

Pupil Premium (PP) strategy statement – The Appleton School

School overview

Detail	Data
Number of pupils in school	1582 (288)
Proportion (%) of pupil premium eligible pupils	20%*
Academic years that our current pupil premium strategy plan covers	3 Years September 2024 -September 2027
Date this statement was published	October 2024
Date on which it will be reviewed	Annually
Statement authorised by	Mr J Hannan
Pupil premium lead	Mr R Dobinson
PP Co-ordinators	Mr A Marshall
Governor / Trustee lead	Ms F Trotter

*6th Form excluded - 289/1416

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269 850
Carry Over	£0
Total budget for this academic year	£269 850

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 is in the town of Benfleet which lies to the East of London on the River Thames, the school has Disadvantaged 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 (LA) is Castle Point and according to the [ONS](#) in 2019, 10.7% 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](#) (Education Endowment Foundation) 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 will acquire the skills and abilities that allow them to pursue a wide range of education and employment opportunities.

"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." DfE 2017

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 in shaping the destinations of our students. Our aim is also to continue to prioritise QFT (Quality First Teaching), all educational research shows that the quality of lessons and the skills of the teacher will have the biggest impact on all our students and particularly our more vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pastoral and Academic Support</p> <p>A large number of our disadvantaged students are difficult to reach, avoid help, and are often disengaged with school. The school will continue to focus on offering individual students the tools they need to be successful whether that is academic or pastoral.</p>
2	<p>Tracking and Intervention/Identifying Barriers</p> <p>The school will continue to develop robust systems to monitor disadvantaged students across the school. This will include the capacity to monitor Academic/Pastoral/Aspirational/Attendance and Behavioural interventions. This will allow us to evaluate the interventions that are offered more successfully and ensure PP students fully utilise everything the school can offer them.</p>
3	<p>Attendance</p> <p>There were significant gaps between PP students and their peers. To reduce this gap our attendance officer will continue to adapt interventions to reduce persistent absence over time and personalise support plans for targeted students. We also intend to use form tutors to interview all students on return from absence to discuss the importance of good attendance.</p>
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, or attend tertiary education outreach.</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 To ensure all students are supported to fully participate in school life and barriers to learning are eliminated.</p>	<ul style="list-style-type: none"> ● All PP students will receive all appropriate resources to complete their GCSEs. ● All PP students will have access to pastoral support through the Disadvantaged Fund. ● All Year 11 PP students will be given priority for academic intervention ● Year 8 PP students are to be provided with 1 to 1 peer Literacy tuition. ● Year 7 PP students are to be provided with 1 to 1 peer mentoring followed by Literacy tuition. ● Increased percentage of PP students passing English and Maths at GCSE. ● A narrowing of the gap between PP students and their peers in all academic areas.
<p>2. Tracking and Intervention To ensure all students are on track to achieve their potential.</p>	<ul style="list-style-type: none"> ● The Pastoral teams will monitor PP students, PP co-ordinators will use this information to provide suitable academic and pastoral interventions. ● PP Pupils will be prioritised for all academic interventions/tutoring.
<p>3. Attendance To improve and sustain attendance for all PP students.</p>	<ul style="list-style-type: none"> ● To move all PP cohorts in all Year Groups to >90% Attendance. ● To work with Pastoral teams, Attendance Officer and SLT to prioritise the attendance of PP students.
<p>4. Quality First Teaching/Feedback To ensure all students receive QFT and are able to thrive in the classroom.</p>	<ul style="list-style-type: none"> ● All assessments across the curriculum are designed with Feedback to PP pupils as a central element. ● All staff receive training in the delivery of effective feedback and adaptive teaching.
<p>5. Cultural capital/Raising aspirations To ensure all students have access to a rich menu of extracurricular experiences.</p>	<ul style="list-style-type: none"> ● All PP pupils receive a 1-2-1 Options meeting in Year 9. ● All Year 11 PP pupils have 1-2-1 destinations and career interviews. ● To maintain the number of NEETS at zero. ● All students attend a HE visit. ● All students attend a trip during their time at school. ● All students attend a residential trip during their time at school.

