

Pupil premium strategy statement 2020/21: ALTARNUN PRIMARY SCHOOL

1. Summary information					
School	Altarnun Primary School				
Academic Year	2020/21	Total PP budget	£13,655	Date of most recent PP Review	July 2021
Total number of pupils	48	Number of pupils eligible for PP	13 6 x FSM 1 x Ever 6 0 x Adopted 6 x Service	Date for next internal review of this strategy	July 2021

DATA:			
A) Current Reported Attainment (KS2 Y6 SATs 2019) combined to non-PP peers – covid measures means no summer 2020 reported data			
Caution - small cohort of just 2 children	<i>Pupils eligible for PP (Y6 2019 PP = 2 pupils)</i>	<i>Pupils not eligible for PP (2018 Local Authority average)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% achieving Expected standard or higher in reading, writing and maths combined	0%	67%	70%
% achieving Expected standard or higher in Reading	100%	80%	80%
% achieving Expected standard or higher in Writing	0%	82%	83%
% achieving Expected standard or higher in Maths	100%	78%	81%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of lived experience 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).
B.	% 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. % of PP pupils completing home learning tasks and homework is lower than non PP.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Families don't recognise they are entitled to 'PP' as all KS1 entitled to Free-Meals, which is different
D.	Esteem, aspiration and expectation 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. Limited experience of out-of-school personal development opportunities/experiences which then limits their understanding of experiences that other children in the cohort might have participated in. It also limits what first hand experiences they have to write 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.

E.	<p>Completing homework/support from parents for home learning – Reading, TT Rockstars and support for completing work set is not as frequent for some of our PP children as our non PP children.</p> <p>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.</p> <p>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.</p>
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close the gaps further between pupil premium pupils and their peers and raise attainment of PP pupils in maths, reading and writing.	% of PP children attaining ARE/GDS is in line with non PP. All PP children supported through Closing the Gap activities, Pre Teach and access to specific reading, spelling and number development support programmes.
B.	Improve self-regulation, growth mind set and resilience of PP children so low level disruption to learning is minimised.	% of PP children accessing a full curriculum is increased
C.	Autumn/Spring communication to KS1 families on PP funding (different to KS1 FSM)	Clarity to KS1 families and increase in PP uptake in KS1
D.	Engage PP families with home learning, reward children for reading/TT Rockstars engagement at home, alternative provision to replace reading at home in school (fiction express)	PP pupils access home learning often under the guidance of their teacher and support staff (in the absence of support at home)

4. Review of Expenditure

Academic year	2020/21 £13, 655		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Separation of EYFS from KS1 class/cohort (as much as possible) and that Pupils are taught in classes of no more than 30 (Continuation from 2019)	Sustaining a 3 class structure for staff to provide appropriate and targeted in class support to pupils to ensure that they reach age related expectations, end of key stage targets and in year progress expectations. Funds	By sustaining the 3 class structure pupils are taught in classes of no more than 30. 2021 teacher assessments show that key EYFS skills are embedded, including phonics, and Y2 meet the required National expectations (EYFS/Phonics Screening Check/Y2 data continues to improve). In addition, PP pupils across KS1 and KS2 have increased adult support ratio as part of Wave 1 quality provision. (EEF - Moderate impact, High cost)	Classes combining for academic year 2021/2022. Additional funds are being used to support with additional highly skilled support staff. Class sizes no larger than 25 at present and school approach is to 'teach to stage not age'.

	to allow for responses to individual children's needs.	Attainment gaps have been tracked termly (quadrants) and interventions put in place to support progress (Read Write Inc, Quick Maths fluency, Closing the gap and pre teach) PPM (quadrants) SEND/PP reviews	
Develop pupils' ability to be resilient and self regulate when learning. Enhance Pupils' ability to identify successful individual strategies for learning and take ownership. (Continuation from 2019)	Self regulation -You are Awesome/Hidden Chimp and Mind Up Curriculum (brain breaks). Pupil conferencing to tie in with marking policy (feedback) and focus on meta cognition and attitudes to learning. (EEF - High impact, very low cost)	Pupil conferencing has developed resilience and Critical Thinking (Metacognition and self-regulation EEF report) Attendance reflects children's desire to attend school. 97% (above National) no significant disparities between DPP/non DPP. Pupil conferencing with PP evidence this mindset. Abilities to apply learning to deep questioning and mastery demonstrate impact and can be seen in PP book looks. PP children present as more confident with an enhanced behaviour for learning in class. (EEF - Moderate impact, very low cost)	Forms Key Part of IDP for the whole school, PP included within the whole Trust Strategy in this area. Link with 21/22 IDP and Strategic Aim 3 'Oracy' as this links to depth of learning, why and being able to articulate deep learning/application. Continue 2021_2022
Improved leadership and pedagogical knowledge and skills base of staff for teachers and teaching assistants	Development of Subject Leadership (Literacy, Maths, EYFS) & Curriculum Development	CPD for teachers to 'teach to the top' and have aspirations for HAP PP children. CPD to provide curriculum coherence which in turn provides increased engagement and connectivity for PP children. Development already in process. Mastery learning to date: staff CPD/staff meeting and other in-house/inter-school observations have been spent on finding and sharing best practice exemplars for this. Other examples include: 1. Use of 'Power Maths and White Rose Maths' to further support small steps and assessing maths progress.	Forms Key Part of IDP for the whole school, PP included within the whole Trust Strategy in this area. Continue 2021_2022

		<p>2. Promoting and providing 'contextual' lesson for pupils to applying learning to</p> <p>3. Further promote high standards of oracy throughout the school (oracy policy)</p> <p>(EEF - Moderate impact, very low cost)</p> <p>Attainment gaps are tracked termly (PPM and SEND reviews) and interventions put in place to support progress.</p> <p>Quadrants identify all PP (including learning behaviours) and HAP pupils - all are better supported and identified and staff 'teach to the top'.</p>	
			Total budgeted cost £400
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved progress (better than expected) and attainment for PP pupils – specifically focused on reading, writing and maths.	<p>1:1 support for targeted pupils (CTG and Pre Teach)</p> <p>Appropriate funding of educational programmes -Nessy reading and spelling, number shark and word shark.</p> <p>CPD and targeted TA deployment to provide appropriate support.</p>	<p>Targeted support provided catch up, particularly for those PP children who did not access remote learning.</p> <p>Pupils eligible for PP are making less progress than their non PP peers.</p> <p>Funding teaching assistant hours to deliver additional interventions in reading, writing and maths as well as Closing the Gap and Pre Teach activities aided PP progress.</p> <p>Quadrants/PPM clearly identified impact of CTG, pre teach and other interventions for PP children.</p>	21/22 IDP Strategic Aim 2 'Metacognition' and being ready to learn focus continues.

			Total budgeted cost	£12,255
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Pupils are involved in all 'experiences' that the school provides	Financial support for parents to ensure pupils accessed residential and trips	Immersion and involvement in otherwise unaffordable experiences is a life-changing opportunity for our PP pupils. All PP pupils have accessed residential and trips and we have seen a direct impact in self-esteem, confidence and resilience - especially linked to our adventurous residential.		
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)	Educational Psychologist and EWO support for PP/SEND pupil	PP pupils who are involved with 'Team Around the Child' meetings and/or Safeguarding support work have had regular representation at TAC and Core group meetings. This ensured a full and robust multi-agency involvement has had an impact on pupils' development overall. Enhanced SEND package supported a PP pupil	Continue with SLA's and close liaison between agencies for 2021_2022.	
			Total budgeted cost	£1,000

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Total budget: £13,655