

2022-2025 Pupil premium strategy statement – Altarnun Primary

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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 (2021/22) had within our school.

School overview

Detail	Data
School name	Altarnun Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	FSM 11/56 = 19.64% Service 3/56 = 5.36% CIC 2/56 = 3.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	C Medland
Pupil premium lead	C Medland
Governor / Trustee lead	Local Governing Body Governor overseeing PP: Carla Barnard cbarnard@launcestoncollegemat.org.uk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	14,323.00
Recovery premium funding allocation this academic year	£2,000 22/23 year:
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	£16,323.00

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 across all subjects. So they are equipped with the skills they need to become intrinsically motivated, independent and successful learners pupils are taught a wide vocabulary and develop language about metacognition. 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>Curriculum:</p> <ul style="list-style-type: none">• The percentage 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.• 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.• 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.• Many parents/carers lack interest or understanding in core and foundation subjects, thus limiting future educational choice and career path• Pupils do not have wider foundation subject attainment, progress knowledge and therefore lack 'passion' interests or aspirations e.g. I'm a historian, scientist etc
2	<p>Metacognition:</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.

	<ul style="list-style-type: none"> • 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. • The percentage 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 are entitled to Free-Meals, which is different from universal infant free school meals (UFSM). • 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>Curriculum</u></p> <ul style="list-style-type: none"> • Improved progress 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; thus improved pupil application of subject specific vocabulary. • 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 • Improved awareness and aspiration of career choices and options. 	<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)
2	<p><u>Metacognition</u></p> <ul style="list-style-type: none"> • All pupils show 100% attention using FOCUS 	<ul style="list-style-type: none"> • FOCUS tracker • Speedbacks (teacher observations) to identify teaching sequence

	<ul style="list-style-type: none"> ● The 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 do not depend on the support of other adults. ● 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. 	<p>(Recaps, Model, Practice, etc)</p> <ul style="list-style-type: none"> ● PP pupils perform as well as their non-PP counterparts. ● 100% of PP pupils are involved in school trips and experiences via funding support. ● Book scrutinies evidence high standards of work and oracy across a range of subjects (PP vs non-PP) ● Lesson observations evidence pupil independence (PP vs non-PP)
3	<p><u>Oracy</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 STEPS & SHAPE ● Transition links and pre-school. Y6/7 partnerships ensure that Oracy and S&L support is in place for pupils who need it ● Reading support and Phonics Champions to support Y1 Phonics Screening check and those entering Y2 requiring intervention 	<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). ★ Speedback evidence independence (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: £6,000 (FSM) £2,000 (Recovery) = £8,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Time & Organisation: Appropriate staffing support for effective class structure, bespoke support in class and teacher time to support quality wave 1 teaching.	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	1,2,3
CPD: *High quality, subject based Development (including support of ECT/NQT) *Development of Subject Leadership (EYFS) *Curriculum Development – PTI Hub	<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	1, 2, 3, 4

Targeted academic support £3,857.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing the vocabulary gap: Improving tier 3 vocabulary by ensuring that key vocabulary is specifically taught in	Evidence & Approaches within Wave 1 quality teaching Revised Phonics & Early Reading Routine - Sept 2022 Launch (Read Write Inc led) Teaching focus on reading fluency / comprehension, not just as well as decoding	1,2,3

<p>every curriculum subject. eg civilisation, piety, predator.</p> <ul style="list-style-type: none"> · Improving tier 2 vocabulary by ensuring that reading is prioritised. 	<p>Reading to be included within wider curriculum subjects</p> <p>Activities to build cultural capital (decolonising curriculum) and extend vocabulary</p>	
<p>Addressing the academic gap in maths: We have implemented key systems within our school to ensure mastery for all (see evidence and approaches)</p>	<p>Consistent and exclusive use of White Rose maths to deliver maths curriculum, with greater opportunities for practical application.</p> <ul style="list-style-type: none"> *RECAPS at the start of each lesson *Low Floor/High Ceiling, Teach to Top, Small Steps, Mixed Ability groupings, Concrete Abstract Pictorial approaches <p>Quick maths sessions ensure that children have the prerequisites required to move forward with their learning; children are taught according to where they are (so not taught something they are not ready for)</p> <ul style="list-style-type: none"> *Children don't 'practise it wrong' – mid lesson checks/mini plenary to ensure that children don't move guided practice to independent practice before they are ready (Small Steps) *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 concept are supported by the teacher – classroom routines ensure that the teacher can focus on the children who most need support. 	<p>1,2,3</p>
<p>Connections in/out of class:</p> <p>Linking small group work/1:1 into Whole Class Teaching via:</p> <ul style="list-style-type: none"> *1:1 support for targeted pupils (Closing The Gap and Pre Teach) 	<p>EEF Recommended Strategy:</p> <p>Individualised Instruction/Feedback/Teaching assistant interventions/Emotion Coaching/Lego Therapy/Brain Breaks/Metacognition and Self Regulation/Mentoring</p>	<p>1,2,3</p>
<p>Resources:</p> <p>Appropriate funding of educational programmes e.g. Nesy reading and spelling, Fiction Express and TT Rockstars.</p>	<p>EEF Recommended Strategy:</p> <p>One-to-One Tuition/Small Group Strategy</p>	<p>1, 2, 3</p>

Wider strategies

Budgeted cost: £4466.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social & Emotional Support via rich, immersive and inclusive experiences for all including:</p> <ul style="list-style-type: none"> ● Trips ● In school experiences ● Uniform 	<p>Uniform: EEF evidence is weak https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Trips & Experiences (including Outdoor Adventurous) EEF evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,2
<p>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).</p>	<p>Various & TBC: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3, 4
<p>Reading at Home Support via reading materials but also modelling how to read with children (Phonics, Reading workshops)</p>	<p>EEF: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parent workshops to support.</p>	1,2,3, 4
<p>Careers & Aspiration Continue to develop curriculum linked to careers and aspiration - including Gatsby Benchmarks and Primary Careers Framework - new in Sept 2021.</p>	<p>EEF: Aspiration Intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 2, 3

Total budgeted cost: £16466.00

Pupil premium strategy outcomes

Teaching:

- Oracy and Behaviour Routine developed (relaunched in Sept 2022). Primary Attainment review led to alterations to school day timings to allow greater emphasis on phonics/early reading and maths recall/key number facts.

Targeted Academic Support:

- Our newly appointed SEN and Inclusion Coordinator, together with English Lead for APS, reviewed phonics and whilst we will continue to use RWI as our primary approach to phonics and early reading, the team will be using 'Cued Articulation' to develop phonological strategies and bespoke games to read 'green' words
- 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.
- White Rose maths coverage in lessons is being monitored and developed as the year progresses, with the focus on fluency in basic skills. This is an area for attention in Sept 2022 as pupils are not secure with their ARE and expectations (as well as meeting National Maths benchmarks for 2021).

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
Fiction Express	Fiction Express
SCARF	Coram Life Education
Spellzone	Spellzone
Developing Experts Science	Developing Experts

Service pupil premium funding (optional)

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

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