

2023-2026 Pupil premium strategy statement - Altarnun Primary

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (2022/23) had within our school.

School overview

Detail	Data
School name	Altarnun Primary
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	FSM 11/52 = 21.15% Service 4/52 = 7.69% CIC 1/52 = 1.92%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Emma Kerr
Pupil premium lead	Emma Kerr
Governor / Trustee lead	Local Governing Body Governor overseeing PP: Carla Barnard cbarnard@athenalearningtrust.uk

Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£19,540 11 x Every 6 £16,005 3 x Service children £1,005 1 x LAC £2,530
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	£21,540

Statement of intent

At Altarnun Primary School, all pupils, regardless of background or need, develop excellence in teaching and learning in foundation subjects. All pupils are taught a wide enough vocabulary to ensure they achieve as well as they could do. They also develop language about metacognition so that they can be equipped with the skills they need to become intrinsically motivated, independent and successful learners. 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>Metacognition</u></p> <ul style="list-style-type: none"> ● Pupils not consistently showing 100% Attention - behaviour for learning. ● At times pupils do not show the determination to work on their own and they depend on the support of other adults.
2	<p><u>Maths Mastery</u></p> <ul style="list-style-type: none"> ● Maths specialist teaching and CPD to support staff doing fewer things in greater depth and pupils being immersed in clear, sequenced and high quality maths programmes (Staff have weekly coaching). ● Many parents/carers lack interest or understanding in core and foundation subjects, thus limiting future educational choice and career path
3	<p><u>Phonics, Early Reading & Oracy</u></p> <ul style="list-style-type: none"> ● Phonics programme to fidelity stage - RWInc & Ruth Miskin training ● Kernow English Hub suit follow up and plan (CPD) ● All pupils (including those with PP/SEND) are to be given more independence with learning and taught a wide enough vocabulary to ensure they achieve as well as they could do. ● Reading at home continues to be limited, especially for our most disadvantaged pupils. ● Lack of first hand experiences also limits what PP children have to write/talk about.
4	<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> ● Lack of awareness of PP 'FSM' and confusion with UIFSM with starting school. ● Pupils are starting schools/ the next phase of their education with a growing range of communication and language needs

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>Teaching (Metacognition)</u></p> <ul style="list-style-type: none"> All pupils show 100% Attention via FOCUSThe needs of all pupils (including those with SEND) are well identified. Pupils have a wide enough technical vocabulary to ensure they achieve as well as they could do in a range of subject areas. Including SHAPE and STEPS. Pupils show the determination to work on their own and they do not depend on the support of other adults. Social and Emotional development of the whole child via rich experiences to develop their frame of reference. 	<ul style="list-style-type: none"> ★ FOCUS tracker ★ Speedbacks (teacher obs) to identifying teaching sequence (Recaps, Model, Practice etc) ★ 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) ★ 100% of PP pupils are involved in school trips and experiences via funding support.
2	<p><u>Maths Mastery</u></p> <ul style="list-style-type: none"> Rich subject knowledge - all subject areas. The DI approach adapted by our school, offers structured and explicit instruction, ensuring that students receive targeted guidance and support. For pupils on pupil premium, this method helps bridge learning gaps by providing clear explanations and ample practice opportunities. Its systematic approach enhances comprehension and retention, allowing students to build a solid foundation in mathematics, which is crucial for their academic success. Furthermore, the evidence-based nature of Direct Instruction makes it a valuable tool for improving educational outcomes and narrowing the attainment gap among students from the diverse backgrounds in our classrooms Robust tracking and assessment of Foundation Subjects; quick comparison of PP Vs non-PP. Increased pupil engagement and confidence in a range of subjects Improved staff subject knowledge and confidence. Improved pupil application of subject specific vocabulary. Improved awareness and aspiration of career choices and options 	<ul style="list-style-type: none"> ★ Direct Instruction - Maths programme ★ Arbor MIS set up to compare PP Vs non-PP ★ Oracy project, or equivalent, to evidence progress in this area ★ Careers theme in learning to evidence aspirations
3	<p><u>Phonics, Early Reading & Oracy</u></p> <ul style="list-style-type: none"> Read Write Inc to fidelity (Ruth Miskin Training & CPD) All pupils (including those with PP/SEND) are more independent with learning and have a wide, subject specific vocabulary. STEPS & SHAPE Transition links and pre-school. The Literary Canon is embedded and links meaningfully to the Thematic curriculum. All families can access HQ texts at home. 	<ul style="list-style-type: none"> ★ RWInc CPD & Tracking pupils ★ 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). ★ Speedbacks evidence independence (PP Vs non-PP)

