

Pupil premium strategy statement – Altarnun Primary

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

The Pupil Premium funding (currently £1345 per eligible child, per year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years. Children of Service Personnel are funded at the rate of £310 per year. Children who are in care or who have been in care are funded at an enhanced rate of £2345 per year

School overview

Detail	Data
School name	Altarnun Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	13 (24%) FSM =7 Service = 6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	K Harrison
Pupil premium lead	K Harrison
Governor / Trustee lead	Local Governing Body Governor overseeing PP: Paul Barratt pbarratt@launcestoncollegemat.org.uk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,663
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£14,663

Part A: Pupil premium strategy plan

Statement of intent

Altarnun Primary School aims to ensure that every child is entitled to an education that will meet their needs. As a small school, we know the needs of our individual pupils and families extremely well. Our vision is to ensure that pupils receive the very best education and realise their full potential in a happy and caring environment, enabling them to lead a full, purposeful and happy life. Altarnun Primary School delivers rigorous academic challenges with educational and personal development activities to provide a rich and rounded learning experience so that all pupils get every opportunity to achieve their potential. Pupils develop a love of learning through the application of our ICARE characteristics, they learn to be; Inquisitive, Collaborative, Aspirational, Reflective and Enthusiastic!

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> ● % of PP pupils attaining ARE/GDS is lower in most year groups than non-pp. ● PP pupils arrive into EYFS not 'school ready' and/or PP in-year entry pupils are not at the expected standard. ● Reading and Writing: PP children are particularly struggling with e.g. Inhibited communication skills and a vocabulary deficit, leading to general underachievement, especially in Reading and Writing. Lower frequency of reading at home leading to reduced literacy levels in areas such as: retrieval and inference. ● Maths: PP children are particularly struggling with the resilience needed to tackle more complex questions where the operations needed are less obvious. In addition, many of the PP children struggle with retaining new concepts so require additional interventions to consolidate new learning.
2	<p><u>Metacognition:</u></p> <ul style="list-style-type: none"> ● <u>Lack of lived experience</u> limits our PP pupils (particular links to consolidating WRM). Pupils lack resilience and the ability to self-regulate when faced with challenges (SEMH/mindup support). ● <u>Esteem, aspiration and expectation</u> for vulnerable learners can vary significantly, in line with Professor Ovenden-Hope's research, highlighted by the DfE, around coastal schools. Take up of school trips by FSM children is lower than non-PP. ● <u>Limited experience of out-of-school personal development opportunities/experiences</u> which then limits their understanding of experiences that other children in the cohort might have participated in.
3	<p><u>Oracy:</u></p> <ul style="list-style-type: none"> ● Lack of first hand experiences also limits what PP children have to write/talk about. As children often write as they speak, they are not always encouraged to speak in sentences at home and so do not understand clause and sentence. ● Pupils are starting schools/ the next phase of their education with a growing range of communication and language needs. ● % of PP pupils completing home learning tasks and homework is lower than non PP – Reading, TT Rockstars and support for completing work set is not as frequent for some of our PP children as our non PP children. Reading at home (exposure to language) continues to be limited, especially for our most disadvantaged pupils.
4	<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> ● Families don't recognise they are entitled to 'PP' as all KS1 entitled to Free-Meals, which is different from UIFSM.

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.

