

Pupil premium strategy statement – Appleton Roebuck Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-26
Date this statement was published	24.11.25
Date on which it will be reviewed	24.11.26
Statement authorised by	Nick Styles
Pupil premium lead	Matt Snowden
Governor / Trustee lead	Claire Wensley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1584
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1584

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, and will make adjustments to our provision wherever necessary to ensure that there is equality of access for all. We want all our pupils to be able to participate, engage and achieve success regardless of their personal circumstances. High-quality teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that nondisadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, ensuring that all pupils attain as highly as possible. We aspire to ensure that the legacy of disruption from the pandemic to their educational provision is negligible. Our approach will be responsive to our knowledge of individuals. Our approach will be tailored according to need. To ensure our strategies are effective we will: - Ensure disadvantaged pupils are challenged in the work that they are set. - Act early to intervene at the point need is identified. - Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	We know that the findings of national studies indicate that the education and wellbeing of many of pupils, including the small number of disadvantaged pupils, have been impacted by partial school closures. Our own assessments and observations of pupils indicate this.
2	Assessments, observations and discussions with disadvantaged learners indicate that on occasion, additional support and challenge within class teaching provision is needed to ensure that all pupils achieve well.

3	Assessments and observations highlighted a lack of fluency in literacy and numeracy skills, partly due to gaps in learning but also in the school's previous approaches to the teaching of the curriculum.
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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 achievement in English and Mathematics for all pupils and particularly the disadvantaged and most able.	Children develop fluency in English and Mathematics in order to move to greater depth learning more frequently. This is demonstrated through: - Engagement in learning - Work scrutiny - Ongoing form
Improved wellbeing for all pupils and staff.	High levels of wellbeing among all pupils. They say that they feel safe and happy at school and are learning and achieving well. Qualitative data from pupil voice, pupil and parent surveys and teacher observations indicate that pupil and staff wellbeing is high.
Improved understanding of individual barriers to learning and application of pedagogy.	Individual needs of all pupils are effectively met. Children are listened to, the curriculum is well matched to their interests and they tackle any perceived barriers to their learning.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff training in emotional wellbeing of pupils.	Education Psychologist visit and training to support teachers in managing emotional challenges to learning.	1,2
Development of the English curriculum to improve achievement in both Reading and Writing	Research indicates that reading has the greatest impact upon achievement, and access to the whole curriculum. Ensuring sufficient challenge through the curriculum will support high levels of achievement	2,3

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

Budgeted cost: £ 1134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave 1 (in-class) support for learning to offer individualised support for pupils, enabling pre and post teaching when appropriate	The EEF states that: 'working with support colleagues can lead to improvements in pupils' attitudes to learning.	1,2,3
Engaging with the NTP to provide school-led tutoring for targeted pupils, including those who are high attainers.	Tuition targets at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who fall behind on a one-to-one basis.	1,3
Reading comprehension strategies through the use of Accelerated Reader offers personalised, targeted and structured support for all pupils.	The EEF states that: 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial	3

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

Budgeted cost: £100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for families for educational visits/extra curricular/enhanced curriculum opportunities	Well-being tracking/engagement/attendance and motivation	2

Total budgeted cost: £ £1584

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

One pupil premium child achieved expected standard in writing and greater depth in maths and reading and grammar, punctuation and spelling. Pupil premium children across school made progress across the curriculum. E.g in year 1 a pupil premium child did not achieve the phonics screening pass mark but did make considerable progress. Pupil premium attendance is at 96.5% as opposed to national average of 91.4%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Was spent on supporting 2 ex service children with their academic achievement and well-being.

The impact of that spending on service pupil premium eligible pupils

Children made good progress and obtained very good SATS results at the end of Year 6.