	<ul style="list-style-type: none"> Reading Recovery schemes explored to support Y1 Phonics Screening check and those entering Y2 requiring intervention 	<ul style="list-style-type: none"> ★ Early intervention with transition into EYFS ★ All families accessing HQ texts at home (physical or virtual)
4	<p>Early Identification of PP & Disadvantage</p> <ul style="list-style-type: none"> Improved links with pre-schools and early identification of disadvantage 	<ul style="list-style-type: none"> Transition paperwork, Home School Agreement & website includes a section on disadvantage and indicators (other than FSM).

Activity in this academic year (2023/24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Evidence base from EEF T&L Toolkit [HERE](#)

Teaching - Budgeted cost: £17,920 (FSM) + £2,000 (recovery) = £19,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Time & Organisation: Appropriate staffing support for effective class structure, bespoke support in class and teacher time to support quality wave 1 teaching.</p>	<p>To deliver Targeted Academic support (see below), Various, e.g behaviour interventions/RWI or equivalent/quick maths/Oracy support EEF Recommended Strategy: Feedback/Teaching assistant interventions/Small Group Tuition/Oral Language Intervention</p>	1, 2 & 3
<p>CPD: *High quality, subject based Development (including support of ECT/NQT) *Development of Subject Leadership (EYFS) *Curriculum Development – PTI Hub</p>	<p><i>EEF: What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis:</i> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics <i>EEF: Quality Assurance of Teachers' Continuing Professional Development:</i> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p>	1, 2 & 3

Targeted academic support - School Led Tutoring £1,620.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Addressing the vocabulary gap:</p> <ul style="list-style-type: none"> · 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:- 	<p>Evidence & Approaches within Wave 1 quality teaching</p> <ul style="list-style-type: none"> o Updated Phonics & Early Reading Routine - Sept 2023 (Read Write Inc led training and online resources. Weekly inhouse coaching from Reading Lead). o Teaching focus on reading fluency / comprehension, not just as well as decoding o Reading to be included within wider curriculum subjects o Activities to build cultural capital (decolonising curriculum) and extend vocabulary 	1, 2 & 3
<p>Addressing the academic gap in Maths:</p> <p>We have implemented key systems within our school to ensure mastery for all (see evidence and approaches)</p>	<p>Direct Instruction Teaching across the school. Winning With Numbers online platform to address arithmetic skills and knowledge.</p> <p>*RECAPS</p> <p>*Low Floor/High Ceiling, Teach to Top, Small Steps, Mixed Ability groupings, Concrete Abstract Pictorial approaches</p> <p>*Children are not taught something which they are not ready for – pit stops and quick maths sessions ensure that children have the prerequisites</p> <p>*Children don't 'practise it wrong' – mid lesson pit stops ensure that children don't move guided practice to independent practice before they are ready (Small Steps)</p> <p>*Children aren't expected to master more than one step at a time – small step planning using</p>	1, 2 & 3
<p>Connections in/out of class:</p> <p>Linking small group work/1:1 into Whole Class Teaching via:</p> <p>*1:1 support for targeted pupils (Closing The Gap and Pre Teach)</p>	<p>EEF Recommended Strategy:</p> <p>Individualised Instruction/Feedback/Teaching assistant interventions/Metacognition and Self Regulation/Mentoring</p>	1, 2 & 3
<p>Resources:</p> <p>Appropriate funding of educational programmes e.g. Nessy</p>	<p>EEF Recommended Strategy:</p> <p>One-to-One Tuition/Small Group Strategy</p>	1, 2 & 3

