Pupil premium strategy statement – Appletree Gardens First School

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	226
Proportion (%) of pupil premium eligible pupils	34%
6	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Bruce
Pupil premium lead	Helen Bruce \ Jayne Wilkinson
Governor / Trustee lead	Caroline Tindall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,865
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£
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*	£121,865

Part A: Pupil premium strategy plan

Statement of intent

At Appletree Gardens First School, we pride ourselves on our inclusive strategies to ensure all pupils have the best start in school. Our curriculum intent is designed with this in mind. No matter the background, we want all pupils to develop and carry the **'grow your learning'** mindset in all aspects of school life and beyond. We have five golden threads that run through our curriculum to support this ambition:

I am healthy.
I am happy and safe.
I have opportunities.
I have a voice.
I reach my potential.

This is our aim for all pupils, irrespective of their starting point or disadvantage. Pupil premium funding enables us to address the barriers that our disadvantaged pupils face to ensure that they are able to fully 'grow their learning' and establish bright futures at Appletree and beyond.

Our pupil premium funding supports pupils to:

Reach their potential
- Maximise the % of pupils from disadvantaged backgrounds who achieve the: Good Level of Development at the end of EYFS.
- Maximise the % of pupils from disadvantaged backgrounds who achieve the: Phonics Screening check.
- Maximise the % of pupils from disadvantaged backgrounds who achieve the end of KS1 expectations in Reading, Writing and Maths.
- Maximise the % of pupils from disadvantaged backgrounds who achieve Year 4 Multiplication check.
- Develop a love of learning and build a toolkit of how to 'grow their own learning' that develops with them at Appletree and beyond.
- Develop consistent challenges, checkpoints and support for all pupil premium pupils.
- Ensure aspirations for all disadvantaged pupils are high across school.
- Deliver high quality SEND support for pupils and their families.
- Run evidence-based interventions and out of school additional provision.

Access opportunities

- Ensure our families recognise the value of good attendance and punctuality as a key step to accessing and maximising school opportunities.
- Ensure all staff are well trained and equipped to manage and support potential barriers to learning in all year groups for pupil premium pupils.

- Deliver additional in class support to give pupils entitlement to the full curriculum and support our 'gloriously ordinary' agenda.
- Provide quality enrichment activities, visits and visitors.
- Engage and equip parents with the necessary information and resources to raise the profile of learning at home.
- Continued focus on our inclusive offer regarding different start points, backgrounds and culture (Equalities Action Plan)
- Ensure all pupils are aspirational about their future and equip them with the skills to be successful. (Skills Builder)

Be happy, healthy and safe.

- Provide robust pastoral care for pupils and their families in all year groups including Supernanny, Mental Health Connect Team and Thrive.
- Develop a strong moral code (BLOSSOM code) together with independent strategies for successful behaviour management and positive mental health.
- Prioritise pupil safety through safeguarding training and monitoring, Early Help, Attendance strategies and family activities.
- Focus on healthy school opportunities, training and development; PE Mark, healthy school award, CPD, visits and visitors.

Have a voice.
- Prioritise speaking and listening through the curriculum including; Skills Builder, Talk for Reading, Talk for Writing, Reading for pleasure (book talk)
- Forest School, early Speech and Language interventions.
- Develop stakeholders' views through robust monitoring. E.g. Poverty proofing audit (external provider), governor challenge.
- Develop regular pupil voice through curriculum monitoring, pupil roles (school council, BLOSSOM buddies, Eco-warriors, BLOSSOM house challenge including House Captains\Vice Captains)

Challenges

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

Challenge number	
1	Supporting the gap between disadvantaged pupils and their non-disadvantaged peers in phonics, reading, writing and maths.
2	Writing is our lowest achieving subject across school. The gap between pupil premium children and their non pupil premium peers is largest in writing.

3	Supporting reading routines, engagement and reading for pleasure throughout the school community.
4	Supporting all pupils and their families to have high expectations and aspirations for their future and equip them with the skills to achieve them.
5	Ensuring families access all home learning opportunities and work in partnership with the school.
6	Supporting families with wider issues: cost of living, mental health support, Team around the Family support.
7	Pupil premium children have lower starting points than their non- pupil premium peers in Reception.
8	Nursery and Reception receive a significant number of pupils 'new' to Appletree in September\ entry points. We also have a steady intake of pupils joining us in KS1 and KS2 throughout the year.
9	The percentage of SEND pupils who are also pupil premium are 35%. One third of our EHCP pupils are pupil premium.
10	Supporting pupils\ families with social and emotional issues which affect school life for pupils.
11	Ensuring parents understand the benefits for pupils of regular attendance and punctuality.
12	Pupils enter school with differing level of experiences e.g. travel\ visits, culture, resources (e.g. access to clubs\ group experiences, instruments) To expand pupil opportunities and experiences to support wider interests, health and curriculum development. To develop a targeted approach to ensuring all pupils receive equal opportunities and skills development.

