

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	223
Proportion (%) of pupil premium eligible pupils	28 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£ 63,260
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£ 14,817
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>	£ 78,077

Part A: Pupil premium strategy plan

Statement of intent

We aim to use pupil premium funding to create specific and targeted support to improve our pupils' 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.

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 be 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: £ 72,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of lead TAs for wellbeing & regulation</i>	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 223 students on roll.	1, 2, 5

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

Budgeted cost: £4,674

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

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

Budgeted cost: £ 1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for wellbeing and regulation resources</i>	FulltimeTAs dedicated solely for Wellbeing & Regulation support. NAPPI Training for all relevant staff.	1, 2, 3, 5

<i>Funding for enrichment activities</i>	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
<i>Funding for food vouchers for pupils with special dietary needs</i>	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:

Part B: Review of the previous academic year

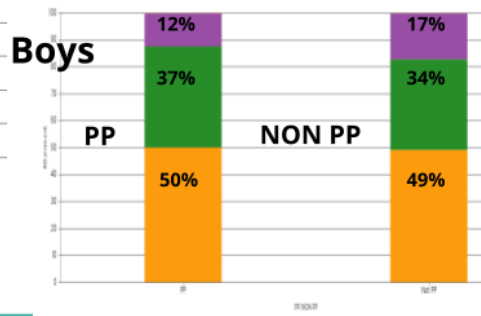
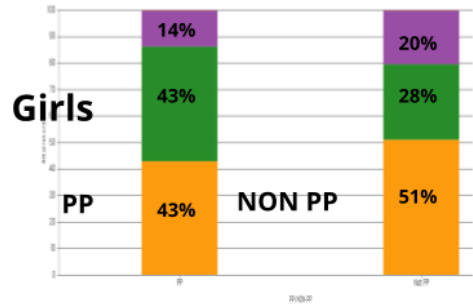
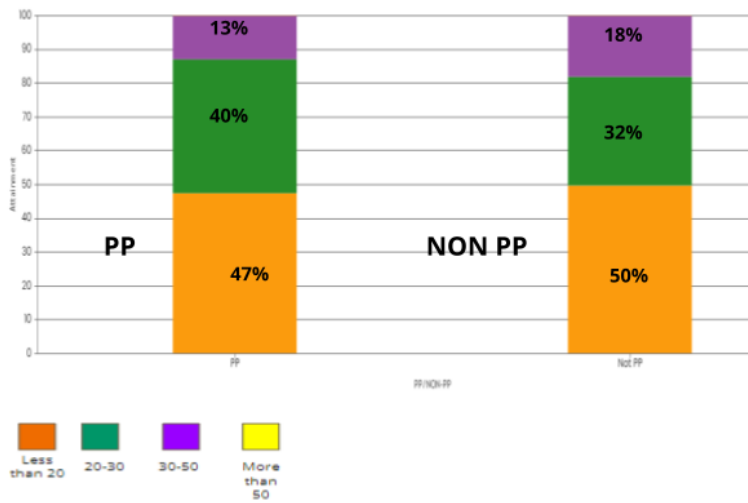
Outcomes for disadvantaged pupils

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.

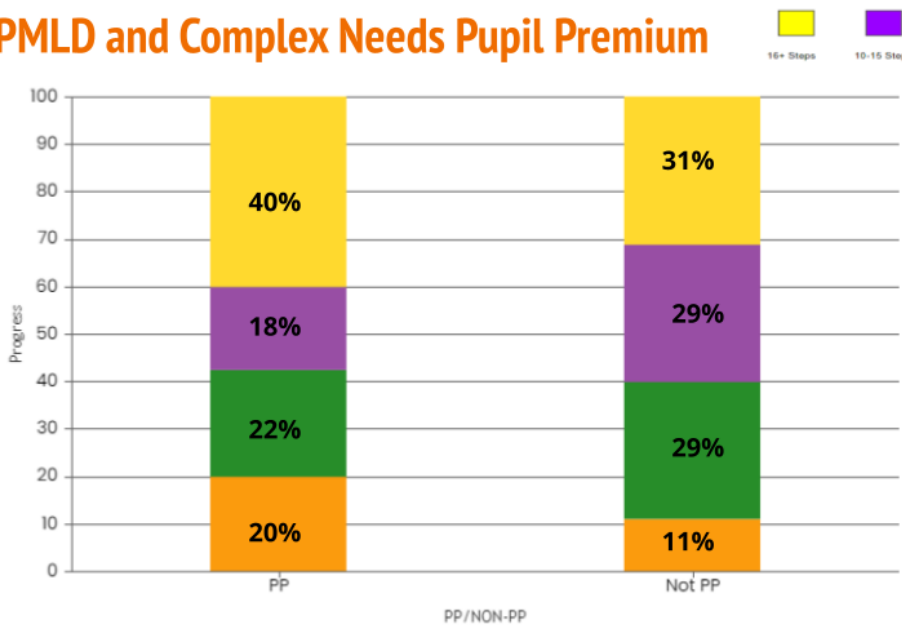
Overall - outcomes across the school for pupil premium students are similar to their peers. In 3 of our 5 provisions in school, our pupil premium pupils have made more progress towards their EHCP outcomes than their educational peers as evidence by the data analysis below:

