

# 2024-2027 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	53
Proportion (%) of pupil premium eligible pupils	FSM 11/53 = 20.75% Service 4/53 = 7.54% CIC 2/53 = 3.77%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lynsey Slater
Pupil premium lead	Christina Medland
Governor / Trustee lead	Local Governing Body Governor overseeing PP: jluxford@athenalearningtrust.uk

## Funding overview 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	FSM 11/53 = £14,553 Service 4/53 = £1,360 CIC 1/53 = £2,570
Recovery premium funding allocation this academic year	£18,483
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,483

## Statement of intent

At Altarnun Primary School, all pupils, regardless of background, develop a love of learning through the application of our ICARE characteristics, they learn to be; Inquisitive, Collaborative, Aspirational, Reflective and Enthusiastic! Altarnun Primary School works tirelessly to support all children to develop mastery skills in reading, writing and mathematics, which in turn, underpin excellence in the foundation subjects and provide a firm foundation for life.

We aim for all pupils to reach the expected levels of development, in Early Years, Phonics, maths mastery, writing and reading.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Metacognition</u></b></p> <ul style="list-style-type: none"><li>• Some pupils do not consistently show 100% Attention - behaviour for learning needs further addressing</li><li>• Pupils experience dysregulation and are unable to self regulate</li><li>• At times pupils do not show the determination and resilience to work on their own and they depend on the support of other adults.</li></ul>
2	<p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"><li>• Children below maths age are not yet supported to catch up, fast</li><li>• Staff lack clarity, confidence, consistency on expected delivery</li><li>• DI maths delivery, clarity, confidence, consistency and coaching are not yet in place</li><li>• A culture of high achievement, for all children, is not yet embedded</li><li>• Some pupils lack fluency in basic skills and multiplication tables</li><li>• Skills are not practised at home due to parental/carer lack of support/knowledge. Many parents openly accept they themselves found maths difficult so prophesize their child will too.</li></ul>
3	<p><b><u>Phonics, Early Reading, Oracy &amp; Writing</u></b></p> <ul style="list-style-type: none"><li>• Many pupils find it hard to read and write, with accuracy and fluency. To ensure all pupils make expected progress, staff must provide quality first teaching and follow a spelling scheme which provides a structured approach.</li><li>• Our most struggling students most need to read and write, but are often least likely to pick up a book or write independently when they are not at school.</li><li>• Some of our most struggling pupils have significant gaps due to poor vocabulary and wider knowledge of the world.</li></ul>

	<ul style="list-style-type: none"> <li>• As a result of not reading with fluency and accuracy, children don't always learn, and remember, as much as they could.</li> <li>• Reading, writing, SPaG and oracy need to be intrinsically linked through the wider curriculum, to effectively build children's schema.</li> </ul>
4	<p><b><u>Early Identification of PP &amp; Disadvantage</u></b></p> <ul style="list-style-type: none"> <li>• Pupils are starting schools/ the next phase of their education with a growing range of communication and language needs</li> <li>• An increasing number of pupils have challenges to overcome which can affect their attendance and engagement in learning. These include: Social/Emotional/mental health needs, on-going physical health issues and concerns at home which worries pupils during the day resulting in an increased need for mentoring support.</li> </ul>

