



Appleton Wiske Community Primary School

Pupil Premium Strategy Statement 2024-27



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 effect that last year's spending of pupil premium had within our school. In preparing this strategy, we have taken into consideration the Education Endowment Foundation's 'Teaching and Learning Toolkit'.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

School overview

Detail	Data
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	16% (12/76)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2025
Next review date	December 2026
Statement authorised by	Neil Clark
Pupil premium lead	Neil Clark
Governor lead	Jane Quy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,180

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. All members of staff and governors are committed to meeting pupils' pastoral, social and academic needs within the school environment. It is recognised that not all pupils who receive free school meals will be socially disadvantaged, and not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the pupil premium funding to support any pupils who the school identifies as socially disadvantaged. This funding helps remove barriers to learning so that all our pupils can access the whole curriculum, reach their full potential and engage in school life.

We intend to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Ensure that disadvantaged pupils make expected or accelerated progress
- Support pupils' health and wellbeing so that they can access their learning at an appropriate level
- Support disadvantaged pupils' engagement in extra-curricular activities
- Improve identified pupils' rates of attendance

We will achieve this by:

- Providing individual and small group support focusing on gaps in learning
- Providing specific and personalised resources which support pupils' learning
- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including socially disadvantaged pupils
- Subsidising activities and educational visits so that pupils have first-hand experiences to enhance their learning
- Providing staff with effective CPD which impacts on the progress of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap – assessments indicate that reading, writing and mathematics attainment for some disadvantaged pupils is below non-disadvantaged pupils.
2	Special Educational Needs and Disabilities – disadvantaged SEND pupils and low prior attainers are one of the most vulnerable groups. 29% of our SEND pupils are disadvantaged.
3	Health and wellbeing – observations indicate that some of our disadvantaged pupils require additional personal, social and emotional support.
4	Financial constraints – socially disadvantaged pupils are less likely to engage in extra-curricular activities and educational visits which limits their opportunities and participation in extension work.
5	Attendance and punctuality issues – some disadvantaged pupils have low rates of attendance compared with non-disadvantaged 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
Higher rates of attainment and progress in RWM for disadvantaged pupils.	By 2026-27, identified pupils will meet age related expectations in RWM. 100% of disadvantaged pupils will make at least expected or accelerated progress (measured by steps progress on Insight Tracking).
Disadvantaged SEND pupils and low prior attainers make accelerated progress.	Disadvantaged SEND pupils and low prior attainers will be targeted through specific interventions and their progress monitored rigorously. By 2026-27, the difference in outcomes between these pupils and other pupils will be diminished.
To achieve and sustain improved wellbeing for all pupils in school, including our disadvantaged pupils.	Identified pupils will receive specific PSE support and develop their personal, social and emotional skills which will have a positive impact on their progress – measured through pupil voice, pupil surveys and observations.
Socially disadvantaged pupils engage in extra-curricular activities and educational visits, enhancing their opportunities and participation in extension work.	Extra-curricular activities and educational visits will be subsidised so that all disadvantaged pupils access the same opportunities as non-disadvantaged pupils.

To achieve and sustain improved rates of attendance for identified pupils.	Sustained high attendance from 2026-27. Head Teacher to monitor attendance of pupils and follow up quickly on absences. Close collaboration between staff and parents to ensure attendance improves.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised assessments in reading, GPS and mathematics. Provide time for staff to administer, mark and analyse assessments.	Standardised tests will provide reliable analysis of gaps in learning in order to identify pupils for additional support through quality first teaching and interventions.	1 2
Quality first teaching and effective feedback from teachers with clear next steps and targets.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1 2
Purchase additional teaching resources to improve fluency, mastery and problem solving, i.e. daily reading and maths booklets, Spelling Shed, MathShed, IDL.	Gaps in learning have been identified which will be addressed during whole class daily discrete sessions using high quality learning resources.	1 2

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Combination of one to one, small group and classroom support. Monitor progress closely against the expected standards.	Some disadvantaged pupils are performing below 'other' children in English and mathematics and require accelerated progress in order to 'diminish the difference' and reach ARE.	1 2
Identify all pupils requiring interventions (individualised learning) due to lower attainment in English and mathematics. Monitor the quality and impact of interventions.	Disadvantaged SEND pupils and low prior attainers are one of the most vulnerable groups. Evidence indicates that swift identification and effective intervention can lead to increased attainment. Specific gaps in learning and targeted interventions are required to accelerate rates of progress.	1 2
Rigorous tracking of progress. Close collaboration with parents to set aspirational targets and ensure home school engagement is positive.	Gaps in learning are identified through effective assessment in order to provide pupils with additional support. Parental engagement has a positive impact on pupil progress.	1 2

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support to identified pupils. Provide external support to identified pupils through 'Compass Phoenix'. Deliver weekly My Happy Mind sessions to pupils, focusing on health and wellbeing and self-help strategies.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, i.e. better health and wellbeing, improved academic performance, a 'can do' attitude and positive relationships with peers.	3
Subsidise extra-curricular activities, educational visits, breakfast club and after school club for disadvantaged pupils.	Providing financial support to parents/carers helps to reduce stress and enables pupils to access a deep and rich curriculum.	4
Embed principles of good practice set out in the DfE's 'Working Together to Improve School Attendance'.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)	5

Total budgeted cost: £18,500

Part B: Review of 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.

Pupil premium funding for 2024-25 was used in the following ways:

- GTA hours to support vulnerable pupils in the classroom
- Delivering interventions to identified pupils
- Providing additional in-school support to identified pupils
- Pastoral support for vulnerable pupils
- Purchase of teaching/learning materials and resources
- Subsidising extra-curricular activities including educational visits
- Staff CPD

Impact:

- Disadvantaged pupils are judged to have made good progress. Internal assessments at the end of 2024-25 academic year indicate that:
 - 100% of disadvantaged pupils made expected or better progress in reading
 - 100% of disadvantaged pupils made expected or better progress in writing
 - 82% of disadvantaged pupils made expected or better progress in mathematics
- Attainment for disadvantaged pupils at the end of 2024-25 academic year:
 - 91% reached the expected standard or higher in reading
 - 64% reached the expected standard or higher in writing
 - 82% reached the expected standard or higher in mathematics
- High quality pastoral support for identified pupils
- Effective mental health support for identified pupils
- Good quality assessment of need leading to focussed and relevant interventions
- Enrichment opportunities for all pupils
- Improved or maintained rates of attendance for 79% of disadvantaged pupils

Externally provided programmes

Programme	Provider
IDL	IDLS Group
MathShed	EdShed
Phonics Shed	EdShed
Spelling Shed	EdShed
Purple Mash	2Simple
My Happy Mind	My Happy Mind

Service pupil premium funding – N/A

Further Information

- High quality wraparound care available for all pupils
- A range of after school clubs available for all pupils – disadvantaged pupils are encouraged to participate
- High quality sports provision (School Games Platinum Award achieved) – all pupils are selected to represent the school in at least one sporting event
- Musical opportunities (member of Music Mark) – in Key Stage 2, every pupil learns a musical instrument
- Forest School for all Reception and Year 1 pupils
- A calendar of enrichment opportunities for all pupils, i.e. educational visits and visitors, school performances etc.