



# Altarnun Primary School

## Pupil Premium Strategy 2016-17

The Government provides schools and academies with a ‘pupil premium’, which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Altarnun, we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all students to make at least good progress.

1. Summary information					
School	Altarnun Primary				
Academic Year	2016/17	Total PP budget	£17,113	Date of most recent PP Review	Sept 2016
Total number of pupils	70	Number of pupils eligible for PP	17 (24.6%)	Date of next internal review of this strategy	July 2017
Number of PP (FSM) pupils	15	Number of PP+ (CIC or have been adopted or special guardianship)	0	Number of service children eligible for PP	2
Previous Academic Year £13707	2015/16	Number of pupils eligible for PP	7 (11%)		
Number of PP (FSM) pupils	5	Number of PP+ (CIC or have been adopted or special guardianship)	0	Number of service children eligible for PP	2

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills) – insert as required.</i>	
A.	To raise standards in both attainment and progress in core subjects – through use of resources; support strategies & effective 1:1 tuition/small teaching groups; IT resources
B.	To enable disadvantaged pupils to participate in trips and extra-curricular opportunities
C.	To provide outdoor learning opportunities to meet a range of learning styles
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates) – insert as required.</i>	
D.	Emotional and social needs relating to gaps and interruptions in early childhood development
E.	Raise self-esteem and future life expectations through broadening knowledge of the wider community
F.	Encourage improved attendance through rewards and enjoyment of the school community

3. Planned expenditure:	
Academic year	£17,113

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice? Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the <a href="#">Nfer report</a> on supporting the attainment of disadvantaged pupils.	Sutton Trust Evidence Strength V Impact <a href="#">Teaching and Learning Toolkit</a>	
All Key stages where children entitled to Pupil Premium are involved							Evidence Strength (1-5)*	Impact (Months)
1-1 and small group tuition	£5000	Newly re-aligned	To provide appropriate and targeted support to pupils to ensure that they reach age related expectations and end of key stage targets. KS1= 6x20mins & 3x40mins weekly KS2= 12x20mins & 2x 40mins weekly	To increase the number of pupils working at age related expectations and ensuring all pupils make the required progress	Records completed after each session Children discussed with Head as needed. Assessment ongoing throughout programme. Discussions with class teachers.	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial	One-to-one tuition	
	£1288 (shared with KS2)	New	To provide an appropriate environment and resources to facilitate learning; ensure self-esteem is nurtured through feeling 'special' and having 'special' resources, that will impact positively on pupil outcomes		Use of the environment and resources will be monitored by Head and results tracked in data.		4	+5 Months
						4	+5 Months	

<i>Social and emotional learning</i>	<i>£2,000 (shared with KS2)</i>	<i>New</i>	<i>To provide appropriate and targeted emotional and social support to pupils through the whole-school implementation of the THRIVE approach; creating individualised action plans for children who have not yet met the development threshold for their age related strand. Thrive resources to implement Thrive activities. Timescales can vary according to need.</i>	<i>Through meeting the child's emotional and social need, there is evidence that shows an increase in self-esteem &amp; self-awareness, leading to greater engagement in learning and improvements to their achievement.</i>	<i>Records and annotated actions plans; regular reviews with class teachers and parents/carers; progress can be tracked using the online Thrive assessment tool and compared to school tracking data. Success will be evidence by the child moving towards/meeting their age related strand.</i>	<i>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i>	<b>Social and Emotional</b>	
							<b>4</b>	<b>+ 4 Months</b>
<i>To encourage reading of different genres around topic related books</i>	<i>£1000 books</i>	<i>New</i>	<i>To provide exciting and current reading material to engage readers and</i>	<i>Encourage the pupils to read a wider range of genre, which they may</i>	<b><i>Children wanting to read more, spend more time in the reading area and discussing their</i></b>	<i>Evidence in actual practise with the children.</i>		