Challenge	Intended outcome	Success criteria
1	<p><u>Curriculum (IDP Strategic Aim 1)</u></p> <ul style="list-style-type: none"> Improved progress (better than expected) and attainment for PP pupils – specifically focused on reading, writing and maths. Pupils have a wide enough technical vocabulary to ensure they achieve as well as they could do in a range of subject areas. Rich subject knowledge - all subject areas; Improved staff subject knowledge and confidence. Robust tracking and assessment of Foundation Subjects; quick comparison of PP Vs non-PP. Increased PP pupil engagement and confidence in a range of subjects 	<ul style="list-style-type: none"> ★ PP pupils perform as well as their non-PP counterparts. ★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP). ★ Lesson Observations evidence independence (PP Vs non-PP) ★ Arbor MIS set up to compare PP Vs non-PP
2	<p><u>Metacognition (IDP Strategic Aim 2)</u></p> <ul style="list-style-type: none"> Pupils show the determination to work on their own and they do not depend on the support of other adults (MindUp Approach) Enhance Pupils' ability to identify successful individual strategies for learning and take ownership (linked to behaviour policy). Social and Emotional development of the whole child via rich experiences to develop their frame of reference. 	<ul style="list-style-type: none"> 100% of PP pupils are involved in school trips and experiences via funding support. Careers theme in learning to evidence aspiration.
3	<p><u>Oracy (IDP Strategic Aim 3)</u></p> <ul style="list-style-type: none"> The Literary Canon is embedded and links meaningfully to the Thematic curriculum. All families can access HQ texts at home. Pupil application of subject specific vocabulary. All pupils (including those with PP/SEND) are more independent with learning and have a wide, subject specific vocabulary Improved awareness and aspiration of careers choices and options. Transition links and pre-school. Y6/7 partnerships ensure that Oracy and S&L support is in place for pupils who need it 	<ul style="list-style-type: none"> ★ Oracy project, or equivalent, to evidence progress in this area. ★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP). ★ Lesson Observations evidence independence (PP Vs non-PP) ★ Early intervention with transition into EYFS and into Y7 (PP has an enhanced transition package of support) ★ All families accessing HQ texts at home (physical or virtual)
4	<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> Improved links with pre-schools and early identification of disadvantage 	<p>Transition paperwork/Home School Agreement/Newsletters and Website includes a section on disadvantage and indicators (other than FSM).</p>

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: £0 - *within schools CPD Offer*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Subject Leadership (Literacy, Maths, EYFS) & Curriculum Development – PTI Hub	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development	1,2,3,4

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

Budgeted cost: £14,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for targeted pupils (CTG and Pre Teach)	+5 months – phonics strategies +6 months – reading comprehension EEF Recommended Strategy: Individualised Instruction/Feedback/Teaching assistant interventions/Metacognition and Self Regulation/Mentoring	1,2,3
Appropriate funding of educational programmes -Nessy reading and spelling, Fiction Express and TT Rockstars.	+6 months - reading strategies EEF Recommended Strategy: One-to-One Tuition/Small Group Strategy	1,2,3
CPD and targeted TA deployment to provide appropriate support.	+ 4 to +6 months Various, e.g behaviour interventions/MindUp/RWI/quick maths/Oracy support EEF Recommended Strategy: Feedback/Teaching assistant interventions/Small Group Tuition/Oral Language Intervention	1,2,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for parents to ensure pupils accessed residential and trips.	N/A	1,2
SLA school support from an educational psychologist/EWO to work closely with pupils, parents and staff of PP children. Reports fed back to teachers and parents and informed action plans (RON).	N/A	1,2,3

As well as these costed strategies, further strategies are being used which will particularly enhance learning for disadvantaged children.

Addressing the vocabulary gap:

- Improving tier 3 vocabulary by ensuring that key vocabulary is specifically taught in every curriculum subject. eg civilisation, piety, predator.
- Improving tier 2 vocabulary by ensuring that reading is prioritised. Specific strategies include:-
 - o Whole Class Reading – dedicated vocabulary section; high quality books; one book per child to allow them to follow the text; modelling of reading skills by the teacher
 - o Transition programme for phonics – bridging the gap between RWI and Primary Code
 - o Teaching focus on reading fluency / comprehension, not just as well as decoding (Scarborough’s Reading Rope)
 - o Reading to be included within wider curriculum subjects
 - o Activities to build cultural capital and extend vocabulary

Addressing the academic gap in Maths:

We have implemented key systems within our school to ensure mastery for all:

- Children are not taught something which they are not ready for – AfL and quick maths sessions ensure that children have the pre-requisites
- Children don't 'practise it wrong' – mid lesson AfL ensure that children don't move guided practice to independent practice before they are ready (I do/we do/you do)
- Children aren't expected to master more than one step at a time – small step planning using White Rose Maths and materials from the NCETM (National Centre for Excellence in Teaching Maths)
- Children who have not understood a teach are supported by the teacher – classroom routines ensure that the teacher can focus on the children who most need support.

Total budgeted cost: £14,663

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.