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
Pupils in Reception are given the right support to reach their potential at Appletree.	All pupils in Reception are given the opportunity and support needed to achieve a good level of development. All pupils are supported to keep up, not catch up in phonics and number.
Phonic support in year One and Year Two supports all pupils to reach their potential.	All pupils in year one are given appropriate opportunities to keep up with the phonic sounds taught. All pupils in year two who did not achieve the phonic pass mark in year one are given every opportunity and support to achieve the pass mark in year two.

	Disadvantaged pupils are in line with local and national expectation.
Pupils across school are supported to know and remember times tables to ensure Appletree is in line with national expectation.	All pupils are given appropriate opportunities to know and remember their year group tables. Disadvantaged pupils are in line with local and National expectations.
A new writing scheme is well developed across school.	Staff feel well supported to teach writing consistently to pupils in all year groups. Pupils of all abilities are enthusiastic about writing and reach their potential.
We maximise the % of disadvantaged pupils achieving the Reading expected/greater depth standard.	KS1/KS2 Reading outcomes in 2025\2026 show that disadvantaged pupils meet the expected standard.
We maximise the % of disadvantaged pupils achieving the Writing expected/greater depth standard.	KS1/KS2 Writing outcomes in 2025\2026 show that disadvantaged pupils meet the expected standard
We maximise the % of disadvantaged pupils achieving the Maths expected/greater depth standard	KS1/KS2 Maths outcomes in 2025\2026 show that disadvantaged pupils meet the expected standard.
We have a strong wellbeing offer for families to support pupil health: BLOSSOM code, mental health connect team, Supernanny for families, Supernanny pupil pathways, Thrive interventions, poverty proofing measures.	Pupils and their families are well supported pastorally, at Appletree. Sustained high levels of wellbeing demonstrated by: -qualitative data from pupil voice, parent feedback and monitoring
Attendance for our disadvantaged pupils continues to improve\ stays in line with peers.	Sustained high attendance in 2025\ 2026; - attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line. - Improvement in persistent absentee for 2025\ 2026

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: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the teaching of writing to support our learners. *-Investing in a comprehensive scheme to support a book-based approach to writing.* *-Investing in an audience-based writing scheme.* *- Investing in new approaches to marking and feeding back on writing.* *- Literacy Lead time to analyse the teaching of writing in school and in the wider community.* *- Professional writing support and training.* *- Parent Drop in/ Website/ Newsletters*	Literacy Tree 'Transform your literacy through literature.' • Reading for pleasure OU work. • Impact from changing writing scheme in EYFS. • Education Endowment Fund- Improving Literacy in KS1\KS2 • Work completed with partnership schools\ LA professionals • Pupil feedback EEF Toolkit Parental Engagement (+ 4 months)	1,2,3
Developing the teaching of Maths to support all learner. Develop home/ school Maths. - *Math hub –Teaching for Mastery journey- year 3* - *Doodlemaths – all pupils in the green zone.* - *Times table Rock Stars- KS2- tables mastery* - *Maths lead dedicated monitoring and development time* - *Parent drop ins* - *Developing the school bank*	NCETM Great North Maths Hub Concept behind mastery explained EEF Toolkit Mastery Learning (+ 5 months) Homework (+ 5 months) Parental Engagement (+ 5 months)	1,2,4,5,7,12
Continue to develop our teaching strategies supporting pupils not achieving age-related expectation. Training and monitoring of: - *Meaningful assessment and intervention* - *Adaptive teaching* - *DHT time\ training\ SCITT*	Early Career Framework, EEF, Alex Quigley Adaptive teaching, EEF peer tutoring (+ 5 months)	1,2,3,7,8,9