reading and spelling, Fiction Express and TT Rockstars.		
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Wider strategies - Budgeted cost: £as part of 'Teaching' above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social & Emotional Support via rich, immersive and inclusive experiences for all including: <ul style="list-style-type: none"> • Trips • In school experiences • Uniform 	Uniform: EEF evidence is weak https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform Trips & Experiences (including OUtdoor Adventurous) EEF evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
SEND & Pupil Premium: SLA school support from an educational psychologist/EWO to work closely with pupils, parents and staff of PP children. Including behavioural support. Reports fed back to teachers and parents and informed action plans (RON).	Various & TBC: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	All
Reading at Home Support via reading materials but also modelling how to read with children (Phonics, Reading workshops)	EEF: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All
Careers & Aspiration Continue to develop curriculum linked to careers and aspiration - including Gatsby Benchmarks and Primary Careers Framework - new for Sept 2021.	EEF: Aspiration Intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 2 & 3

Total budgeted cost: Budgeted cost: £21,540

Total 2023/24 Funding/Carry forward: £0

Part B: Review of outcomes in the previous academic year

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£14,466.00
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	£16466.00
Actual Spent	

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching:

- Oracy and Behaviour Routine developed (launched in Sept 2022 and continuing 2023 following relaunch). Primary Attainment review led to alterations to school day timings to allow greater emphasis on phonics/early reading and maths recall/key number facts.
- Teaching and consolidation of arithmetic knowledge and skills addressed through Winning with Numbers online platform purchased in January 2023.
- Mathematics programme evaluated and the decision taken to introduce Direct Instruction Programme across Altarnun Primary (and other MAT Primaries).

Targeted Academic Support:

- Investment into RWI online support provides staff and families many more resources in which to teach and consolidate the RWI programme.
- Curriculum now effectively shared between Primary Cluster Schools with clear Middle/subject Leadership. Curriculum themes are now aligned so resources, knowledge and time are better shared.
- Maths lessons now all follow Direct Instruction (NIFDI)

Wider Strategies:

- All pupils now follow our Uniform policy. This gives a sense of pride and belonging. From September 2023 there will be significant focus on this in weeks 1-4 of the Autumn term, particularly for the new intake.
- All pupils, including the most disadvantaged, were involved in a range of trips and experiences (Bachelor's Hall on Dartmoor, Goblin Green Powered racing car, Working alongside RNAS Culdrose on the Goblin project, Visitors including History workshop, Careers development etc)
- Phonics and Early Reading parent workshop held (75% - including all apart from one PP family). Those unable to come, teacher phone call home or information sent home.
- New role across Primary Cluster - SEN & Inclusion, to support the most disadvantaged.

Catch Up strategy outcomes

This details the impact that our Catch Up activity had on pupils in the 2022 to 2023 academic year.

Teaching:

- CPD to support intervention (Phonics).
- Attainment review - structure of school day and intervention timings.
- Teacher CPD (PTI) on curriculum development strategies for foundation subjects (lost CPD time during Covid).

Targeted Academic Support:

- Maths intervention/small group work now all follow Winning with Numbers to address arithmetic basics skills for pupils who are not secure with their ARE and expectations (as well as meeting National Maths benchmarks for 2023).

Wider Strategies:

- New role across Primary Cluster - SEN & Inclusion, to support the most disadvantaged. This also includes transition into the school/Reception phase.

For info: School Led Tutoring outcomes

This details the impact that our School Led Tutoring activity had on pupils in the 2022 to 2023 academic year.

Teaching:

Existing teacher trained to be a mentor to support Y6 booster sessions, outside of whole class teaching time.

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
Literacy Shed / Reading Shed	Education Shed
Winning with Numbers	Winning with Number
TTRockstars	Maths Circle
Direct Instruction	National Institute For Direct Instruction (NIFDI)
Read Write Inc	Ruth Miskin

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?	We used SPP for monitoring of SPPchildren's progress vs non-SPP/PP children's progress to ensure that they learn, develop and achieve their own expected level of progress intervention strategies and support are put into place to support their learning to close gaps or address greater depth Trained TA support to run PSHE sessions
What was the impact of that spending on service pupil premium eligible pupils?	Overall the majority of SPP pupils made good progress, achieving ARE (WRM) or GDS (Mathematics and Reading) at the end of year. SPP pupils are happy and knowledgeable children, with a greater confidence.

