

## Altmore Pupil Premium strategy statement: 2018-2019

1. Summary information			
Total number of pupils on roll:	590		
Total Pupil Premium allocation:	£347,160.00	Total number of pupils eligible for Pupil Premium:	94
Total EY Pupil Premium allocation:	£13,172.00	Total number of pupils eligible for EY Pupil Premium:	43

2. Current data (Summer 2018)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving 'Expected' standard in R/W/M (end of KS1)	<b>67%</b>	<b>51%</b>

3. Barriers to future attainment for disadvantaged pupils	
<b>In-school barriers</b>	
<b>A.</b>	Our disadvantaged pupils have limited <i>real-life</i> experiences beyond the immediate vicinity of East Ham
<b>B.</b>	Our disadvantaged pupils have very low on-entry and poor language and communication skills impacting on their verbal, written and reading abilities
<b>C.</b>	Our disadvantaged pupils have parents/carers with limited knowledge, understanding and skills of how they can support their children's development and learning
<b>D.</b>	Our disadvantaged pupils have limited exposure to quality texts outside of school to develop their English language proficiency

External barriers	
<b>E.</b>	<u>Social deprivation and poverty:</u> Housing Many of our disadvantaged children live in homes: i) of poor standard ii) that are shared multiple occupancy dwellings in poor condition iii) that are short-term temporary tenancies – with the risk of eviction
<b>F.</b>	<u>Social deprivation and poverty:</u> Low income – the <i>working poor</i> Many of our disadvantaged children live within families: i) whose parents are employed on short-term temporary contracts ii) whose parents share day and night shift work iii) whose parents are unemployed due to lack of skills and qualifications, and lack of flexible working and childcare accessibility

4. Desired outcomes		Success criteria/Evidence
<b>A.</b>	For a higher proportion of our disadvantaged pupils to meet the <i>expected</i> standard and a growing number to achieve at the <i>exceeding/greater depth</i> standard in all areas of learning and to be making more than expected progress across the school.	All data reports/Pupil Progress docs

<b>B.</b>	Our disadvantaged pupils access a range of opportunities/experiences that enhance and develop their knowledge, understanding and excitement of learning. They confidently apply their learning independently in a range of contexts.	PP Spreadsheet/Curriculum maps
<b>C.</b>	Disadvantaged pupils leave the different <i>phases</i> at Altmore as confident and determined learners who are ready to access the next stage of their learning journey in KS1 and KS2.	End of KS data/evidence trails
<b>D.</b>	Families of disadvantaged children know how they can support their children's learning out of school.	Case studies/all parental feedback
<b>E.</b>	Disadvantaged children access <i>real-life</i> experiences that supports their language development	Case studies/EV offer

## 5. Planned Expenditure

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

### QUALITY OF TEACHING FOR ALL

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead
<p><b>Confident and articulate learners who are ready to access the <i>next stage</i> in their learning</b></p> <p><b>Diminishing difference</b></p>	<ul style="list-style-type: none"> <li>Teacher/Pupil learning discussions 3x year (£3,150.00)</li> <li>Additional <i>Achieve</i> staff to support core subjects in KS1 (£154,867.00)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from Learning Walks highlights the importance and impact of pupils being able to articulate their own learning, progress and targets. Research evidence states that regular shared conversations between pupils and their teachers, <i>'redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.'</i></li> <li>Subject leaders monitor 12 identified children in-line with the school's data analysis and share pupil progress in PPMs and Year Group moderation meetings.</li> <li>Disadvantaged children are the focus of staff Action Plans.</li> <li>Interventions from experienced Teaching Staff has focussed on supporting children in Core curriculum areas. This support is closely tracked and reviewed by the Assessment Lead and Intervention Team Lead.</li> <li>Focusing on Speaking and Listening has highlighted the impact of targeting this</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that discussions have maximum impact, planning will be completed during Year Group meetings to discuss suitable targets and how best to review these with pupils. Discussions will be monitored by SLT and will include pupils sharing their targets during informal drop-ins (lesson observation forms). SLT will discuss their effectiveness with Year group Leaders during management meetings.</li> <li>Progress and attainment data for the additional staffs' groups will be analysed in the termly Pupil Progress documents. External analysis of <i>benchmark</i> Assessments will also be used to identify teaching approaches and strategies to best support pupils.</li> <li>These groups will also be monitored</li> </ul>	SLT

