# Pupil premium strategy statement – Applefields School

This statement details our school’s use of pupil premium (and recovery 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 | 197 |
| Proportion (%) of pupil premium eligible pupils | 25.9 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Adam Booker |
| Pupil premium lead | Andrew Kemp |
| Governor / Trustee lead | Lee Innes |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £50,875 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £24,497 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £75,372 |

# Part A: Pupil premium strategy plan

## Statement of intent

| We aim to use pupil premium funding to create specific and targeted support to improve their broad educational outcomes and to ensure our disadvantaged pupils have access to the same amount and type of enrichment opportunities as all our pupils.  Our targeted support will focus on the following areas:   * Progress towards personalised outcomes * Sensory and emotional regulation * Curriculum interventions * Preparing for adulthood through life skills * Enrichment   While a significant amount of funding will be allocated to deliver specific and targeted support for individuals based upon their needs, there will be a benefit for non-disadvantaged pupils through whole school approaches and the deployment of specialist staff for wellbeing, regulation and outreach. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Progress towards education (EHCP) outcomes:  Our assessments show that, in the absence of specific interventions, our disadvantaged pupils tend to perform worse educationally due to their additional barriers to learning |
| 2 | Emotional wellbeing:  Our observations and evidence through tracking tools show that those young people who come from disadvantaged backgrounds have additional external factors that affect their emotional wellbeing. |
| 3 | Sensory input:  Our observations and evidence through tracking tools show that those young people from disadvantaged backgrounds have additional external factors that affect their sensory regulation. |
| 4 | Support for life skills resources:  Our disadvantaged pupils have less access to money to support key life skills activities such as cooking. |
| 5 | Access to enrichment in and out of school:  Through observations and discussions with families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school from access to enrichment activities. Parents are also unable to financially support trips and off-site visits. |

## 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** |
| --- | --- |
| To improve the progress for disadvantaged pupils towards their EHCP outcomes | For disadvantaged pupils to make similar progress towards their EHCP outcomes than their educational peers |
| To improve the wellbeing and regulation of our disadvantaged pupils | For disadvantaged pupils to show progress towards their SEMH outcomes and for observable improvements in wellbeing and regulation to to seen from key staff |
| For disadvantaged pupils to develop key life skills as they prepare for adulthood | For disadvantaged pupils to make progress towards their Preparation for Adulthood outcomes and to engage in life skills activities |
| For disadvantaged pupils to broaden their cultural capital by accessing a range of enrichment activities | For disadvantaged pupils to access a range of enrichment activities |

## 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: £ *50,875*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Recruitment of lead TAs for wellbeing, regulation and outreach* | The number of challenging behaviours and complex needs displayed by our SEND students. The decision was made to recruit wellbeing and regulation TA3s to support and deliver individual EHCP targets for all 197 students on roll. 4 TA3s cost £100,337, and Pupil Premium pays 50%. | 1, 2, 5 |

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

Budgeted cost: £ *9,000*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Funding for specific curriculum resources* | Sensory and sound equipment, specified seating, sport | 1, 2, 3 |
| *Funding for life skills resources* | Cooking, travel, shopping skills | 1, 4, 5 |

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

Budgeted cost: £ 15,497

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Funding for wellbeing and regulation resources* | Four fulltime wellbeing TA3s dedicated solely for Wellbeing, Regulation, and Outreach support.  NAPPI Training for all relevant staff. | 1, 2, 3, 5 |
| *Funding for enrichment activities* | Three Minibuses, Hydro Pool, Rebound Therapy, PipStop Cafe, AppleCart.  Staff Training; MIDAS, Pool-Safety, Rebound Therapy, High-level Pool Training.  Heating & Water for Hydro Pool. | 1, 2, 4, 5 |
| *Funding for food vouchers for pupils with special dietary needs* | Due to some of our SEND students' individual and specific dietary requirements, Free School Meal Vouchers are used to deliver bespoke needs for individual students. | 3 |

**Total budgeted cost: £ 75,372**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| While Applefields Schools’ assessment tool (MAPP) is ipsative - and as such, progress is measured on an individual, rather than benchmarking basis - the analysis of achievement of EHCP outcomes shows very similar performance between PP and non-PP pupils.  In 3 of our 5 provision in school, our pupil premium pupils have made more progress towards their EHCP outcomes than their educational peers as evidence by the data analysis below:        The recruitment of specific staff to offer additional wellbeing and regulation support has provided more input in these key areas. Through breakfast, girls and boys clubs, there are opportunities for pupils to have food and drink as well as access key interventions. These staff perform crucial roles in both providing specific and targeted support for identified priority outcomes and also freeing up class teams to have greater flexibility in creating class based interventions for other disadvantaged pupils. |
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