counselling/parenting classes** – Some of our pupil premium students and families require specialist emotional and social support. This is implemented to eliminate barriers to learning.
- **GCSEPOD** – All GCSE groups have access to GCSEPOD which is an interactive revision tool to support their progress. This can be accessed internally or from students' personal devices at home.
- **Pupil Premium Co-ordinator** – A person who implements, tracks and evaluates key strategies and interventions for pupil premium students so as to enable pupils the same access to a high quality learning experience and to ensure students make the appropriate levels of progress.
- **EEF** – Educational Endowment Foundation - an independent charity dedicated to breaking the link between family income and educational achievement.
- **Learning Performance** – Outside support for Revision, Motivation and Aspiration
- **Hegarty Maths** – Online Maths program, widely used in Secondary Schools.

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Student Outcomes 2018/19

Attendance

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Year 7	65	94.85	3.59	1.56	2.19	0
Year 8	69	91.6	4.93	3.47	3.04	0
Year 9	62	93.4	4.99	1.6	4.58	0
Year 10	65	92.05	5.62	2.32	3.72	0
Year 11	40	94.39	4.5	1.11	3.85	0
Year 12	13	94.99	4.07	0.94	3.07	0

Public Examination Performance

Year 11	2018/19 Pupil Premium Pupils (2017/18)	2018/2019 NON Pupil Premium Pupils
A8 average	42.08 (40.18)	47.82
P8 average	-0.28 (-0.78)	-0.14
Ebacc Entry	42%	51%
% Grade 5+ English and Maths	32	47

Note: The gap between PP and Non PP students nationally was **0.57**, at the Appleton School it was **0.14**.

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	Implementation	Cost*	Impact	Evidence
To raise achievement of students.	Teaching and learning	£82,000	All PPG pupils made progress across all subjects. The gap continues to narrow between PPG & non-PPG as seen in the academic performance tables below.	According to the EEF 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 learning development programme (mastery learning, metacognition, self-regulation and collaborative learning). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit
	Professional Development for Teaching and Support Staff	£5,000	Staff developed core teaching skills through CPD sessions which enabled teaching staff to ensure Pupil Premium students make the expected progress.	According to a report by Professor Steve Higgins facilitated through the EEF the impact that targeted professional development can have in closing the gap is significant. https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_attainment_and_closing_the_gap.pdf

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	Learning intervention team	£10,000	Targeted intervention developed PPG progress in specific subject areas. The gap continues to narrow within KS3 & KS4 see the academic performance tables.	This strategy is based on the findings from the ‘Pupil Premium Next Steps’ published by The Sutton Trust which emphasises early intervention. https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf
	Classroom support	£20,000	Students were provided with classroom support to enable PPG students to access the Curriculum.	Classroom support has a proven positive impact of PPG pupils’ progress according to the EEF. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/

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	KS4 Intervention/ revision classes	£2,000	PPG students gained access to additional support outside the classroom in order to make progress.	<p>This strategy is based on the findings from the ‘Pupil Premium Next Steps’ published by The Sutton Trust which emphasises intervention as a mechanism to increasing progress.</p> <p>https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</p>
	Small group tutoring	£10,000	<p>PPG students gained confidence regarding learning among small groups.</p> <p>PPG students received differentiated learning environments which reduced the PPG among KS3.</p>	<p>This strategy is based on the findings from the EEF toolkit which found that small group tuition is effective on increasing disadvantaged pupils’ attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>

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	Resources for small group tutoring	£1,000	PPG pupils were given access to appropriate materials to support academic progress.	Refer to above.
	Homework support	£1,000	Students were provided with a supportive controlled environment which extended their learning experience. Impact: Increased hand up of completed Homework by PPG pupils.	The EEF toolkit shoes that the right support with homework can have a moderate impact on attainment. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/

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	Accelerated reader	£6,000	Enabled students to make additional progress within their literacy skills. Impact: All KS3 PPG Students actively engage with the programme and continue to narrow the gap to perform in line with peers.	This strategy is based on the findings from the “Pupil Premium Next Steps” which emphasises the importance of early intervention. https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf
	Numeracy Support	£1,200	Enabled students to make additional progress with their numeracy skills. Impact: All KS3 PPG students actively engage with the programme and continue to narrow the gap to perform in line with peers.	This strategy is based on the findings from the “Pupil Premium Next Steps” which emphasises the importance of early intervention. https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf

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	GCSEPOD	£5,000	<p>Provided additional revision opportunities at KS4. Impact – From 1st September 2018 to 31st July 2019 students and teachers watched 24441 Pods</p>	<p>The EEF toolkit states ‘studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress’</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>
	Curriculum resources	£5,000	<p>Ensured all pupil premium had access to curriculum resources in order to make progress.</p>	<p>This strategy ensures all PPG pupils have all materials and resources eliminating the barriers to learning.</p>

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	Revision packs for all PPG year 11 students	£2000	Ensured all year 11's have the correct revision aids to help them progress.	Revision Packs were made available in advance of examinations with a printed individualised examination timetable enabling students to 'get exam ready'. This also promoted self-regulation. https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/
	Resources computer supplies	£2,000	Enabled effective printing of resources.	Booklets are ready in advance of requirement and those students who are visual learners with support material.

