



The Appleton School

Pupil Premium (PP) strategy statement – The Appleton School

School overview

Detail	Data
Number of pupils in school	1404 (290)*
Proportion (%) of pupil premium eligible pupils	21%
Academic years that our current pupil premium strategy plan covers	3 Years September 2025 -September 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Mr J Hannan
Pupil premium lead	Mr R Dobinson
PP Co-ordinators	Mr C Iredale, Ms S Claxton
Governor / Trustee lead	Ms F Trotter

*Not including 6th Form Provision

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315 200

Part A: Pupil Premium (PP) strategy plan - Statement of intent

The Appleton School prides itself on striving to ensure that all students have the support and opportunities to achieve their potential. It is the school's philosophy that all pupils, regardless of their background, should experience and have access to the highest standard of education. The Appleton School is in the town of Benfleet, which lies to the East of London on the River Thames. The school has Disadvantaged Students at just over 20% of the cohort, this is roughly in line with the national average. The school serves some areas of high deprivation, particularly from a neighbouring town. The local authority (LA) is Castle Point and according to the [ONS](#) in 2019, 10.7% of families live in deprivation. Again, this is close to the National Average and Castle Point ranks 168th out of 361 Local Authorities. Many workers from Benfleet commute to London, the area has a lower number of adults who have completed tertiary education when compared to most LA's in the Home Counties.

Following analysis of our pupils at the school, we plan to implement a rigorous 3-year strategy to overcome specific and relevant barriers to our disadvantaged students. The Pupil Premium (PP) is additional funding that is designed to help disadvantaged pupils of all abilities perform strongly and in turn close the gap between themselves and their peers. The funding is allocated according to the number of pupils on-roll who meet the eligibility criteria, this includes those pupils receiving free school meals (FSM), pupils who have received FSM at any point in the last 6 years (Ever6), pupils who are looked after/in care (LAC) and for children of service personnel.

To ensure PP funding is used effectively we will continually consult and utilise [EEF](#) (Education Endowment Foundation) research, DfE guidelines & Educational Research. The key aim is to close the attainment gap, whilst also providing essential experiences and opportunities. All members of staff and the governing body accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We hope that each student will develop a love for learning and will acquire the skills and abilities that allow them to pursue a wide range of education and employment opportunities.

"It is vital that schools get this right. Every student who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment." DfE 2017

There will be a specific focus upon improving the academic progress of disadvantaged students within English and Maths at both KS3 & KS4, due to the high impact of these subjects in shaping the destinations of our students. Our aim is also to continue to prioritise QFT (Quality First Teaching), all educational research shows that the quality of lessons and the skills of the teacher will have the biggest impact on all our students and particularly our more vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pastoral and Academic Support</p> <p>A large number of our disadvantaged students are difficult to reach, avoid help, and are often disengaged with school. The school will continue to focus on offering individual students the tools they need to be successful whether that is academic or pastoral.</p>
2	<p>Tracking and Intervention/Identifying Barriers</p> <p>The school will continue to develop robust systems to monitor disadvantaged students across the school. This will include the capacity to monitor Academic/Pastoral/Aspirational/Attendance and Behavioural interventions. This will allow us to evaluate the interventions that are offered more successfully and ensure PP students fully utilise everything the school can offer them.</p>
3	<p>Attendance</p> <p>There were significant gaps between PP students and their peers. To reduce this gap our attendance officer will continue to adapt interventions to reduce persistent absence over time and personalise support plans for targeted students. We also intend to use form tutors to interview all students on return from absence to discuss the importance of good attendance.</p>
4	<p>Quality First Teaching/Feedback</p> <p>The school will continue to prioritise the quality of teaching for all students and has a clear understanding of the impact poor teaching has on disadvantaged students. The school will also develop practice around feedback and metacognition.</p>
5	<p>Cultural capital/Raising aspirations</p> <p>PP students at the Appleton school are less likely than their peers to; attend a club, represent the school, go on a trip, attend a residential, visit a foreign country, or attend tertiary education outreach.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Pastoral and Academic Support To ensure all students are supported to fully participate in school life and barriers to learning are eliminated.</p>	<ul style="list-style-type: none"> ● All PP students will receive all appropriate resources to complete their GCSEs. ● All PP students will have access to pastoral support through the Disadvantaged Fund. ● All Year 11 PP students will be given priority for academic intervention ● Year 8 PP students are to be provided with 1 to 1 peer Literacy tuition. ● Year 7 PP students are to be provided with 1 to 1 peer mentoring followed by Literacy tuition. ● Increased percentage of PP students passing English and Maths at GCSE. ● A narrowing of the gap between PP students and their peers in all academic areas.
<p>2. Tracking and Intervention To ensure all students are on track to achieve their potential.</p>	<ul style="list-style-type: none"> ● The Pastoral teams will monitor PP students; PP co-ordinators will use this information to provide suitable academic and pastoral interventions. ● PP Pupils will be prioritised for all academic interventions/tutoring.
<p>3. Attendance To improve and sustain attendance for all PP students.</p>	<ul style="list-style-type: none"> ● To move all PP cohorts in all Year Groups to >90% Attendance. ● To work with Pastoral teams, Attendance Officer and SLT to prioritise the attendance of PP students.
<p>4. Quality First Teaching/Feedback To ensure all students receive QFT and can thrive in the classroom.</p>	<ul style="list-style-type: none"> ● All assessments across the curriculum are designed with Feedback to PP pupils as a central element. ● All staff receive training in the delivery of effective feedback and adaptive teaching.
<p>5. Cultural capital/Raising aspirations To ensure all students have access to a rich menu of extra-curricular experiences.</p>	<ul style="list-style-type: none"> ● All PP pupils receive a 1-2-1 Options meeting in Year 9. ● All Year 11 PP pupils have 1-2-1 destinations and career interviews. ● To maintain the number of NEETS at zero. ● All students attend a HE visit. ● All students attend a trip during their time at school. ● All students attend a residential trip during their time at school.

