

2025-2028 Pupil premium strategy statement - Altarnun Primary

This statement details our school's use of pupil premium 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 (2024/5) had within our school.

School overview

Detail	Data
School name	Altarnun Primary
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	FSM 11/46 = 23.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lynsey Slater
Pupil premium lead	Lynsey Slater
Governor / Trustee lead	Local Governing Body Governor overseeing PP: jluxford@athenalearningtrust.uk

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	FSM = £14,518 Service = £1,400 CIC =£2,630
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	£18,548

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><u>Metacognition</u></p> <ul style="list-style-type: none"> • Some pupils do not consistently show 100% Attention - behaviour for learning needs further addressing • Pupils experience dysregulation and are unable to self regulate • At times some pupils do not have the required pre-knowledge to access learning, particularly when being taught in mixed age classes.
2	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Maths teaching to mastery is required to support all pupils to progress. • Not all children have met the expected standards of reading at the end of primary school, missing key benchmarks throughout their primary school career • Knowledge and vocabulary within the wider curriculum is missing, therefore some children do not have a firm foundation on which to build. • A culture of high achievement, for all children, is not yet embedded • Some pupils lack fluency in basic skills and multiplication tables • Skills are not practised at home due to parental/carer lack of support/knowledge. Many parents openly accept they themselves found maths difficult so predict their child will too.
3	<p><u>Phonics, Early Reading, Oracy & Writing</u></p> <ul style="list-style-type: none"> • 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. • 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.

	<ul style="list-style-type: none"> • Some of our most struggling pupils have significant gaps due to poor vocabulary and wider knowledge of the world. • As a result of not reading with fluency and accuracy, children don't always learn, and remember, as much as they could. • Reading, writing, SPaG and oracy need to be intrinsically linked through the wider curriculum, to effectively build children's schema.
4	<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> • Pupils are starting schools/ the next phase of their education with a growing range of communication and language needs • 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. • In year pupil admissions do not always have the requisite pre-knowledge and skills
5	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Not all pupils attend school regularly, impacting the continuity of learning.

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 FOCUS The needs of all pupils (including those with SEND) are well identified. Pupils have a wide enough tier 2 and 3 vocabulary to ensure they achieve as well as they could do in a range of subject areas. 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"> ★ Lesson drop ins ★ Speedbacks (teacher obs) to identifying teaching sequence (Recaps, Model, Practice etc) linked to primary teaching fundamentals ★ 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>Curriculum</u></p> <ul style="list-style-type: none"> ★ All children make exceptional progress in maths fluency ★ All children read widely, enjoying a wide variety of texts in school and at home, through our reading curriculum ★ Children demonstrate a rich subject knowledge - all subject areas. Children are supported to activate prior knowledge on which to build future learning ★ Improved staff subject knowledge and confidence. ★ Improved pupil application of tier 2 and 3 vocabulary. ★ Improved awareness and aspiration of careers choices and options. 	<ul style="list-style-type: none"> All children meet maths mastery, working at the correct developmental stage All children to be reading at or above chronological reading age All children to meet the expected standards in reading and writing All staff to have increased knowledge and confidence in teaching all subject areas, through CPD programme and support materials. All children to Dream Big, thinking about a range of different careers choices and pathways
3	<p><u>Phonics, early reading and Oracy</u></p> <ul style="list-style-type: none"> All pupils (including those with PP/SEND) are more independent with learning and utilise tier 2 and 3 vocabulary well Children in EY and KS1 have a broad access to stories, poems, rhymes and songs to develop vocabulary Transition links with pre-school age children are strengthened, with a focus on oracy The reading spine is embedded and develops children's knowledge, and appreciation, for a range of different authors and texts Reading Recovery schemes are implemented to support Y1 Phonics Screening check and those entering Y2 requiring intervention 	<ul style="list-style-type: none"> ★ Children use a range of tier 2 and tier 3 vocabulary in speech and writing ★ 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) ★ Early intervention with transition into EYFS ★ All families can access a range of reading books at home
4	<p><u>Early Identification of PP & Disadvantage</u></p>	<ul style="list-style-type: none"> Transition paperwork, Home School Agreement & website includes a section on

	<ul style="list-style-type: none"> Improved links with pre-schools and early identification of disadvantage 	disadvantage and indicators (other than FSM).
5	<p>Attendance</p> <ul style="list-style-type: none"> All pupils are challenged, and supported, to attend school regularly. 	<ul style="list-style-type: none"> Regular attendance is expected, and celebrated Key information for parents is shared, including the impact of term time holidays

Activity in this academic year (2025/26)

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Time & Organisation:</p> <p>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</p> <p>EEF Recommended Strategy: Feedback/Teaching assistant interventions/Small Group Tuition/Oral Language Intervention</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2 & 3
<p>CPD:</p> <ul style="list-style-type: none"> *High quality, subject based Development *Development of Subject Leadership (Mathematics & Reading) *Curriculum Development – PTI Hub 	<p><i>EEF: What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis:</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p> <p><i>EEF: Quality Assurance of Teachers' Continuing Professional Development:</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p>	1, 2 & 3

