

Pupil Premium Statement 2020 – 2021

Pupil Premium Funding: £196,370

Proportion of school: 44%

Number of disadvantaged Pupils: 140

Mission

Raise the aspirations, attainment and self-esteem of all our children.

We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where every child is encouraged to achieve their potential in all areas of the curriculum. The pupil premium is a fund designed to raise the aspirations, attainment and self-esteem of our most financially disadvantaged pupils. At Alt, we aim to improve both the attainment and achievement of all our pupils regardless of their background or barriers to learning.

Academy Culture and Values

Alt Academy and the Harmony Trust have three shared values:

Believe - *empowering all pupils in particular to see beyond their current experience and create aspirations for their own futures. Pupil Premium funding is not simply 'catch up funding'.*

Achieve - *achievement in learning and all areas is the best way to support all pupils including disadvantaged pupils.*

Succeed - *it is particularly important that disadvantaged pupils are able to understand what success feels like, leading to self-belief and aspiration.*

Context:

- Alt Academy serves a disadvantaged community in Oldham almost half of our pupils live in the top 10% most deprived areas and around 90% in the top 20% most deprived areas of the country. We know that those living in poverty have been worst hit by the virus and its wider impact.
- Free school meals is high at 42% and many other families live in low income households and this is not reflected in FSM figures.
- Indicators of deprivation include: adults without qualifications, health issues, high level of social disadvantage and significant percentage of families where English is not the functional language. For many families these have been heightened by the impact of the virus.

Understanding barriers

At Alt Academy we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base (*Education Endowment Fund*) strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching.

We believe that excellent classroom teaching can be achieved through: high quality professional development; sharing of outstanding practice; and open and honest conversations about learning. We believe that as educators, our role is to educate the whole child and develop skills that will take them through life beyond the classroom. To do this, all children need enrichment opportunities and we aim to provide these through first-hand experiences in school. We ensure that where children are unable to access these opportunities through home, the experiences will be provided within school.

Alt Academy

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding provision throughout the school. In this way, **all** vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage highlights that we must first identify barriers to learning. Staff know and understand the barriers to learning and the strategies we are using to enable children's success. We have analysed the barriers to learning for disadvantaged pupils in our school and identified the following:

- A language deficit - both a gap in vocabulary and a lack of ability to communicate and to manipulate language for effect.
- Lack of access to and experiences of stage appropriate written text, and including opportunities to share the text with an adult.
- A lack of modelled literacy in the home at all levels and in particular pupils working at greater depth who need access to higher order language
- Existing gaps in learning and misconceptions within classroom learning lead to lack of independence and resilience in their learning.
- Emotional wellbeing - which impacts on behaviour for learning, attendance, self-esteem and more significantly on personal safety.
- Limited social skills - lack of social interaction skills, difficulty in accepting responsibility for their role in relationships and within conflict.
- Self- Regulation of emotions and learning - difficulties managing anger and their own emotions and being able to listen, reason and think creatively.
- Parental/carers involvement - opportunities to engage with school, to attend school activities and get support for engagement in learning and homework.
- Limited cultural and enrichment opportunities - lack of experiences also limit language and understanding.
- Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning join the school late in their primary career, the impact of the school is lessened due to the lack of time in school. In addition this impacts on social relationships and progress.
- International New Arrivals - children joining with no experience of schooling in Britain and often no spoken English can lead to disengagement, it also requires support to access the basic curriculum.
- Basic needs - for some children lack of breakfast before school leads to hunger and disengagement within the classroom, some children living in challenging home circumstances.
- Many families are vulnerable and require high levels of support from both the academy and children's services.
- The vast majority of pupils enter school in EYFS significantly below age related expectations. Around half of those joining in reception may not have attended nursery or pre-school and have identified SLCN needs

Removing Barriers to learning

We are tackling barriers to learning first and foremost through the provision of quality first teaching. In addition we use strategies to further enhance provision.

