

## Pupil Premium Summary of Strategies and Impact 2016\_17

Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than 6 months. The purpose of the Pupil Premium Grant is to help schools to provide targeted support for vulnerable children – not necessarily just children who qualify for a Free School Meal. **“It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”** (SOURCE; DFE WEBSITE)

The Pupil Premium funding (currently £1320 per eligible child, per year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years. Children of Service Personnel are funded at the rate of £300 per year. Children who are in care or who have been in care are funded at an enhanced rate of £1900 per year.

### How is the impact monitored?

Assessment procedures at Altarnun School are extremely robust and we are relentless in monitoring and evaluating the progress of all children. This is done in two ways:

- Through regular pupil progress meetings where we identify any child who is not on track or who is in danger of being left behind
- Our weekly attendance data where we identify any pupil at risk of falling in to persistent absence (PA)
- Half termly assessment point that allows us to see the academic progress of children throughout the school.

In the approaches above, pupils eligible for pupil premium funding are identified and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled. This provides a statistical outcome from which we can identify the areas of strength and further develop the Altarnun School strategy for Pupil Premium and the Pupil Premium Charter.

### Key issues at Altarnun School

At Altarnun School, pupil premium funding helps our most disadvantaged and vulnerable pupils to flourish. We spend our Pupil Premium funding carefully to maximise the impact on the life chances and education of children based on best practice and evidence as outlined by the Sutton Trust. (For more information about the Sutton Trust visit; <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>)

The key challenges for Pupil Premium pupils is reflected in academic achievement where we are relentless in our work to close the gaps further between pupil premium pupils and their peers and in attendance data which is typically lower in some year groups. A further key issue relates to a lack of esteem, on occasion generated by various societal factors. This lack of esteem can be reflected in attendance concerns or in Thrive data. Therefore, we are looking to put in place a range of opportunities so that children can participate fully in society, free from mental health concerns and the grasp of poverty.

For more information about Pupil premium visit; <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Total amount of pupil premium received	£16,888	Number of pupils	15
--	---------	------------------	----

PUPIL PREMIUM				SUTTON TRUST COST V. IMPACT	
STRATEGY	HOW WILL THIS BE MONITORED	OUTCOMES AND IMPACT	COST (£)	COST	IMPACT (MONTHS)
1-1 and small group intervention	<ul style="list-style-type: none"> <li>○ Outcome results of academic performance</li> <li>○ In year progress data</li> </ul>	<p>The provision of appropriate and targeted support to pupils to ensure that they reach age related expectations, end of key stage targets and in year progress expectations. Averaged across the school, Disadvantaged children have made more progress than Non Disadvantaged children in reading (+0.3), in writing (+0.7) and in maths (+0.3).</p> <p>Averaged across the school, the attainment gap between Disadvantaged children and Non Disadvantaged children is narrower than the national gap.</p>	£6288	<b>One to One Tuition</b>	
				££££	+ 5 Months
Thrive Training and Thrive support including social and emotional learning for all staff	<ul style="list-style-type: none"> <li>○ Social, academic and behaviour outcome data</li> <li>○ Attendance data</li> <li>○ Exclusion data</li> </ul>	<p>Training to support pupils to improve social and emotional skills, self-confidence, and their ability to form new friendships, emotional resilience and behaviour for learning. Averaged across the school, attainment for Disadvantaged children is equal to 2016 national standards for Disadvantaged children in maths; 3% below national standards in reading and in combined reading, writing and maths; and 14% below national standards in writing.</p> <p>Averaged across the school, Value Added progress for Disadvantaged children this year is slightly higher than Value Added progress for Not Disadvantaged children in reading, in writing and in maths.</p>	£1497	<b>Social and Emotional Learning</b>	
				£££	+ 4 Months

Educational Welfare Support (EWO)	<ul style="list-style-type: none"> <li>Weekly attendance data</li> </ul>	School support from an Education Welfare Officer impacted positively on attendance and provided accurate and up to date information for school leaders.	£1268	Parental Involvement	
				£££	+ 3 Months
Educational Psychologist Support	<ul style="list-style-type: none"> <li>Social, academic and behaviour outcome data</li> <li>Thrive progress data</li> <li>Attendance data</li> <li>Exclusion data</li> </ul>	School support from an education psychologist to work closely with pupils impacting positively on pupils outcomes	£1335	Social and Emotional Learning	
				£££	£££
Systematic phonics through the delivery of Read Write Inc.	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> <li>In year progress data</li> <li>Quality assurance of teaching and learning</li> </ul>	<p>To continue to provide all pupils in EYFS and KS1 with a systematic and rigorous approach to the learning of sounds, and reading and writing.</p> <p>To accelerate the progress of individuals and close the gap between the attainment of boys and girls in Phonics.</p> <p>To provide support for RWI teachers and improve the quality of teaching and learning</p>	£1000	Phonics	
				£	+ 4 Months
Early Intervention and support	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> <li>In year progress data</li> </ul>	Providing time for staff to provide appropriate and targeted support to pupils in Reception Class to ensure that they achieve at least a good level of development.	£1000	Early Intervention	
				£££££	+ 5 Months
Curriculum enrichment resources	<ul style="list-style-type: none"> <li>Social, academic and behaviour outcome data</li> <li>Attendance data</li> </ul>	To improve the quality and breadth of learning experiences (including outdoor learning) through the Commando Joe's Character Curriculum, increasing engagement and participation of pupils.	£1250	Collaborative Learning	
				£	+ 5 Months
Curriculum enrichment resources	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> <li>In year progress data</li> </ul>	<p>To provide with a systematic and rigorous approach to reading through quality new reading resources.</p> <p>To accelerate the progress of individuals and close the gap between the attainment of boys and girls in spelling.</p>	£1000	Parental Involvement	
				£££	£££

Uniform Vouchers	<ul style="list-style-type: none"> <li>○ Social, academic and behaviour outcome data</li> <li>○ Thrive progress data</li> <li>○ Attendance data</li> </ul>	To support all children in wearing their school uniform with pride, supporting their social and emotional development, helping them to feel a part of their school and have a sense of ownership through the wearing of school uniform. To support vulnerable families and develop relationships school.	£250	<b>Parental Involvement</b>	
				£££	£££
Subsidised outdoor and residential experiences and educational visits	<ul style="list-style-type: none"> <li>○ Social, academic and behaviour outcome data</li> <li>○ Thrive progress data</li> <li>○ Attendance data</li> </ul>	To increase participation in residential trips by supporting families with 50% of the cost, allowing all children to have equality of experience and learning opportunities. To increase the confidence, self-esteem and behaviour of vulnerable pupils.	£1000	<b>Outdoor Adventure Learning</b>	
				£££	+ 3 Months