Activity in this academic year

Teaching

Budgeted cost: £229 294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing	<p>Allocating money to staffing from the PP budget has allowed the school to reduce the size of classes in the core subjects, this has also allowed Classroom Support Assistants to be allocated more effectively. We have seen a considerable improvement in performance in English and Maths because of this.</p> <p>The 2025 cohort had low prior attainment, 40% of students attained passes in English and Maths at Grade 4 or above. 50% students attained at least grade 4 in Mathematics, this was 17pts behind the cohort and will be addressed using new Intervention strategies. In English 51% of students attained a Grade 4 pass. There will be specific focus on students on boundaries this year. 9 students just missed out with Grade 3 in English, this was similar in Maths where 11 just missed out.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 4
Classroom Support	<p>Money is allocated to support staffing in our SEN department. Classroom support has a proven positive impact on PPG pupils' progress according to the EEF.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>In 2025 there were a cohort of 14 Pupils who were PP/SEND, the cohort had very low prior attainment, despite this a third of students passed Mathematics with a Grade 4 or above, For English that figure was 15% which was lower than previous years, literacy interventions and one to one tuition have been put in place to address this.</p> <p>Our SENCO summarised the support as follows:</p> <p>Within the SEND department, we work with some of the most vulnerable students both within the classroom and outside of the classroom. This will often cross over with the Pupil Premium students whether they fall under the SEND category or not. Our LSAs offer floating support within the classroom, providing help to students in a range of classes and where need arises. With effective direction from the teacher and the use of initiative, our LSAs can identify where a child might be struggling, regardless of need, and provide support for them in their learning or their wellbeing. This will often extend to outside of the classroom, too; with our intervention mentors, there will be support provided outside of classrooms for those learners with additional needs and disadvantages.</p>	1, 2, 4
TLR's	The PP budget supports TLR (Teaching and Learning Responsibility) allowances for a number of key staff. In particular it supports the work of our PP co-ordinators. They are integral to	All

	our work with PP students, their job descriptions include the following: Monitoring of PP students across year groups, liaison with HOY and Tutors, Awards of Financial Aid, Mentoring, Breakfast Club, Brilliant Club, GCSE Pod, Careers, Attendance, Peer Mentoring/Tutoring and Staff Training.	
Staff Training	Quality First Teaching has an enormous impact on the outcomes of PP students, the PP budget has been used in the last year to support training in the following areas for individual staff: The use of GCSEPod and providing feedback, it also provided access to the Annual PP Conference. This was an invaluable opportunity to evaluate the strategies and spending at the Appleton School. PP funding has been used to support the delivery of the SSAT programme on 'Embedding Formative Assessment'. This was recommended by the EEF. https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4
ICT Supplies	The school has provided laptops and routers to large numbers of PP students, some of this spending also comes from the Disadvantaged Fund. We also distributed some of the ICT equipment that was provided during the Covid 19/RAAC school closures. In total we have distributed 150 laptops to students over the last 4 years, we will continue to do this wherever possible or necessary over the next 3 years. This ICT provision is vital in allowing some of our students to access independent learning.	1, 2
Learning Platforms	The Pupil Premium budget is used to support the costs of a number of learning platforms that support student learning in KS4. We provide funding for Sparx Science, Kerboodle, Sparx Maths, Sparx Reader and ExamPro which are used by various subject areas. https://theeverlearner.com/pages/internal-the-everlearner-case-study-the-hinckley-school	1, 4

