

Pupil Premium Funding: £194,040

Proportion of school: 48%

Number of disadvantaged Pupils: 147

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 every child is encouraged to achieve their potential in all areas of the curriculum. At Alt, we aim to improve both the attainment and achievement of all our children regardless of their background or barriers to learning.

The progress of all our children is monitored at least half-termly with particular focus on raising attainment for all children and narrowing the gap between disadvantaged and non-disadvantaged children. In this statement, those children eligible for pupil premium funding will be referred to as PP.

Impact overall:

- Children display positive attitudes to school and their learning. The overwhelming majority of children feel happy and safe at school and feel that their teachers and support staff contribute to, and support their learning.
- Almost all children demonstrate high levels of interest, enthusiasm and engagement in teaching and learning across the curriculum.
- Children's attitudes to learning, work in books and engagement in lessons reflect the high expectations across the school.
- The school has high expectations of behaviour. The respect charter is implemented to enable children to understand their rights and responsibilities. With support from Learning Mentors and our positive behaviour management strategies, the number of pupils receiving fixed term exclusions has decreased over time. Where exclusion has been used, it has led to improved behaviour/additional interventions for the identified pupils.
- Breakfast club is well attended and the number of PP attending increase as the pupils get older and can bring themselves to school.
- Vulnerable families receive excellent support and engage well with the support the school provides.
- A range of teaching and learning strategies contribute to the quality of children's work and learning. Feedback and marking constructively contribute to children's learning.
- Assessment over the core subjects is rigorous and systems are well established enabling effective identification of gaps and next steps for learning.
- Monitoring shows that the quality of teaching and learning is good with outstanding elements. There are no examples of inadequate teaching.
- Support staff, teachers and learning mentors are effectively deployed to key groups across the school.
- Progress overtime is good. Traditionally in the end of Key Stage two SATs, children's progress from the end of Key Stage one is well above national.

Impact of closure due to Covid 19: In March 2020, schools were closed with little notice, offering scant chance for the school to make the transition to online learning and to ensure practitioners, pupils and parents could use this effectively in such a new context. Purple Mash was quickly introduced as a platform to support access to online learning activities. In addition, the school supplied several work-packs in paper version and a variety of reading books to each child. Take up of online learning was variable across all cohorts and online learning was little substitute for face to

face contact in school. From March 20th – 1st June, Alt provided care for a number of vulnerable pupils. The take up for this provision was not high (up to 15 pupils regularly). From 1st June, key year groups were phased back into school again however take up was not high – Year 6 (20) Year 1 (15) and Reception (18). There was a slight increase in the number of vulnerable pupils attending (20). The strategies to support Emotional Health & Wellbeing became a key part of provision, as did physical exercise. In addition, speaking & listening were a focus in provision. Support for vulnerable families included daily well-being calls and support.

What the research tells us: The impact of school closures on pupils from disadvantaged backgrounds will have been disproportionately negative and the gaps, which have been narrowed in previous years, will now be widening again. The most effective learners can self-regulate and organise their approach to learning. Although we had been working on developing our pupils' metacognitive strategies, this was not fully embedded yet. If school or pupil level disadvantage means that pupils do not have access to the technology needed to engage with remote learning, this is likely to cause attainment gaps to widen. (EEF Remote learning Rapid assessment)

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of pupil premium for all of the 2019/20 academic year. However we do have internal assessment data available for the first two terms (September 2019 to March 2020) and we will use this to evaluate any impact on learning for both PP and non PP children.

Comparisons with regard to pupil Attainment & Progress September 2019 – March 2020:

Reception 19/20:

Attainment:

All children: On entry into reception, the number of pupils on track for GLD was very low: 3 pupils in total (19%), 2 PP children (20%) and 1 non PP child (17%). all children were working well below in the World and Exploring and using materials areas. In addition, a significant percentage of all children were working below expected standards in: Understanding, Speaking, Moving & Handling, Making relationships, Literacy, Mathematics, People & Communities and Technology.