Quality for all children in the classroom:

All of the strategies we use in our teaching are based on strategies that have been found by the Educational Endowment Foundation and the Sutton Trust to be effective. These include:

Alt Academy

- Developing Quality First Teaching including formative assessment. CPD to ensure clarity of learning outcomes, good questioning, accurate pitch and quality of feedback to move the learning forward. Link QFT to remote learning strategy to ensure principles are reflected onsite, hybrid and distanced. Engage in quality CPD developing teaching to enable metacognition & independent learning. Ensure CPD develops understanding and approach and enable opportunities to learn from others. Frequent professional development for teachers and teaching assistants which includes: sustained, active, content focused implementation underpinned by evidence based approaches and supported by external networks. Enable provision of whole unit PPA (3 staff) to ensure accuracy. Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.
- 1:1 and small group tuition to address gaps in learning including: pre and post teach; individual reading; support for identified children; hot spotting; and identified interventions.
- Use of Read Write Inc approach to phonics, ensuring a systematic approach and enabling fluency in reading. Grammar punctuation and spelling at KS1: increase RWI sessions to one hour at KS1. Ensure writing across the curriculum.
- Reading comprehension strategies focussing on understanding of the text. Implementation of VIPERS approach. Enabling this to happen regularly with children through regular individual reading from reading scheme and guided comprehension sessions. Attendance at Reading Programme.
- Emphasising spoken language and verbal interaction through; targeted reading aloud and discussing books with young children; extending spoken vocabulary; language rich environments particularly in EYFS and KS1. Early interventions ie Talk boost, Welkomm, REAL and NELI.

Enhancement of Provision:

- Additional staff/time across the school to enable; the teacher to focus on target children throughout the week; opportunities for pre/post teach interventions; all children to read and discuss their reading with an adult every week; good communication with all parents promoting engagement. Focussed monitoring of provision and impact including pupil voices to promote consistent high quality provision.
- Provision for Mental Health and behaviour support. Learning mentor provision to engage children in; reflecting upon their own behaviours and learning; setting targets for how they will address any areas of concern; managing motivation to learn; and developing emotional intelligence. Implement strategies & Skills for Life programme to enhance Children's mental health & well-being.
- Ensuring all pupils including those from disadvantaged backgrounds have cultural enrichment opportunities; subsidised trips; year 6 residential opportunity to further develop confidence and self-esteem; and visits to the theatre. 15 Extra- curricular clubs per term facilitated through TAs and other providers.
- Ensuring basic needs are being met and social skills are being developed. Children arrive in class appropriately nourished & ready to learn through the provision of: breakfast club; Safeguarding support through Meet & Greet and End of day handovers.

Strategy	Related budget	£ per year
Quality for all children in the classroom		
Developing Quality First Teaching including formative assessment. CPD to ensure clarity of learning outcomes, good questioning, accurate pitch and quality of feedback to move	Training for all staff All children including PP.	£4,000

Alt Academy

the learning forward. Link QFT to remote learning strategy to ensure principles are reflected onsite, hybrid and distanced. Engage in quality CPD developing teaching to enable metacognition & independent learning. Ensure CPD develops understanding and approach and enable opportunities to learn from others. Frequent professional development for teachers and teaching assistants which includes: sustained, active, content focused implementation underpinned by evidence based approaches and supported by external networks. Enable provision of whole unit PPA (3 staff) to ensure accuracy. Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.		
1:1 and small group tuition to enable gaps in learning to be addressed including: pre and post teach; individual reading; support for identified children; hot spotting; and identified interventions.	Part funding L3 Teaching assistants All children including PP	£75,000
Use of Read Write Inc approach to phonics ensuring a systematic approach and enabling fluency in reading. Grammar punctuation and spelling at KS1: increase RWI sessions to one hour at KS1. Ensure writing across the curriculum. Increase provision of phonics across EYFS & KS1 to additional sessions per day and in Y3 and 4 to identified pupils.	TAs provision including intervention KS1 & KS2 Rec - Y2 children including PP Y3 & Y4 interventions children including PP	£8,000
Reading comprehension strategies focussing on understanding of the text. Implementation of VIPERS approach. Enabling regular individual reading from reading scheme and guided comprehension sessions. Introduce Accelerated reader across whole of KS2 including Y3 and Y4.	Teaching assistants time daily Accelerated reader funded by catch up monies 20/21 All children including PP	£8,000
Emphasising spoken language and verbal interaction through; targeted reading aloud and discussing books with young children; extending spoken vocabulary; language rich environments particularly in EYFS and KS1. Early interventions ie Blast, Welcomm strategies, 2 staff trained in EAL specialism. Involvement in the Real Project. Involvement in NELI to maximise opportunities to address impacts of school closure due to Covid.	Real Project cover & resources TA time providing NELI Foundation stage pupils including PP.	£1,500 £6,500
Enhancement of provision:		
Additional staff/time across the school to enable; the teacher to focus on target children throughout the week; opportunities for pre/post teach interventions; all children to read and discuss their reading with an adult every week; good communication with all parents promoting engagement.	1 teacher .4fte Additional TA support Y5 & Y6	£20,00 £4,800