## 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><b><u>Teaching (Metacognition)</u></b></p> <ul style="list-style-type: none"> <li>All pupils show 100% Attention via FOCUS - The needs of all pupils (including those with SEND) are well identified.</li> <li>Social and Emotional development of the whole child via rich experiences to develop their frame of reference.</li> </ul>	<ul style="list-style-type: none"> <li>★ FOCUS tracker</li> <li>★ Speedbacks (teacher obs) to identifying teaching sequence (Recaps, Model, Practice etc)</li> <li>★ Pupils have physical/sensory breaks when needed</li> <li>★ Pupils</li> </ul>
2	<p><b><u>Maths Mastery</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>★ Direct Instruction - Maths programme</li> <li>★ Weekly monitoring of DI in school/ fortnightly monitoring SLT</li> <li>★ Remedies taught to address misconceptions and ensure all pupils achieve Mastery</li> <li>★ Robust tracking and assessment of Foundation Subjects; quick comparison of PP Vs non-PP.</li> <li>★ Increased pupil engagement and confidence in a range of subjects</li> <li>★ Improved staff subject knowledge and confidence</li> <li>★ Improved pupil application of subject specific vocabulary.</li> <li>★ Improved awareness and aspiration of career choices and options through visits and guests from wider community.</li> </ul>
3	<p><b><u>Phonics, Early Reading &amp; Oracy</u></b></p> <ul style="list-style-type: none"> <li>Read Write Inc to fidelity (Ruth Miskin Training &amp; CPD)</li> <li>All pupils (including those with PP/SEND) are more independent with learning and have a wide, subject specific vocabulary.</li> <li>High quality texts</li> <li>Target 100% pupils to achieve Year 1 Phonics Screening Check. Phonic sound gaps are targeted through daily Fast Track Tutoring and speed sound videos shared with parent/carers.</li> </ul>	<ul style="list-style-type: none"> <li>★ RWInc coaching sessions</li> <li>★ KEH tracking</li> <li>★ All families accessing HQ texts at home through school book lending scheme (books at Bedtime)</li> <li>★</li> </ul>
4	<p><b><u>Early Identification of PP &amp; Disadvantage</u></b></p> <ul style="list-style-type: none"> <li>Improved links with pre-schools and early identification of disadvantage</li> </ul>	<ul style="list-style-type: none"> <li>• Transition paperwork, Home School Agreement &amp; website includes a section on disadvantage and indicators (other than FSM).</li> </ul>

## Activity in this academic year (2024/25)


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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff Time &amp; Organisation:</b> 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 EEF: Improving Social and Emotional Learning in Primary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 2 & 3
<p><b>CPD:</b> *High quality, subject based Development *Development of Subject Leadership (Mathematics &amp; Reading) *Curriculum Development – PTI Hub</p>	<p><i>EEF: What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis:</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a> <i>EEF: Quality Assurance of Teachers' Continuing Professional Development:</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p>	1, 2 & 3

### Targeted academic support - Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Addressing the vocabulary gap:</b> · Improving tier 3 vocabulary by ensuring that key vocabulary is specifically taught in every curriculum subject.</p>	<p>Evidence &amp; Approaches within Wave 1 quality teaching o Updated Phonics &amp; Early Reading Routine -(Read Write Inc led training and online resources. Fortnightly inhouse coaching from Reading Lead). o Teaching focus on reading fluency / comprehension, not just as well as decoding</p>	1, 2 & 3

<p>eg civilisation, piety, predator.</p> <ul style="list-style-type: none"> <li>· Improving tier 2 vocabulary by ensuring that reading is prioritised.</li> </ul> <p>Specific strategies include:-</p> <ul style="list-style-type: none"> <li>- Books @ bedtime</li> <li>- Talk through stories</li> <li>- Phonics to fluency</li> <li>- Lexia Core 5</li> <li>- Fluent Readers</li> <li>- Reading Spine</li> </ul>	<ul style="list-style-type: none"> <li>o Reading to be included within wider curriculum subjects</li> <li>o Implement roll out of reading spine</li> <li>o Activities to build cultural capital (decolonising curriculum) and extend vocabulary</li> </ul> <p>EEF research and Nationally Leading Practice:</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p> Chris Such: The Art and Science of Teachi...</p>	
<p><b>Addressing the academic gap in Maths:</b></p> <p>We have implemented key systems within our school to ensure mastery for all (see evidence and approaches)</p>	<p>Direct Instruction (DI) Teaching across the school. Winning With Numbers online platform to address arithmetic skills and knowledge. DI Maths materials used consistently and exclusively (no other planning).</p> <ul style="list-style-type: none"> <li>*RECAPS</li> <li>*Low Floor/High Ceiling, Teach to Top, Small Steps, Mixed Ability groupings, Concrete Abstract Pictorial approaches</li> <li>*Children are not taught something which they are not ready for – pit stops and quick maths sessions ensure that children have the prerequisites</li> <li>*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)</li> <li>*Children aren't expected to master more than one step at a time – small step planning using Direct Instruction Maths and materials from the NCETM (National Centre for Excellence in Teaching Maths)</li> <li>*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.</li> </ul> <p>Evidence base:</p> <p><a href="#">Project Follow Through</a></p>	<p>1, 2 &amp; 3</p>
<p><b>Connections in/out of class:</b></p> <p>Linking small group work/1:1 into Whole Class Teaching via:</p>	<p>EEF Recommended Strategy:</p> <p>Individualised Instruction/Feedback/Teaching assistant interventions/Metacognition and Self Regulation/Mentoring</p>	<p>1, 2 &amp; 3</p>