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To raise aspirations of students	The Brilliant Club	£5,000	This gave students the opportunity to experience of learning at a university level and broaden their knowledge beyond the curriculum.	Evidence shows PPG students were more likely to progress to a highly selective university when compared with the national average. https://thebrilliantclub.org/wp-content/uploads/2018/05/The-Brilliant-Club-Independent-Impact-Evaluation-Update-vF_30th-April-2018.pdf
	Motivational speaker – Learning Performance	£1000	Ensured pupils were motivated to do well and promoted high expectations.	The EEF toolkit shows that motivational events can have a positive effect on pupil motivation. https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Final_Copy_EEF_Evaluation_Report_-_Pupil_Incentives.pdf

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	Careers advice & tracking	£3,000	Raised student’s aspirations for the future so they understand the importance of achievement in school.	<p>Supporting an ethos of high aspirations instils motivation, independence, self-regulation and in turn promotes progress. This is reported in the “supporting the attainment of disadvantaged pupils” by the DfE.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>
	Parenting classes – Learning Performance	£300	Supported parents in helping their children make progress.	<p>The EEF toolkit state that ‘parental engagement is consistently associated with pupils’ success at school’. Therefore, parental engagement is key to PPG progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>

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<p>To reduce financial barriers for PPG pupils, so they can access all resources to eliminate barriers to progress</p>	<p>Financial support for uniform (when requested)</p>	<p>£800</p>	<p>Reduced the financial barriers to students learning so they could access the resources which in turn enhanced their experiences and progress in learning. According to the EEF “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources”.</p> <p>The ‘Pupil Premium Next Steps’ also highlights the positive impact removing financial burden can have on pupils experiences within the learning environment. https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</p>
	<p>Basic equipment (pencil cases etc.)</p>	<p>£1,500</p>	

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	Breakfast allowances	£1,500	
	Food allowance for year 11 PPG during exam period.	£200	

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To provide social and emotional intervention	Attendance & EWO	£3,000	Enabled students to be given the appropriate support to attend or improve their attendance to make progress in the classroom. Impact: see attendance table below.	Increased attendance can improve the educational outcomes for disadvantaged pupils as found in the DfE report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf
	Counselling	£15,000	Enabled the social and emotional issues to be addressed so pupils could focus on learning.	The EEF toolkit shoes that targeting emotional issues can have a moderate impact of attainment. https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social-and-emotional-learning-strategies/

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	Peer Tutor programme KS5, KS4 & KS3	£500	Allowed students to develop social skills and feel they were supported with their learning from their peers.	Research from the EEF shows that peer mentoring /tutoring can have a moderate impact on attainment. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/
	Social skills in self esteem	£3,000	Ensured students to develop personal skills to allow reduction in their barriers to learning and accessibility to the curriculum.	This approach is based on research by the EEF which shows that targeting social and emotional barriers can have a moderate impact on attainment. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/

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<p>To ensure all pupils from disadvantaged backgrounds receive support to access curriculum</p>	<p>Disadvantaged Fund relating directly to curriculum</p>	<p>£5,000</p>	<p>Reduced the financial barriers to students learning so they could access the resources enhancing their experience and progress in learning.</p>	<p>According to the EEF “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources”.</p> <p>The ‘Pupil Premium Next Steps’ also highlights the positive impact removing financial burden can have on pupils experiences within the learning environment.</p> <p>https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</p>
<p>To ensure effective resources to narrow the gap.</p>	<p>Administration</p>	<p>£10,000</p>	<p>Ensured the appropriate supply and dissemination to the right students to ensure pupils made progress.</p>	<p>Refer to the above point on why it is essential PPG students have the necessary resources to learn.</p>

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	Pupil Premium Co-ordinator KS3	£3,250	Ensured that pupil premium spending was tracked and reviewed against academic targets to ensure the best for PPG pupils 'outcomes.	<p>Research shows a pupil premium coordinator can facilitate a school to maximise achievement by ensuring funding is allocated effectively</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</p>
	Pupil Premium Co-ordinator KS4	£3,250	Ensured that pupil premium spending was tracked and reviewed against academic targets to ensure the best for PPG pupils' outcomes.	<p>Research shows a pupil premium coordinator can facilitate a school to maximise achievement by ensuring funding is allocated effectively</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</p>

*The **COST** of each element for PPG students is estimated.

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Proposals for 2019/20

The PP budget for 2019/20 is expected to be roughly in line with previous years. Due to the relative success of measures in the last year the vast majority of spending initiatives with this cohort will remain the same. The most profound impact the school can have on disadvantaged students is by working to ensure they make good academic progress through their five years at the school. With this in mind it must be noted that there are 60 PP students in the current Year 11 and their academic performance will be a key priority. In 2019/20 we will increase our focus on academic intervention. As such we will be offering additional academic intervention in the following areas:

- **Sub 100 Maths (Numeracy)** – Mr E Asare will work with a small groups Year 7 students, these students will be those that have arrived at the Appleton School with low prior attainment in Mathematics. These Interventions will take place on Wednesdays during P6. The students will use the **Hegarty Maths** learning platform to facilitate this work.
- **Sub 100 English (Literacy)** – Mr M McGory and Ms J Lawlor will be working with a similar cohort of Year 7's, they will be using **SOUND** (a targeted reading scheme) and one to one tuition.
- **Revision Workshops** – Year 11 PP students will continue to work with **Learning Performance**, they will deliver a series of workshops focusing on preparation for Public Examinations.