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

Budgeted cost: £44 453

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 Intervention/ Revision	The PP budget supports KS4 intervention and revision throughout the academic year, but particularly in the run up to internal and external examinations. This support includes the provision of resources for sessions and for individual students. In 2025 PP students received revision guides for the majority of their subjects, and the English department also provided students with all key texts for English Literature. It also provides students with additional revision classes in holidays, specifically those at Easter and Whitsun. Each faculty lead focuses on the attendance of PP students at these sessions.	1, 4

	<p>Departments have also successfully delivered Parent Information Evenings; PP students were individually invited to these sessions.</p> <p>All PP students are provided with a Calculator, Maths Set and Revision pack before the examinations commence.</p> <p>Attainment 8 across all subjects improved from 29.9 in 2024 to 31.5 in 2025.</p>	
<p>KS3 Interventions/ Small Group Tutoring</p>	<p>Various KS3 Interventions are offered throughout the academic year, in particular they focus on students in Year 7, all students have a session with a Year 12 PP mentor, once students have settled in the mentoring continues as a literacy intervention. Reading Tests showed that these students made significant progress, of the 60 students involved, 35 made two years or more progress during Year 7.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>A smaller cohort of Year 8 students receive One to One Literacy tuition from Year 13 students; this is a follow on from the work in Year 7 and the older students undergo tailored training. This is in its infancy, and this report will be updated in due course.</p>	1,4
<p>GCSE Technology Resources</p>	<p>A number of Technology GCSE's require specific materials and resources. The PP budget provides students with these. All PP students in Year 10 and 11 were provided with the resources to successfully complete their GCSE courses. 77% of Year 11 PP students passed GCSE Food and Nutrition. The success of the department has resulted in large take up again for 2025/26.</p>	

Wider strategies Budgeted cost: £ 41 453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantage Fund (DAF)	<p>The PP budget is used regularly to support individual students financially. Much of this support is pastoral, in the last year we provided uniform, travel and additional food allowances for a wide range of students in varying circumstances. This fund has also been used for academic support and has been used to pay for trips, books, equipment and tuition.</p> <p>A full breakdown of expenditure is available on request.</p>	1, 2, 5
Attendance	<p>The PP budget supports the work of the attendance team. The attendance of our most disadvantaged students is currently not acceptable; it is one of our key focus areas.</p> <p>The PP team continues to work with PP students from Year 7-11 who have attendance between 85-90%. The students have fortnightly review meetings and are offered rewards for good attendance. If attendance remains poor there is a stepped approach to intervention. This personalisation has seen some success, particularly in Year 11, where PP attendance has increased from 77% in July 2025, to 83% in December 2025.</p> <p>The school has decided to bring in an outside provider to address these problems, their work began in October 2025 and the impact will be reported here in due course.</p> <p>https://www.aquinasprovisions.com/</p>	3
Personal Development	<p>The DfE requires all young people in secondary school have access to 'an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience' and they reinforce that all young people should be able 'to understand the full range of opportunities available to them, to learn from employers about work and learn the skills that are valued in the workplace and to have first-hand experience of the workplace.' We believe that a whole-school approach is the best way to ensure that all pupils understand the world of work. When embedded from year 7, pupils are clear on the key skills needed for their own futures and can talk openly about their own aspirations for the future.</p> <p>As with every year all PP students will be provided with a 1 to 1 careers and destinations interview in Year 11. Year 9's will also receive a 1 to 1 options meeting to help them select their program of study for KS4, we strongly believe this has helped to contribute to a NEET figure which is below 5%. The careers officer will continue to arrange visits for different industrial sectors and PP students will be given priority invitations. All PP students will also be invited to visit a Further Education provider between Year 9 and Year 11. Academic mentors will also assist PP students with college applications and references.</p>	1, 5
Homework Support	<p>There is also a central HW club offered three times per day in our Learning Resource Centre. Form Tutors, Class Tutors and PP Mentors encourage all students to access this support.</p>	1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Peer Mentoring/Tuition	<p>We have utilised our KS5 students to offer mentoring to our Year 7 PP students. These sessions take place once a week over breakfast, the Year 12 and Year 13 students focus on organisation, homework and settling into secondary school, in the 2nd term they begin to look at literacy and reading. The mentors and mentees are supplied with a nutritious breakfast. This year the Year 7 cohort is far larger at 66 and we have seen attendance at these sessions at 94%, the attendance for Year 7 PP students is at 92.2%, this is almost the same as their peers. Mentoring is now well established and having excellent results for well being and literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 5
Breakfast Club	<p>Breakfast is offered each day to every PP student. This is supplied in T15 by the PP Co-ordinator. Students are offered: cereal, porridge, croissants, tea, fruit, breakfast bars etc. The huge majority of students in attendance are Year 7-9, over 150 different students have registered and taken breakfast on more than one occasion, and the average daily attendance is between 20-30.</p>	1, 3
My Tutor - One to One Tuition	<p>The school has used MyTutor for the 2024/25 cohort and has continued that commitment into 2025/26. In 2024/25 16 students were involved, here is a breakdown of the impact.</p> <p>https://drive.google.com/file/d/19HH5fV0DVAQp3Fy3VP662KVSUM84ScS4/view?usp=sharing</p> <p>In 2025/26 we have focused on students who were either failing Maths but not English and vice versa. The first cohort had 6 sessions before the Mock examinations in late November, again we have had excellent results and students involved made progress on average of one grade. The second cohort will begin in January 2026.</p>	

Total budgeted cost: £315200

Part B: Review of the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal data.