*1:1 support for targeted pupils (Closing The Gap and Pre Teach)		
<b>Resources:</b> Appropriate funding of educational programmes e.g. Fast track tutoring (RWI), maths remedies, Lexia Core 5 and TT Rockstars.	EEF Recommended Strategy: One-to-One Tuition/Small Group Strategy	1, 2 & 3

### Wider strategies - Budgeted cost: £5,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Social &amp; Emotional Support via rich, immersive and inclusive experiences for all including:</b> <ul style="list-style-type: none"> <li>• Trips</li> <li>• In school experiences</li> <li>• Uniform</li> </ul>	Uniform: EEF evidence is weak <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a> Trips & Experiences (including OUtdoor Adventurous) EEF evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	
<b>SEND &amp; Pupil Premium:</b> 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	All
<b>Reading at Home</b> Support via reading materials but also modelling how to read with children (Phonics, Reading workshops)	EEF: Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	All
<b>Careers &amp; Aspiration</b>	EEF: Aspiration Intervention	1, 2 & 3

Continue to develop curriculum linked to careers and aspiration - including Gatsby Benchmarks and Primary Careers Framework - new for Sept 2021.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
--	---	--

**Total budgeted cost: Budgeted cost: £18,483.00**



## Part B: Review of outcomes in the previous academic year

### Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£18,586
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,586
<b>Actual Spent</b>	£20,586

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 204 academic year.

Teaching:

- \*Behaviour Routines (see below) have been inconsistent due to staff changes in the year. As a result, and with new in year admissions, more work is required to see this is fully embedded across the school. The rise in pupils experiencing some level of personal, social and emotional issues has also seen more demand for staff to mentor and run interventions such as Draw and Talk.
- Direct Instruction Maths has been rolled out across the school. Upper Key Stage 2 required specific teaching of gaps to ensure they were equipped to sit SATS tests in May and booster clubs were run to help address issues. Data compared to this time last year (2023 / 2024) indicates the majority of pupils to be achieving mastery, compared to this time last year.
- Investment into RWI online support provides staff and families many more resources in which to teach and consolidate the RWI programme. Monitoring by the reading leader sees that staff are given support as soon as it is identified, thus ensuring high quality delivery of the programme to pupils. Regular training issued. Pupils are monitored fortnightly to ensure progress and Fast Track Tutoring interventions implemented to ensure gaps are closed quickly and thus ensuring children 'keep up' to achieve ARE.
- Implementation plans for the school's 6 areas of improvement have been compiled with Reading, Numeracy, Learning (Attendance and Monitoring) and Behaviour taking priority.