Full School Attainment May 23- MAPP Total scores for EHCP Outcomes for PP Students v Non PP students

Attainment was very similar for our PP students compared to the rest of the school this year. PP Girls attainment was higher than that of the boys.



PMLD and Complex Needs Pupil Premium

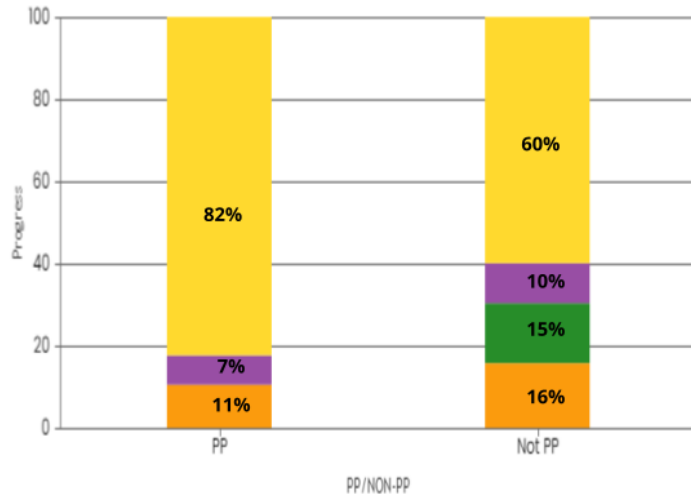


PP Students in PMLD/CN have made more progress than the rest of the provision.

Enhanced - Pupil Premium



PP students in enhanced are making more progress than the rest of the provision. They had 22% more outcomes in the 16+ steps bracket.

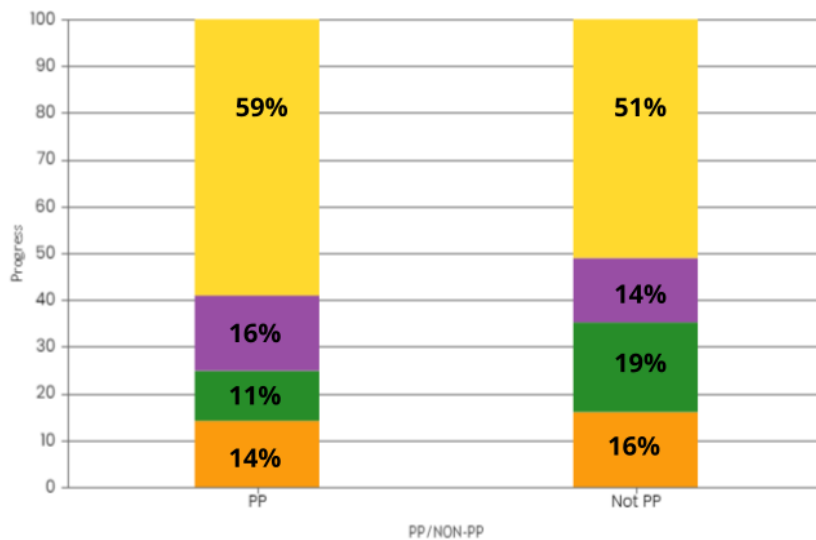


ASC - Pupil Premium



PP Students have made slightly more progress than the rest of ASC this year.

However the data is very similar which shows there is very little gap between the PP and Non PP Students.



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.