At the end of the Spring term, internal assessment indicated that there had been a significant increase in the percentage of pupils who were working at age related expectations or higher in: Communication & Language (particularly speaking +45%), Moving & Handling, Managing feelings, Making relationships (+47%), Literacy (particularly reading +40%) mathematics (particularly Shape, space and measure +40%), Understanding the World, and Art & Design (Particularly exploring & using materials +70%).

Pupil Premium: On entry into reception, the percentage of PP children who were working at expected or above **was lower** than non PP children in: Listening & Attention, Speaking, Health & Self-care, Managing Feelings, Making relationships, Literacy, Number, People & communication, Technology and Being Imaginative.

At the end of **Spring 2020**, internal assessments indicate that the percentage of PP children working at expected or above **was higher** than non PP children in all areas of the curriculum.

Progress: The progress of children in Reception was excellent, particularly in Communication & language, Literacy, Mathematics, Understanding the world and Art and Design. The progress of PP children was above non pupil premium in all areas. The percentage of PP children making well above average progress was higher than non PP children in Communication & Language, Literacy, Mathematics, Understanding the world and Art and Design.

| | | Communication and language | | | | | |
|-------------------|------------|----------------------------|------------|-------|-----------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 4 (10.0%) | 1 (2.5%) | | 4 (10.0%) | | 31 (77.5%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | | | 2 (11.8%) | | 14 (82.4%) |
| Not Pupil Premium | 23 (57.5%) | 3 (13.0%) | 1 (4.3%) | | 2 (8.7%) | | 17 (73.9%) |

| | | Physical development | | | | | |
|-------------------|------------|----------------------|------------|-------|------------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 4 (10.0%) | 6 (15.0%) | | 11 (27.5%) | | 19 (47.5%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | 3 (17.6%) | | 6 (35.3%) | | 7 (41.2%) |
| Not Pupil Premium | 23 (57.5%) | 3 (13.0%) | 3 (13.0%) | | 5 (21.7%) | | 12 (52.2%) |

| | | Personal, social and emotional development | | | | | |
|-------------------|------------|--|------------|-------|------------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 4 (10.0%) | 6 (15.0%) | | 10 (25.0%) | | 20 (50.0%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | 3 (17.6%) | | 6 (35.3%) | | 7 (41.2%) |
| Not Pupil Premium | 23 (57.5%) | 3 (13.0%) | 3 (13.0%) | | 4 (17.4%) | | 13 (56.5%) |

| | | Literacy | | | | | |
|-------------------|------------|-----------|------------|-------|----------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 5 (12.5%) | | | | | 35 (87.5%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | | | | | 16 (94.1%) |
| Not Pupil Premium | 23 (57.5%) | 4 (17.4%) | | | | | 19 (82.6%) |

| | | Mathematics | | | | | |
|-------------------|------------|-------------|------------|-------|----------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 4 (10.0%) | 1 (2.5%) | | 1 (2.5%) | | 34 (85.0%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | | | | | 16 (94.1%) |
| Not Pupil Premium | 23 (57.5%) | 3 (13.0%) | 1 (4.3%) | | 1 (4.3%) | | 18 (78.3%) |

| | | Understanding the world | | | | | |
|-------------------|------------|-------------------------|------------|-------|----------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 4 (10.0%) | 1 (2.5%) | | 1 (2.5%) | | 34 (85.0%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | | | 1 (5.9%) | | 15 (88.2%) |
| Not Pupil Premium | 23 (57.5%) | 3 (13.0%) | 1 (4.3%) | | | | 19 (82.6%) |

| | | Art and design | | | | | |
|-------------------|------------|----------------|------------|-------|----------|-------|------------|
| | | Missing | Well Below | Below | Expected | Above | Well Above |
| All Pupils | 40 (100%) | 4 (10.0%) | 4 (10.0%) | | 1 (2.5%) | | 31 (77.5%) |
| Pupil Premium | 17 (42.5%) | 1 (5.9%) | 2 (11.8%) | | | | 14 (82.4%) |
| Not Pupil Premium | 23 (57.5%) | 3 (13.0%) | 2 (8.7%) | | 1 (4.3%) | | 17 (73.9%) |