			<i>interest them in their topic theme.</i>	<i>not have considered reading before.</i>	<i>enjoyment of the books they have read.</i>			
Digital Technology	IT resources £600	New	Digital recordable whiteboards; wall mounted talk tines; think/say/feel bubbles to capture ideas and express to others via playback facility.	To provide IT resources to 'capture' pupils thoughts and ideas and playback as an aide memoire; to enable the teacher to better support the learner; to enable challenges to be set and allow the learner to access them independently	<b>Children able to work more independently when appropriate by having digital support – this may also increase self-esteem for learners.</b>	Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more. There is some evidence that it is more effective with younger learners and studies suggest that individualising learning with technology (one to one laptop provision, or individual use of drill and practice) may not be as helpful as small group learning or collaborative use of technology. There is clear evidence that it is more beneficial for areas like writing rather than spelling or mathematics practice rather than problem solving	<b>Digital Technology</b>	
							<b>4</b>	<b>+4 months</b>

<p>Social &amp; Emotional learning</p>	<p>£1,000 staff training</p>	<p>New</p>	<p>Staff training in Thrive, Emotion Coaching &amp; recognising/supporting early signs of mental health</p>	<p>To ensure staff are trained to meet learners emotional needs and have a wide range of strategies to support them, particularly in times of crisis</p>	<p><b>Children will continue to make good or better progress despite emotional trauma or distress</b></p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p><b>Social &amp; emotional learning</b></p>		
<p>Outdoor Adventure Learning/ Behaviour rewards</p>		<p>£1000 subsidised trips</p>	<p>New</p>	<p>To provide alternative learning environments and types of learning to meet a range of learning styles</p>	<p>Encourage pupils to develop a range of skills; develop independence; improve self-esteem and nurture a love of learning</p>	<p><b>Success will be measured through improvements in wellbeing and enjoyment of learning as well as development across a wide range of subjects in school</b></p>	<p><b>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. The evidence suggests that the impact is greater for longer courses</b></p>	<p><b>Outdoor Adventure Learning</b></p>	
							<p>4</p>	<p>+4 months</p>	
							<p>2</p>	<p>+3 months</p>	

						<p>(more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts.</p> <p>Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. However, it should be noted that the wider evidence base on the relationship between these types of non-cognitive skills is underdeveloped.</p> <p>If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p> <p>How secure is the evidence?</p>		
Social & Emotional Learning	£250 SPP – emotional first aid training	New	To ensure staff are trained to support SPP children whose parents are on deployment overseas	If children are well supported during this separation, their development and progress will not be affected and they will continue to make good or better progress.	<i>Children will continue to make good or better progress despite emotional trauma or anxiety</i>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements</p>	<b>Social &amp; Emotional Learning</b>	
							<b>4</b>	<b>+4 months</b>

						<p>appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>Approaches have been found to be effective from nursery to secondary school.</p>		
Reading comprehension strategies/ Phonics	£1000 RWI resources & groups	New updates	To ensure RWI is consistently and effectively delivered throughout EYS and KS1; to ensure there are a range of reading books to encourage the development of phonics, suitable for all pupils.	To improve the number of children on target to pass the Y1 phonics test and meet age related expectations in reading for the end of KS2; to also target low achieving pupils in KS2.	Data will evidence the impact.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	<b>Phonics</b>	
							<b>5</b>	<b>+4 months</b>



						<p>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.</p> <p>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that expertise is a key component of successful teaching of early reading</p>		
Early Years Interventions	£1000 Early years resources	To provide resources to enable EYS interventions to meet individual learners needs	Appropriate resources purchased dependent upon a variety of learners needs.	To improve EYFS outcomes at the EOY, by targeting specific gaps in learning and ensuring that there is a wider range of learning opportunities provided.	Evidence will be captured in Tapestry; photographic and recorded evidence and tracking assessment via Pupil Asset	<p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. Once early years provision is in place, efforts to improve the quality of provision, for example by training staff, appear to be more promising than simply increasing the quantity of provision by providing extra hours in</p>	<b>Early Years Interventions</b>	
							<b>4</b>	<b>+5 months</b>