Catch up strategies across Years 5 and 6 to maximize the impacts of lost learning. Identified children in Year 5 & 6 including PP		
Provision for Mental Health and behaviour support. Learning mentor/ safeguarding officer provision as required, to engage children in; reflecting upon their own behaviours and learning; setting targets for how they will address any areas of concern; managing motivation to learn; and developing emotional intelligence. Implement strategies & Skills for Life programme to enhance Children's mental health & well-being. Implement walk to school weeks programme autumn term 1. All children including PP & specific children	Part funding 3 Learning mentors Dedicated Safeguarding Officer .5fte	£13,480 £15,500
Ensuring all pupils have cultural enrichment opportunities; subsidised trips; year 6 residential opportunity to further develop confidence and self-esteem; and engagement in opportunities to perform. Extra- curricular clubs per term facilitated through teachers / TAs to bubbles term 2 onwards. All PP children in whole school for trips All Y5 children who take part in Shakespeare All those Y4 and Y5 brass All children who attend Castleshaw	Trips/visitors/ Castleshaw Brass tuition Shakespeare	£5,000 £3,190 £5,000 £2,000
Ensuring basic needs are being met and social skills are being developed. Children arrive in class appropriately nourished & ready to learn through the provision of: breakfast in classes to all pupils (Sept 20 onwards) ; Safeguarding support through Meet & Greet and End of day handovers. All children & families including PP	School contribution to food Safeguarding Officer support .5fte	£3,000 £15,400
Engaging with parents and pupils to raise attendance through: focussed monitoring, strategies to incentivize and reward 100% attendance. Attendance officer to support parents bringing pupils into school. Morning & evening Meet and Greet. Regular communication with parents and pupils to ensure improved attendance. All children including PP Specific identified children	Attendance support School welfare service support Rewards & incentives	£5,000 £500 £500
	Total to PP	£196,370

Monitoring and Impact Evaluation

As part of its commitment to ensuring impact accountability, undertake regular monitoring and evaluation as set out below:

1. Data analysis, Pupil progress meetings and Trust led Progress and standards round tables
2. Regular moderated assessment
3. Learning walks and learning discussions with pupils who show their learning
4. Support and challenge for individual teachers
5. Senior leaders peer reviews including: scrutiny of work and planning; pupil voice and regular, rigorous SLT meetings to assess impact of actions

Alt Academy

6. School improvement plan written and reviewed with SLT, informs performance management objectives
7. Listening to the views of all children to hear about their learning and experiences of school.
8. Regular external review.

Partnerships

Alt Academy works in partnership with other schools within the Multi Academy Trust. All teaching staff and the vast majority of teaching assistants are members of one of the nine Harmony Trust Learning Communities 'learning with, from and on behalf of each other'. The work of HLC's is informed by the research of the Education Endowment Fund. In addition, many have taken part in the OA funded programmes for: reading; EYFS; Curriculum: Metacognition; EMHW; and SEND. As a school, we provide ongoing evidence-based professional development opportunities that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.

Date of next review of Pupil Premium strategy: September 2021

Michelle Dickens
Executive Principal

Janette Sharp
Head of Academy