Targeted academic support - Budgeted cost: £7,000

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:- <ul style="list-style-type: none"> - Books @ bedtime - Talk through stories - Phonics to fluency - Lexia Core 5 - Fluent Readers - Reading Spine 	<p>Evidence & Approaches within Wave 1 quality teaching</p> <ul style="list-style-type: none"> o Consistency in Phonics & Early Reading Routine - (Read Write Inc led). Training of all staff in Read Write Inc o CPD focus incorporating simple view of reading for all staff o Teaching methods to include consistent application of programmes and curriculum areas, reading fluency / comprehension, not just decoding o Reading to be included within wider curriculum subjects o Continue expansion and development of reading spine <p>EEF research and Nationally Leading Practice: Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Chris Such: The Art and Science of Teaching Primary Reading</p>	<p>1, 2 & 3</p>
<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 Maths materials used consistently and exclusively (no other planning).</p> <ul style="list-style-type: none"> *RECAPS *Low Floor/High Ceiling, Teach to Top, Small Steps, Mixed Ability groupings, Concrete Abstract Pictorial approaches *Children are not taught something which they are not ready for – consistent recapping of fundamental knowledge within DI lessons, pit stops and quick maths sessions ensure that children have the prerequisites *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) *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) *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>Evidence base:</p>	<p>1, 2 & 3</p>

	Project Follow Through	
Connections in/out of class: Linking small group work/1:1 into Whole Class Teaching via: *1:1 support for targeted pupils (Closing The Gap and Pre Teach)	EEF Recommended Strategy: Individualised Instruction/Feedback/Teaching assistant interventions/Metacognition and Self Regulation/Mentoring	1, 2 & 3
Resources: 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: £3,548

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	EEF: Parental Engagement	All

Support via reading materials but also modelling how to read with children (Phonics, Reading workshops)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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: £18,483.00

Part B: Review of outcomes in the previous academic year

Funding overview 2023/25

Detail	Amount
Pupil premium funding allocation this academic year	FSM 11/53 = £14,553 Service 4/53 = £1,360 CIC 1/53 =£2,570
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	£18,483

Pupil premium strategy outcomes

Detail of challenge	
<p>Metacognition</p> <ul style="list-style-type: none"> Some pupils do not consistently show 100% Attention - behaviour for learning needs further addressing Pupils experience dysregulation and are unable to self regulate At times pupils do not show the determination and resilience to work on their own and they depend on the support of other adults. 	<p>Lesson drop ins and learn walks show majority of lessons are disruption free, and staff follow behaviour policy when distractions or disruptions do occur.</p> <p>SEND needs of pupils are identified, and documented, through learning plans. Parents and pupils are involved in reviews of plan.</p> <p>Vocabulary is explicitly taught through reading programmes, literacy lessons and wider curriculums.</p> <p>Pupil independence in lessons, particularly in mathematics, has improved, with pupils able to use the knowledge and skills taught to complete independent work.</p> <p>Character curriculum and enrichment activities are woven into the academic year, to support the wider development of all children.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> Children below maths age are not yet supported to catch up, fast Staff lack clarity, confidence, consistency on expected delivery DI maths delivery, clarity, confidence, consistency and coaching are not yet in place A culture of high achievement, for all children, is not yet embedded Some pupils lack fluency in basic skills and multiplication tables 	<p>Pupil progress in maths ensures mastery for all pupils. 91% pupils are working at or above expected levels in maths.</p> <p>100% of pupils met phonics screening check. All pupils, including those on phonics, who are not reading at their chronological age are participating in a reading recovery programme.</p> <p>All children demonstrate strong subject knowledge across the wider curriculum. All teaching includes recaps to activate prior knowledge.</p> <p>Vocabulary is explicitly taught across all year groups, linked to key vocabulary and spelling linked to each year groups, and the wider curriculum.</p>

<ul style="list-style-type: none"> ● Skills are not practised at home due to parental/carer lack of support/knowledge. Many parents openly accept they themselves found maths difficult so predict their child will too. 	<p>Awareness of career routes linked to curriculum, reading spine, character and enrich</p>
<p><u>Phonics, Early Reading, Oracy & Writing</u></p> <ul style="list-style-type: none"> ● 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. ● 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. ● Some of our most struggling pupils have significant gaps due to poor vocabulary and wider knowledge of the world. ● As a result of not reading with fluency and accuracy, children don't always learn, and remember, as much as they could. ● Reading, writing, SPaG and oracy need to be intrinsically linked through the wider curriculum, to effectively build children's schema. 	<p>Children observed to use a range of tier 2 and tier 3 vocabulary in speech and writing</p> <p>Children in EYFS and KS1 experience at least 5 stories, poems, rhymes or songs every day.</p> <p>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)</p> <p>Early intervention with transition into EYFS, with links to local nurseries and transition activities.</p> <p>Reading catch up strategies are in place in both KS1 and 2.</p> <p>All families can access a range of reading books at home</p>
<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> ★ Pupils are starting schools/ the next phase of their education with a growing range of communication and language needs ★ 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. 	<p>Transition paperwork, Home School Agreement & website includes a section on disadvantage and indicators (other than FSM).</p>

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching:

- *Behaviour Routines (see below) are now more consistent, following a focus on implementation and CPD. As a result, pupils engage well with their learning, as observed by OFSTED and other external visitors
- Direct Instruction Maths has been a focus for consistency and CPD, with coaching being implemented and all staff involved in instruction. Upper Key Stage 2 continue to require 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 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 introduction of a breakfast club has supported to ensure that 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 (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:
 - '5 a day' ensuring children access 5 stories, rhymes, poems or songs every day in EYFS and KS1
 - 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. 80% of children met the expected standard in their EYFS profile in 2025
- Regular assessment of phonological awareness to allow targeted teaching of specific sounds to identified pupils. 100% 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.

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
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
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>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.</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 (Mathematics and Reading) at the end of year. SPP pupils are happy and knowledgeable children, with a greater confidence.</p>