						the day, or by changing the physical environment of early years settings. In most studies, the impact on attainment tends to wear off over time, though impact on attitudes to school tends to be more durable. There is no established amount of time over which the fade takes place; rather, there is a pattern of decline over time. Early years and pre-school interventions are therefore not sufficient to close the gap in attainment for disadvantaged children.		
Outdoor adventure learning	£725 Commander Jo & CoJo curriculum resources £1000	Ongoing from last year	Commander Jo providing sessions with pupils throughout the day for all classes; CoJo curriculum box and online resources to continue with this, once Commander Joe finishes in Feb 17.	To increase pupil engagement in their learning and pupils knowing their next steps in learning To improve pupils self-esteem within the school environment Improve attendance and punctuality	Evidence will be captured via data; pupil feedback and Thrive assessments.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. The evidence suggests that the impact is greater for longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts. Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure	<b>Outdoor Adventure Learning</b>	
							<b>2</b>	<b>+3 months</b>

						<p>learning and that these skills have a knock-on impact on academic outcomes. However, it should be noted that the wider evidence base on the relationship between these types of non-cognitive skills is underdeveloped.</p> <p>If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p> <p>How secure is the evidence?</p>		
Parental Involvement	£1000 Pupil spending e.g. guitar lessons	To foster parental engagement in their child's development through including them in some of the PP allocation for their child.	Parents can request money to be spent in a certain way, particularly if it is an extra-curricular activity that the child has expressed an interest in.	To increase self-esteem of the pupil and engagement of their families.	Evidenced in enjoyment and pupil/parent feedback	<p>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</p>	<b>Parental Involvement</b>	
							<b>3</b>	<b>+3 months</b>

						<p>The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p>		
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\* Evidence Strength taken from Research by Sutton Trust and EEF – the higher the score the greater the evidence strength around the impact of the particular intervention.