Activity in this academic year 2023-24

Teaching

Budgeted cost: £191 812

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. They are integral to	All

	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/Tutoring and Staff Training.	
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 English 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, it also 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/RAAC 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. This ICT provision is vital in allowing some of our students to access independent learning.	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 2023 - 10th June 2024. TOTAL GCSEPods STREAMED 9,623 • Strong usage from PP students in the EBACC subjects. • Three of the Top 10 Users are PP Students. 	1, 4
Learning Platforms	The Pupil Premium budget is used to support the costs of a number of learning platforms that support student learning in KS4. We provide funding for EverLearner, Kerboodle, Sparx Maths, Sparx Reader and ExamPro which are used by various subject areas. https://theeverlearner.com/pages/internal-the-everlearner-case-study-the-hinckley-school	1, 4

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

Budgeted cost: £27 979

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 2024 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. This was successful as 28 students in the cohort attended at least one revision session in the holidays. Moving forward our new school management system (ARBOR) will allow us to keep far more effective records of intervention 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 were run through the NTP for the years 2023-24. 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>

GCSE Technology Resources	A number of Technology GCSE's require specific materials and resources. The PP budget provides students with these. All PP students in Year 10 and 11 were provided with the resources to successfully complete their GCSE courses. 66% of Year 11 PP students passed their Food Technology course, we have an even larger cohort in 2024/25.	
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Wider strategies Budgeted cost: £ 50 059

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
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 have decided to engage the Academic mentoring team with students who already had attendance below 90%, this commenced in December 2023. We worked with 20 key students, as a cohort their Attendance increased from 87% to 89% between November 2023 and April 2024.	3
Parenting Classes	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. In our new cohort we currently have four regular parents of which three are PP students' parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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	1, 5

	<p>'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 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, we strongly believe this has helped to contribute to our 0% NEET figure. 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>For our 2024 cohort students in Year 8 and Year 9 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 Year 7 PP 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 Sixth). This has evolved into academic tuition with Year 13 and</p>	1, 5

	<p>Year 8, they are pre-teaching Non-Fiction texts in line with the Year 8 English curriculum.</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.</p>	1, 3

Total budgeted cost: £269 850

Outcomes for disadvantaged pupils

Year 11 – Final Attainment and Progress 2024

	All	PP	Non-PP
Cohort Size	248	33	215
KS2 Average	105.7	102.7	106.2
Estimated Attainment 8	48.4	42.7	49.2
Attainment 8	42.6	31.7	44.2
Progress 8	-0.56	-1.12	-0.47
Gap A8		-12.51	
Gap P8		-0.65	

Year 11 PP 2017-2024

	2017	2018	2019	2020	2021	2022	2023	2024
Cohort Size	52	39	38	47	44	48	51	33
KS2 Average	4.57	4.86	4.73	4.8	103.25	103.17	104.17	102.7
Estimated Attainment 8	43.05	48.18	45.09	46.04	48.62	48.07	45.91	42.7
Attainment 8	45.54	40.18	42.13	45.18	48.11	34.03	39.75	31.7
Progress 8 (Gap to Cohort)	0.25 (-0.26)	-0.8 (-0.63)	-0.3 (-0.17)	-0.1 (-0.2)	-0.02 (-0.28)	-1.35 (-0.56)	-0.59 (-0.4)	-1.12 (-0.65)
National Gap PP v Non PP (Diff to Appleton)	n/a	-0.57 (-0.23)	-0.58 (0.28)	-0.47 (0.37)	n/a	n/a	-0.45 (-0.13)	n/a

As always, we continued to deliver academic tuition and support to all Year 11 PP students up until external examinations. In 2024, the performance of our PP students declined alongside that of their peers. The cohort was much smaller as a percentage of the year group, representing 13%. The cohort did, however, perform strongly in English and Maths.

- 9-4 English and Maths 45% - At National Average
- 9-5 English and Maths 42% - Well Above National Average (29%)
- The cohort was smaller in this year group and contained two students who were school refusers and three who were on Alt-Ed programs. As a result, they did not complete full suites of GCSE's and this impacted on the cohort dramatically. Two of the students on Alt-Ed weighted the PP figure by a third of a grade, the gap between PP and their Peers would have been -0.3.
- The disruption at the beginning of the year had a greater impact on our most disadvantaged students. Some never regained the habit of attending school.

I would recommend reading this report, it outlines the huge challenges schools are facing in raising the attainment of disadvantaged students, the gaps between these students and their peers are as big as they were when Pupil Premium was introduced in 2011.

[https://ffteducationdatalab.org.uk/2024/08/some-more-things-weve-learned-about-the-2024-gcse-results/#:~:text=The%20disadvantage%20gap%20may%20be%20narrowing%20\(or%20is%20it%3F\)&text=The%20gap%20in%20the%20proportion,lowered%20from%2014.3%20to%2012.8.](https://ffteducationdatalab.org.uk/2024/08/some-more-things-weve-learned-about-the-2024-gcse-results/#:~:text=The%20disadvantage%20gap%20may%20be%20narrowing%20(or%20is%20it%3F)&text=The%20gap%20in%20the%20proportion,lowered%20from%2014.3%20to%2012.8.)

Externally provided programmes

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