Supporting school with SEND practice that further develops knowledge of needs and inclusive practice. • *regular staff training- in house and external.* • *Time to complete referrals, support plans, order resources.* • *Continued focus on targeted support from the start \ EYFS.* • *Well-resourced classrooms.* • *Support for parents of pupils with SEND\ LA half termly forums* • *Sensory rooms* • *SENDCo time*	Investment in subject coordinator time to focus on a curriculum to support our community of learners and respond to pupil voice and needs of our disadvantaged pupils. Specific focus on our offer beyond the curriculum to support opportunities for our disadvantaged pupils\ lowest 20%. The difference – inclusive leadership Response to Ofsted report June 2024 Pupil voice, pupil data in each each subject, governor monitoring, staff feedback	1,2,9
Coordinator time for all subjects to address: • *Opportunities for all (e.g. resources, visits, visitors)* • *Clear offers\ roadmaps for all subjects to support what pupils know and remember*	Pupil voice, pupil data in each each subject, governor monitoring, staff feedback Response to Ofsted report June 2024	4,6,12
Develop individual pupil progress through understanding the barriers to learning. - Termly meetings - class teacher, assessment coordinator and SENDco to discuss pupils progress in detail. - Training opportunities\ time\ to review methods to develop pupil progress\ barriers to learning.	Ensures individual pupil premium progress is monitored and planned for. Staff are held to account for pupil premium progress. Staff can talk about each individual pupil and how to support any individual barriers to learning.	All challenges
Weekly Deputy Headteacher\ Headteacher PP time Time to evaluate, assess and drive pupil premium support and progress. Ensure no pupil left behind. Time to strategically review and support wider opportunities. Time to support any Team Around the Family support (e.g. LAC, Young Carer, CP,CIN, EHA)	Leading change. Developing leadership. Pupil premium is a high priority in the school at all times.	All challenges

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for Phonics and Maths in Reception, Y1 - *Small group interventions* - *1:1 keep up, not catch up* - *1:1 fluency support*	EEF toolkit 1:1 tuition (+ 5 months) Small Group Tuition (+4 months) Phonics (+5months)	1, 7,8
Catch up Phonic support for Y2 and Y3 - *Small group intervention* - *1:1*	EEF toolkit 1:1 tuition (+ 5 months) Small Group Tuition (+4 months) Phonics (+5months)	1,8
Dyslexia programme 1:1 tutoring Better Reading support Partners (BRP) in KS2 Teacher\ TA 1:1 For phonics, reading fluency, catch up, keep up not catch up	Structured, time bound interventions. EEF toolkit 1:1 tuition (+ 5 months) Phonics (+5months)	1,2,3,4,5
Blossom clubs- out of school timetabled support for disadvantaged pupils. Focus: closing specific gaps, supporting homework, Doodle time	EEF toolkit Homework (+5 months) Extending school time (+3 months)	1,2,3,4,5,7

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop Skills Builder at Appletree. Continue to develop the life skills.	See Skills Builder website for detailed evidence based reports on the impact of Skills Builder. It is promoted and supported by many leading businesses (900 partner organisations) and is implemented in 20 countries. See Appletree pupil voice\ school data	1,4,6

Developing money capital-school bank. Children as cashiers\ leaders.		
Continued development of Forest school and our provision - Reception - Year Four. -Forest school lead 2 days per week to develop Forest school provision and access for all year groups. Focus on speaking and listening\ skills builder, independence and cross curricular workshops. Coordinator release time for teachers	[Physical Activity](#) (+ 1 month) [Forest research](#) Outdoor learning encourages independence, collaborative learning, physical and emotional challenge, practical problem solving and reflection. Pupils will have increased levels of resilience and perseverance, independence, confidence and team spirit with which to engage confidently in learning, particularly during transition phases. See Appletree pupil voice\ See Ofsted June 2024	1,4,10,12
Continue to invest in our Thrive approach to behaviour: -BLOSSOM code challenge -Thrive intervention Rec-Y4 -Further Thrive spaces- sensory garden, quiet reading playtime shed - Mental Health focus group/ mental health daily focus	[Social and Emotional learning](#) (+4 months) Appletree Thrive profiling data Resources and space to support the emotional wellbeing of children. Children will have a safe space in which they can access nurture and emotional support where required.	10,11,12
Family/ Community support:	Over 25% of families in the North of Tyne live in poverty. We will work with local organisations and charities to understand our school community and implement	5,10,11,12

-Family Thrive - Supernanny/ Supernanny pathways -Mental Health Connect team support: staff CPD, consultations, MH audit, Parent group, friends resilience - Poverty proofing measures: pre-loved uniform, bursary club places, birthday biscuits, subsidised trips and residentials - SEND half termly parent forums - Parent curriculum drop ins, class assemblies, Appletree's Got Talent	strategies to support families. This will include parental engagement (+ 4 months) school uniform, improving self- esteem\ equality in school.	
Subsidise activities, trips, Y4 residential activities, Music tuition,Rock Steady, French club, breakfast club, bake and shake Parents invited to concerts, performances	Educational activities out of school enhance the curriculum by developing transferable learning skills, broadening experiences and developing a love of learning from a range of contexts, the subsidy ensures equality of opportunity in access to these experiences. Pupils will have wider experience of the world and of a range of educational opportunities, opening minds to the learning possibilities of the world at large. Many children have limited opportunities to engage with the arts and cultural activities. Playing an instrument adds a different dimension to learning. Pupils feel valued. Increased self-esteem, broadened horizons. Some pupils may take on further musical experiences.	5,10,11,1 2
Subscription to RWI books online, Doodle maths, Doodle Spell, Lexia, library resources	Pupils have access to resources at home. Parents have resources and teaching models to support home learning/ homework. https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/homework	1, 5
Support and promote good		1,2,3,4,11