Expected progress is one step per half term

| Y1 Phonics test taken Y2 | All Pupils 43 | Pupils eligible for PP 22 | Pupils not eligible for PP 21 |
|-----------------------------|------------------|------------------------------|----------------------------------|
| | 77% | 60% (13) | 95%(20) |

End of KS1 Year 2 data (teacher assessment only due to Covid)

Assessments on entry to Year 2 Sept 2019 pupils working at expected or higher:

| Sept 2019 | All children | PP | Non PP |
|-----------|--------------|-----|--------|
| Reading | 59% | 57% | 61% |
| Writing | 56% | 57% | 56% |
| Maths | 67% | 67% | 67% |

Assessments at end of Spring term 2020 pupils working at expected or higher: indicate that by the end of the Spring term a higher percentage of pupils were on track in reading. In writing a similar a percentage were on track. In maths, although the percentage on track was similar, a higher percentage were secure in their attainment.

| March 20 | All children | PP | Non PP |
|----------|--------------|-----|--------|
| Reading | 69% | 67% | 71% |
| Writing | 55% | 52% | 57% |
| Maths | 64% | 62% | 67% |

End of KS2 Year 6 data (teacher assessment only due to Covid)

Assessments on entry to Year 6 Sept 2019:

| Reading (45 pupils) Yr5 Sum2 | No. (%) | Missing Assessment | Below | Risk or higher | At or higher | Above or higher | Significantly Above |
|---------------------------------|------------|-----------------------|------------|----------------|--------------|-----------------|------------------------|
| All Pupils | 45 (100%) | 4 (8.9%) | 11 (26.8%) | 30 (73.2%) | 23 (56.1%) | 8 (19.5%) | 1 (2.4%) |
| Pupil Premium | 25 (55.6%) | 0 (0%) | 7 (28.0%) | 18 (72.0%) | 15 (60.0%) | 6 (24.0%) | 1 (4.0%) |
| Not Pupil Premium | 20 (44.4%) | 4 (20.0%) | 4 (25.0%) | 12 (75.0%) | 8 (50.0%) | 2 (12.5%) | 0 (0%) |

| Writing (45 pupils) Yr5 Sum2 | No. (%) | Missing Assessment | Below | Risk or higher | At or higher | Above or higher | Significantly Above |
|---------------------------------|------------|-----------------------|------------|----------------|--------------|-----------------|------------------------|
| All Pupils | 45 (100%) | 4 (8.9%) | 13 (31.7%) | 28 (68.3%) | 20 (48.8%) | 4 (9.8%) | 0 (0%) |
| Pupil Premium | 25 (55.6%) | 0 (0%) | 9 (36.0%) | 16 (64.0%) | 13 (52.0%) | 2 (8.0%) | 0 (0%) |
| Not Pupil Premium | 20 (44.4%) | 4 (20.0%) | 4 (25.0%) | 12 (75.0%) | 7 (43.8%) | 2 (12.5%) | 0 (0%) |

| Mathematics (45 pupils) Yr5 Sum2 | No. (%) | Missing Assessment | Below | Risk or higher | At or higher | Above or higher | Significantly Above |
|-------------------------------------|------------|-----------------------|------------|----------------|--------------|-----------------|------------------------|
| All Pupils | 45 (100%) | 3 (6.7%) | 16 (38.1%) | 26 (61.9%) | 22 (52.4%) | 9 (21.4%) | 0 (0%) |
| Pupil Premium | 25 (55.6%) | 0 (0%) | 9 (36.0%) | 16 (64.0%) | 15 (60.0%) | 5 (20.0%) | 0 (0%) |
| Not Pupil Premium | 20 (44.4%) | 3 (15.0%) | 7 (41.2%) | 10 (58.8%) | 7 (41.2%) | 4 (23.5%) | 0 (0%) |