For 2024-2025, KS5 achievement is a significant strength; KS5 outcomes have a positive value added and followed a four-year upward trend. The average grade of B- exceeds both the national and Essex average of grade C. The average grade on vocational is Distinction. Disadvantaged students achieve well from starting points and the gap in progress between disadvantaged and non-disadvantaged is minimal. Whilst 100% of students progressed to education, apprenticeships or employment, which is both higher than the local and national averages.

At KS4, attainment for all students is below our expectation and is why academic outcomes for all students is a priority within our school development plan and overall strategy. Attainment 8 for our disadvantaged students did marginally increase and sits at 31.4 the in-school attainment gap does however remain when compared to our non-disadvantaged students who achieved 42.04. English and Maths +4 attainment also marginally increased for our disadvantaged students to 40.7%. Whilst attainment 8 for our disadvantaged students within maths increased to 6.8 becoming more in-line with national average of 6.9. Our Maths +4 and +5 for disadvantaged students was at 51.9% and 30.7% both in-line with the national averages. The positive marginal gains have been analysed and have informed approaches going into the new academic year to support overall improvements across the board for attainment.

To support students' academic outcomes in English and Maths one-to-one tuition was provided using MyTutor. Every student who engaged with tuition gained one grade improvement from our internal PPE2 to the Final Examinations. Seven students improved from Grade two to Grade four or above. The positive impact of this will again be used to target a larger number of students with a specific focus from the use of our internal data systems.

Literacy skills and students' ability to read is a significant barrier to accessing the curriculum and future academic outcomes, we have embedded effective measures to support the development of reading across the curriculum; including reading age testing of all students to inform planning and adaptive teaching methods; this data is shared with all teachers and parents to ensure that reading is a high priority for all. All students receive varied universal provision relating to reading as reading underpins subject content delivery, and there are a range of additional targeted provisions for students needing further support.

These have proven to be effective and helped students make increased progress. For example, in October 2024, 33% of students were in the red band (2+ years below their chronological age). Following targeted interventions and adapted teaching and learning, this improved to less than 20% by June 2025, a statistic better than the National average. Red band students made on average +17 months of reading progress in 8 months.

Attendance remains a key priority within the school development plan, and we recognise the direct link good attendance has on overall academic performance. We have and are continuing to invest heavily into our Early Help capacity to support with the early identification and swift intervention to minimise the risk of students encountering attendance barriers. In Autumn 2025 overall student average attendance rose to 91.8% an increase of 2.3% compared to the previous academic year. There is still a disparity between disadvantaged and non-disadvantaged students, through continued sustained development of the attendance systems we want to ensure this leads to further improvements for all students but particularly our disadvantaged students.

CEIAG evidence demonstrated that our NEET figures are well below local averages at 1% in 2025 with the Essex at 4.2%. We ensured that in year 10, 100% of students undertook either a work experience placement, a workplace visit or a virtual work experience placement. Further to this, 49.8% of all students who attended at least one club in our comprehensive co-curricular offer were Pupil Premium. Whilst representation in student voice and student leadership is strong among our disadvantaged students. By the end of the academic year, 56.4% of all students had attended at least one trip, with 59.1% of all Pupil Premium students having attended at least one trip.

Overall, based on the information and analysis provided, there are clear elements of strength and developing areas of positivity. However, we still must significantly improve our overall academic outcomes and attendance. These areas remain our priority focuses as a whole school to ensure we close these gaps across the board and in particular for our disadvantaged students.

Year 11 - Final Examinations - Summer 2025

	PP	Non-PP
Cohort Size	53	230
KS2 Average	97.0	99.0
Estimated Attainment 8	33.9	37.4
Attainment 8	31.4	42.04
Entered EBacc	25%	43%
English & Maths 5+	17%	35%
English & Maths 4+	40%	63%
5 GCSEs (9-5)	17%	33%
5 GCSEs or Equivalent (9-5)	21%	36%
5 GCSEs or Equivalent inc English & Maths (9-5)	15%	30%
5 GCSEs or Equivalent (9-4)	38%	58%
5 GCSEs or Equivalent inc English & Maths (9-4)	28%	57%
Language Entry	25%	43%