| attendance and punctuality.
 • BLOSSOM code, buddies, assemblies
 • attendance policy and procedure
 • Attendance support from Clennell Educational Services to follow up on attendance data and family support. | "The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment."

 Working together to improve school attendance | |

Total budgeted cost: £ *123,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcomes 2024-2025

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 2024-2025	Success criteria
Pupils in Reception are given the right support to reach their potential at Appletree. Investing time and resources to support individual needs in the EYFS. Ensuring pupils keep up, not catch up.	This will be evidenced by Wellcomm data, EYFS GLD, participation in lessons, SEND support plans, phonic trackers, class teacher feedback and ongoing formative assessment. EY GLD 2025: 86% Pupil Premium children achieved GLD (76% non PP). This is significantly above national (51%)
Our foundation curriculum supports all pupils to reach their potential in all subject areas.	Pupils data, pupil voice, leadership monitoring End of 2025 data: Scrutinised to support PP. Gaps addressed
A strategic review of 'Reading for Pleasure' across school. **Home/ school reading routines support the improvement of reading fluency and comprehension.**	Whole school RfP strategies and action plan to support reading mindsets at Appletree. Consistent reading routines\ expectations in all year groups. Reading data: End of Rec. Comprehension – 95%Word Reading – 83% End of KS1- 81% at ARE
Pupils have key skills to support aspirational future choices and confidence amongst peers.	All pupils use Skills Builder skills to widen their aspirations. Pupils demonstrate growth with the skills builder steps. We will achieve the Gold Award in 2025. Gold Award achieved
We have a strong wellbeing offer for families to support pupil health: BLOSSOM code, mental health connect	Pupils and their families are well supported pastorally, at Appletree.

team, Supernanny pathways, Thrive families, poverty proofing measures	Sustained high levels of wellbeing demonstrated by: -qualitative data from pupil voice, parent feedback and monitoring -Thrive profiles / tracking - Ofsted report June 2024 PHSE 2025 data high across school, behaviour records - low
We maintain our high expectations of Phonics and early reading fluency amongst disadvantaged pupils.	Disadvantage pupils pass the phonics screen test in line with their non-disadvantaged peers\ the National Average. Data 2025- PP -63% ARE Non PP 77% PP National 67%
We maximise the % of disadvantaged pupils achieving the Reading expected/greater depth standard.	KS1 Reading outcomes in 2024/25 show that disadvantaged pupils meet the expected standard. KS1 PP: 79% ARE, Non-PP 82% ARE
We maximise the % of disadvantaged pupils achieving the Writing expected/greater depth standard.	KS1 Writing outcomes in 2024/25 show that disadvantaged pupils meet the expected standard KS1 PP: 67% ARE, Non-PP 61% ARE
We maximise the % of disadvantaged pupils achieving the Maths expected/greater depth standard	KS1 Maths outcomes in 2024/25 show that disadvantaged pupils meet the expected standard. KS1 PP: PP 73% Non-PP 76% ARE
We drive equity of enrichment opportunities provided for disadvantaged pupils.	Disadvantaged pupils can easily talk about enrichment activities that have supported their learning or wellbeing. Pupil work demonstrates how enrichment opportunities have impacted. See forest school, trip offer, after school club offer, school leader offer
Attendance for our disadvantaged pupils continues to improve\ stays in line with peers.	Sustained high attendance in 2024/25; - attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line. - Improvement in persistent absentee for 2024/2025

	<mark>Non PP- 95%</mark> <mark>PP – 92%</mark>

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
RWI (Read, Write, Inc)	Ruth Miskin
Thrive	Fronting the Challenges Projects LTD
BOOM reader	BW Walsh family
DoodleMaths	DoodleLearning
Power Maths	Pearson
Talk for Writing\ Talk for Reading	Talk for Writing\ Talk for Reading
Literacy Tree	Literacy Tree
Skill Builder	Enabling Enterprises CIC