| Combined (45 pupils) | No. (%) | Missing Assessment | Below in one or more | At Risk or higher in all | At or higher in all | Above or higher in all | Significantly Above in all |
|-------------------------|------------|-----------------------|-------------------------|-----------------------------|------------------------|---------------------------|-------------------------------|
| All Pupils | 45 (100%) | 4 (8.9%) | 18 (43.9%) | 23 (56.1%) | 16 (39.0%) | 3 (7.3%) | 0 (0%) |
| Pupil Premium | 25 (55.6%) | 0 (0%) | 11 (44.0%) | 14 (56.0%) | 11 (44.0%) | 1 (4.0%) | 0 (0%) |
| Not Pupil Premium | 20 (44.4%) | 4 (20.0%) | 7 (43.8%) | 9 (56.3%) | 5 (31.3%) | 2 (12.5%) | 0 (0%) |

Assessments for Year 6 Spring term 2020:

Assessments indicate that by the end of the Spring term, a higher percentage of pupils were on track in all subjects. In reading, the percentage of pupils working significantly above increased by 27%, in addition the percentage of pupils working at and above had also increased, indicating good progress for these pupils. In writing, although a similar percentage were on track, the percentage working above had increased by 26% and the percentage now securely working at had also increased by 9%. In maths, although the percentage on track was slightly higher, the percentage working significantly above had increased by 13% and those working above by 27% and in addition more pupils were working more securely at expected. Data also strongly indicates that given the performance to March, the cohort was on track to meet the end of key stage two targets.

| Reading (45 pupils) Yr6 Spr2 | No. (%) | Below | Risk or higher | At or higher | Above or higher | Significantly Above |
|---------------------------------|------------|------------|----------------|--------------|-----------------|------------------------|
| All Pupils | 45 (100%) | 14 (31.1%) | 31 (68.9%) | 30 (66.7%) | 19 (42.2%) | 13 (28.9%) |
| Pupil Premium | 25 (55.6%) | 6 (24.0%) | 19 (76.0%) | 18 (72.0%) | 11 (44.0%) | 7 (28.0%) |
| Not Pupil Premium | 20 (44.4%) | 8 (40.0%) | 12 (60.0%) | 12 (60.0%) | 8 (40.0%) | 6 (30.0%) |

| Writing (45 pupils) Yr6 Spr2 | No. (%) | Below | Risk or higher | At or higher | Above or higher | Significantly Above |
|---------------------------------|------------|------------|----------------|--------------|-----------------|------------------------|
| All Pupils | 45 (100%) | 15 (33.3%) | 30 (66.7%) | 25 (55.6%) | 16 (35.6%) | 3 (6.7%) |
| Pupil Premium | 25 (55.6%) | 7 (28.0%) | 18 (72.0%) | 14 (56.0%) | 8 (32.0%) | 1 (4.0%) |
| Not Pupil Premium | 20 (44.4%) | 8 (40.0%) | 12 (60.0%) | 11 (55.0%) | 8 (40.0%) | 2 (10.0%) |

| Mathematics (45 pupils) Yr6 Spr2 | No. (%) | Below | Risk or higher | At or higher | Above or higher | Significantly Above |
|-------------------------------------|------------|------------|----------------|--------------|-----------------|------------------------|
| All Pupils | 45 (100%) | 15 (33.3%) | 30 (66.7%) | 25 (55.6%) | 18 (40.0%) | 6 (13.3%) |
| Pupil Premium | 25 (55.6%) | 7 (28.0%) | 18 (72.0%) | 16 (64.0%) | 11 (44.0%) | 3 (12.0%) |
| Not Pupil Premium | 20 (44.4%) | 8 (40.0%) | 12 (60.0%) | 9 (45.0%) | 7 (35.0%) | 3 (15.0%) |