**Pupil Premium 2015-2016 £13,707**

Number on role: 63

Number of pupil premium: 7

4.	Item/Project	Cost	Objectives	Outcomes
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<p><b>Raise Standards in Reading through intervention and booster sessions</b></p>	<p>£8,119 ( for reading, writing and mathematics)</p> <p>Age phase reading resources: £900</p>	<ul style="list-style-type: none"> <li>Improving outcomes of target pupils</li> <li>Target pupils to achieve ARE</li> </ul> <p>Increase relevant and age related reading resources for the assessment systems in school.</p>	<p>Average attainment for Pupil Premium is in line with or above the expected standard for reading except year 6.</p> <table border="1" data-bbox="1731 435 2040 708"> <thead> <tr> <th></th> <th>No of PP</th> <th>ARE</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>26</td> <td>23</td> <td>25.3</td> </tr> <tr> <td>5</td> <td>2</td> <td>23</td> <td>23</td> <td>25.7</td> </tr> <tr> <td>4</td> <td>2</td> <td>20</td> <td>20.5</td> <td>21.2</td> </tr> <tr> <td>3</td> <td>0</td> <td>17</td> <td>n/a</td> <td>18.4</td> </tr> <tr> <td>2</td> <td>1</td> <td>15</td> <td>17</td> <td>17.6</td> </tr> <tr> <td>1</td> <td>1</td> <td>11</td> <td>11</td> <td>12.5</td> </tr> </tbody> </table> <p>Progress data shows that the pupil premium children in all year group except year 6 have made good progress. Averaged across the school pupil premium children have made at least benchmark progress in reading.</p>		No of PP	ARE	PP	Non PP	6	1	26	23	25.3	5	2	23	23	25.7	4	2	20	20.5	21.2	3	0	17	n/a	18.4	2	1	15	17	17.6	1	1	11	11	12.5
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<p><b>Raise Standards in writing through intervention and booster sessions.</b> <b>Raise Standards through staff training in development in writing.</b></p>	<p>£1,200</p> <p>Training from dandelion Learning. June 2016</p> <p>£8,119 ( for reading, writing and mathematics)</p>	<ul style="list-style-type: none"> <li>Improving outcomes of target pupils</li> <li>Target pupils to make good progress and close the attainment gap</li> </ul> <p>Increase staff knowledge to raise standards and enjoyment of writing for the children.</p>	<table border="1" data-bbox="1659 954 1968 1227"> <thead> <tr> <th></th> <th>No of PP</th> <th>ARE</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>26</td> <td>22</td> <td>23.5</td> </tr> <tr> <td>5</td> <td>2</td> <td>23</td> <td>21.5</td> <td>23.5</td> </tr> <tr> <td>4</td> <td>2</td> <td>20</td> <td>18.0</td> <td>18.8</td> </tr> <tr> <td>3</td> <td>0</td> <td>17</td> <td>n/a</td> <td>17.4</td> </tr> <tr> <td>2</td> <td>1</td> <td>15</td> <td>15</td> <td>16.1</td> </tr> <tr> <td>1</td> <td>1</td> <td>11</td> <td>10</td> <td>11.7</td> </tr> </tbody> </table> <p>Averaged across the school pupil premium children have made at least benchmark progress in writing.</p>		No of PP	ARE	PP	Non PP	6	1	26	22	23.5	5	2	23	21.5	23.5	4	2	20	18.0	18.8	3	0	17	n/a	17.4	2	1	15	15	16.1	1	1	11	10	11.7
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<p><b>Raise Standards in Mathematics through intervention and booster sessions</b></p>	£8,119 ( for reading, writing and mathematics)	<ul style="list-style-type: none"> <li>Improving outcomes of target pupils Target pupils to make good progress and close the attainment gap</li> </ul>	<table border="1" data-bbox="1731 360 2040 635"> <thead> <tr> <th></th> <th>No of PP</th> <th>ARE</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>26</td> <td>26</td> <td>29</td> </tr> <tr> <td>5</td> <td>2</td> <td>23</td> <td>26</td> <td>26.3</td> </tr> <tr> <td>4</td> <td>2</td> <td>20</td> <td>21</td> <td>21.2</td> </tr> <tr> <td>3</td> <td>0</td> <td>17</td> <td>n/a</td> <td>18.7</td> </tr> <tr> <td>2</td> <td>1</td> <td>15</td> <td>18</td> <td>18.1</td> </tr> <tr> <td>1</td> <td>1</td> <td>11</td> <td>10</td> <td>12.8</td> </tr> </tbody> </table> <p>Averaged across the school pupil premium children have made at least benchmark progress in mathematics. Averaged across the school, pupil premium children have made more progress in mathematics. ARE: Pupil premium are in line with the exception of year 1</p>		No of PP	ARE	PP	Non PP	6	1	26	26	29	5	2	23	26	26.3	4	2	20	21	21.2	3	0	17	n/a	18.7	2	1	15	18	18.1	1	1	11	10	12.8
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<p><b>Raise self-esteem and learning to learn skills. Intervention, booster a small class sessions. Improve attendance and punctuality</b></p>	Commando Joe: £2000	<ul style="list-style-type: none"> <li>To increase pupil engagement in their learning and pupils knowing their next steps in learning</li> <li>To improve pupils self-esteem within the school environment Improve attendance and punctuality</li> </ul>	<p>After school club is well attended and children feedback. Increase in problem solving skills.</p> <p>Small group work has ensured: <b>Phonics:91% (above national average)</b> <b>EYFS:78% ( above national average)</b></p> <table border="1" data-bbox="1644 1054 2128 1163"> <thead> <tr> <th>KS1 (10)</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>At expected level</td> <td>90%</td> <td>80%</td> <td>80%</td> </tr> </tbody> </table> <table border="1" data-bbox="1644 1201 2128 1310"> <thead> <tr> <th>KS2 (5)</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>At expected level</td> <td>80%</td> <td>60%</td> <td>40%</td> </tr> </tbody> </table> <p>School attendance July 2016: 96%</p>	KS1 (10)	R	W	M	At expected level	90%	80%	80%	KS2 (5)	R	W	M	At expected level	80%	60%	40%																			
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