### Wider Strategies:

- The earlier school opening time was introduced in the summer term in readiness for the compulsory change in September. The majority of pupils arrive in school on time and attendance was mostly above National throughout the year.
- All pupils, including the most disadvantaged, were involved in a range of trips and experiences (London trip, Goblin Green Powered racing car, live theatre in the city of Plymouth, Visitors including local authors and Careers development etc)
- Reading across the curriculum - following an audit of activity using the reading framework, our reading curriculum has been revamped. Core activities include:
  - Talk through stories - explicit vocab and literacy instructions aligned to Ruth Miskin RWI strategy.
  - Phonics to fluency - Athena Primary Cluster development of reading skills, for children once they have completed phonics
  - Reading Spine - class reading sets of high quality texts, across KS2
  - Fluent Readers Programme - broadening children's knowledge and cultural capital, by exploring the stories behind some of our world's greatest individuals.
  - Phonics and Early Reading parent workshops held in Early Years and Reading Beyond Phonics parent workshops held for KS2 parents. Times of workshops varied to accommodate families. Videos and flyers posted after the meetings for those unable to attend. Attendance among the disadvantaged groups was lower.
  - Lexia Core 5 spelling and reading programme purchased for Key Stage 2 pupils who have finished the Read, Write Inc programme. So far this has proved positive in meeting the needs of individuals to ensure they are supported and extended depending on their needs. This can also be accessed at home, though not fully supported by parents at this time.
  - Signed up to the National College to assist with CPD across the school.

### Teaching:

At Altarnun Primary School, we have focused on the implementation of Athena Learning trust teaching strategies to provide excellent teaching and learning for all children.

- Ensuring disruption free learning through behaviour strategies and the use of the \*FOCUS routine.

All children have the opportunity to learn in a distraction free environment. This is useful to all, but essential to those children who show gaps in learning when compared to their peers

- Attention is limited.

By ensuring disruption free learning, focusing on the acquisition of core knowledge and using teaching strategies of recap, model, check and practice, enables all learners to access core knowledge and demonstrate understanding.

- Working memory can be overloaded.

We have ensured that core knowledge is identified for all learning, knowledge is explicitly taught through recap, model, check and practice. During 23/24 we have focused on the role of core and hinterland knowledge in our teaching practice, implementing strategies for vocabulary instruction, wider reading, modelling and independent practice to ensure all children can access the breadth of the curriculum.

- Long term memory

Forgetting happens fast; staff know the core knowledge required in each unit of work, and revisit this learning through recaps and checks, to overcome the 'forgetting curve'. Explicit links are made to prior learning to activate children's recall. Ensuring a breadth in reading, vocabulary and stimulus material supports all children, but is essential to those who may have limited breadth of experience outside of school.

Targeted Academic Support:

Whilst our focus, particularly in EYFS and KS1, is now on 'keep up' rather than 'catch up' we recognise that some children may need targeted support to achieve this. This has been achieved by:

- Ongoing assessment of Early Learning Goals, with targeted interventions where identified, to support all children. 100% of children met the expected standard in their EYFS profile in 2024
- Regular assessment of phonological awareness to allow targeted teaching of specific sounds to identified pupils. 78% of Year 1 children met the expected standard in their Phonics Screening Checks.
- Maths mastery teaching embedded using NIFDI Connecting Maths Concepts programme of Direct Instruction. Any pupil not achieving mastery (85%) on the end of lesson independent work / mastery tests receives bespoke support to remedy errors before moving on.

## Catch Up strategy outcomes

This details the impact that our Catch Up activity had on pupils in the 2023 to 2024 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.

Targeted Academic Support:

- Winning with Numbers still being used to support pupils with gaps in knowledge.
- Lexia Core 5 for spelling and reading.
- Fast Track Tutoring for phonics catch up.

Wider Strategies:

- New appointment of Primary Executive January 2024 overseeing Senior Leadership across Trust Primaries.

## For info: School Led Tutoring outcomes

This details the impact that our School Led Tutoring activity had on pupils in the 2023 to 2024 academic year.

Teaching:

Higher Level Teaching Assistant trained and ran a series of intervention groups outside of lessons to support Year 6 pupils struggling with reading and mathematics.

## 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*

<b>Programme</b>	<b>Provider</b>
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
Lexia Core 5	Cambium Learning Group Brand

## 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. Wider curriculum opportunities with festivals and off site competitions.
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.