| Combined (45 pupils) | No. (%) | Below in one or more | At Risk or higher in all | At or higher in all | Above or higher in all | Significantly Above in all |
|-------------------------|------------|-------------------------|-----------------------------|------------------------|---------------------------|-------------------------------|
| All Pupils | 45 (100%) | 17 (37.8%) | 28 (62.2%) | 22 (48.9%) | 14 (31.1%) | 3 (6.7%) |
| Pupil Premium | 25 (55.6%) | 7 (28.0%) | 18 (72.0%) | 14 (56.0%) | 8 (32.0%) | 1 (4.0%) |
| Not Pupil Premium | 20 (44.4%) | 10 (50.0%) | 10 (50.0%) | 8 (40.0%) | 6 (30.0%) | 2 (10.0%) |

Michelle Dickens
Executive Principal

Janette Sharp
Head of Academy

Appendix: Proposed strategies & expenditure for 19 /20:

| Strategy | Related budget | £ per year |
|---|---|--------------------------------|
| Developing curriculum approach and pedagogy including: metacognition and cooperative learning across the whole school. Ensure CPD develops understanding and approach and enable opportunities to learn from others. Develop Forest School approach across curriculum. All children including PP. | Metacognition training & programme planning Curriculum Lead Forest School | £2,000 £4,575 £2,119 |
| 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. Enable provision of whole unit PPA (3 staff) to ensure accuracy. Termly Pupil Progress meetings all teachers and SLT. All children including PP. | Training for all staff PPA 3 classes (3 staff) PPM x 3 per year whole unit (3 staff) | £2,200 £23,867 £1,430 |
| 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. All children including PP | Teaching assistants Middays | £18,412 |
| Use of Read Write Inc approach to phonics ensuring a systematic approach and enabling fluency in reading. Rec - Y2 children including PP Y3 & Y4 interventions children including PP | Phonics training TAs intervention KS1 & KS2 | £2,600 £7,297 |
| Reading comprehension strategies focussing on understanding of the text. Implementation of VIPERS approach. Enabling regular individual reading from reading scheme and guided comprehension sessions. Attendance at HTTSA Reading Programme. All children including PP | Teaching assistants 8.30-9.00 daily Cover for training SLT leadership of reading (cover) | £5,000 £3,250 £1,600 |
| 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, 2 staff trained in EAL specialism. Involvement in the Real Project. Provision of drama teacher to develop confidence and speaking and listening. All children and PP children. All INA children in school All EAL children at KS1 Specific EAL children in KS2 | SLT leadership of EAL & cover for CPD Real Project cover & resources .5 day per fortnight drama teacher | £2,030 £1,500 £4,632 |
| 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. All children including PP & specific children | Learning mentors Cover to attend training Dedicated Safeguarding Officer | £23,960 £600 £12,123 |

| | | |
|---|--|--|
| 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. Identified children in Year 5 & 6 including PP | 1 teacher .4fte Leadership provision .4 fte cover | £21,070 £12,714 |
| 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. 15 Extra- curricular clubs per term facilitated through TAs on other providers. All PP children in whole school for trips All children who attend clubs All those Y4 and Y5 brass All PP in Y6 who attended Robin wood All children who attend Castleshaw | Trips/visitors/ Castleshaw centre $\frac{1}{2}$ hour per week TA clubs Robinwood Shakespeare | £3,200 £1,500 £5,000 £6,300 £1,800 |
| 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. All children & families including PP | School contribution to food Learning mentor support Safeguarding Officer support | £2,500 £1,600 £6,061 |
| 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 Safeguarding Officer support | £7,300 £3,000 £1,200 £2,600 |
| | Total to PP | £194,040 |