	<ul style="list-style-type: none"> <li>• Targeted EAL support for both <i>beginners</i> and <i>more advanced</i> mid-phase arrivals <b>(£54,646.00)</b></li> <li>• Additional staff training and curriculum resource provision for the introduction of the <i>Maths No Problem</i> maths mastery programme <b>(£9,430.00)</b></li> <li>• Targeted and bespoke CPD offer <b>(£6,372.00)</b></li> </ul>	<p>area as our pupils often have limited experience of speaking ‘for and to’ different audiences. Research evidence also states, ‘<i>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.</i>’</p> <ul style="list-style-type: none"> <li>• Focussed and targeted EAL support, (building on the ECaT strategies) to ensure that children are accessing appropriate curriculum provision that supports and enables them to use subject-specific and technical language appropriately to express their thinking, their ideas and to solve problems. Children speak more confidently, and start to transfer this knowledge in their written work across the curriculum. They are able to make appropriate word and language choices suitable to the style, purpose and audience.</li> <li>• Embedding the <i>Maths No Problem</i> programme - lesson observations indicate that children are working collaboratively, confidently using a range of methods that enable efficiency, have a broad mathematical vocabulary and are able to <i>Reason</i> to solve different types of problems.</li> <li>• Staff have strong subject knowledge, they engage in professional dialogue that supports planning and delivery of creative, focused and specific learning.</li> <li>• Children demonstrate their knowledge and understanding by expressing themselves eloquently, using subject-specific vocabulary and terminology.</li> </ul>	<p>through book monitoring, drop-ins and full lesson observations. Comparing statutory data at assessment points throughout the year will ensure these standards have been maintained and will also reflect the effectiveness of this action.</p> <ul style="list-style-type: none"> <li>• As an identified target group on the SDP with a detailed action plan, the impact of this work will be supported and monitored throughout the year and ensure that this focus feeds into whole school priorities. Pupils’ confidence and articulation at whole school celebrations, assemblies throughout the year will also reflect this. Along with opportunities for increased public speaking, the use of drama within the classroom and through extra clubs will also be able to be tracked.</li> <li>• Consistently good teaching and learning in Maths translates into consistent outcomes for all pupils, particularly disadvantaged pupils (monitoring teaching and learning/ talking to pupils/ tracking progress)</li> <li>• Consistently observed and used strategies across all year groups, indicates positive impact of our participation in the <i>Maths Mastery</i> project.</li> <li>• Lesson observation, pupil conferencing and monitoring of pupil work indicates that children confidently discuss their learning, use appropriate language to explain <i>how they know...</i>, making reference to a range of experiences and opportunities. They make ‘links’ and ‘connections’ in their learning across the curriculum.</li> </ul>	<p>EAL Lead EAL Support Staff</p> <p>SLT</p> <p>DHT</p>
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	<ul style="list-style-type: none"> <li>• S&amp;L Therapy sessions for targeted pupils (<b>£22,254.00</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• In light of the growing need for SALT services and interventions in EYFS, and the lack of availability of the service a gap in provision has been identified.</li> <li>• Speech and Language Therapy (SLT) buy-in service has provided <i>Early Intervention</i> and on-going intervention for children with specific Communication and Language needs, as well as staff training for specific practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in collaboration with the school's <i>buy-in</i> SLT will ensure that provision mapping meets the needs of pupils and is regularly reviewed.</li> <li>• Regular targeted sessions will increase pupils' interaction and communication and highlight those with specific additional needs which may require referral to external agencies for further specialist support.</li> <li>• Close partnership work with our parents will ensure that they are able to support their children effectively at home too.</li> </ul>	HoS; AHT; SEN Lead
<p><b>Swift and early identification and intervention in the EYFS</b></p>	<ul style="list-style-type: none"> <li>• Specialist SEND staff in EYFS supporting PSED sessions (<b>£11,484.00</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Over the past years, there has been a significant increase in the number of pupils starting in our Nursery and Yr R with additional needs; many of whom have arrived with limited/no supporting documentation from colleagues in the health care agencies. As such, we believe that if we are going to be able to meet the social &amp; emotional and academic needs of these pupils, it is imperative that we focus on <i>early identification</i>, in order to get the necessary provision and resources in place to be able to support them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• This will be line-managed by the SENCO, Assistant Head for Early Years and Year group leaders. They will work with Specialist Teachers when they come in to School to identify need and will disseminate information and recommendations to staff and 1:1 support staff.</li> <li>• Ensuring all paperwork is ready for the funding panel meetings will also ensure their impact is being monitored.</li> <li>• Impact will be discussed at Pupil Progress Meetings.</li> </ul>	HoS; AHT; SEN Lead
<p><b>Swift and early identification and intervention in the EYFS</b></p>	<ul style="list-style-type: none"> <li>• Creative Futures (<b>£14,550.00</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Low on-entry data, particularly in the Prime area of <i>Communication and Language</i> indicates that our children are still developing the key skills of expressing themselves, particularly when it comes to speaking, listening and responding to a range of situations.</li> <li>• <i>Creative Futures</i> supports the development of our children's auditory and discriminatory skills, encouraging participation and of a musical and physical response.</li> </ul>	<ul style="list-style-type: none"> <li>• Expert musicians modelling strategies to class-based staff that can be easily implemented in day-to-day classroom practice.</li> <li>• Improved listening skills of children in their responses to and engagement in routine and specific learning opportunities.</li> <li>• Children demonstrate that their discrimination skills are developing – they have improved/accelerated skills in the development of the <i>specific area reading</i>.</li> </ul>	AHT
<b>Allocated amount: £276,753.00</b>				

TARGETED SUPPORT				
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead
<p><b>Pupils are resilient learners and demonstrate strong emotional well-being and have positive relationships with others</b></p> <p><b>Diminishing differences</b></p>	<ul style="list-style-type: none"> <li>• Family Support (£23,655.00)</li> </ul>	<ul style="list-style-type: none"> <li>• TAF/TAC/Vulnerable Children’s Meetings (VCM) continue to be an effective way of ensuring pupils and families receive <i>Early Help</i> support. This continues to ensure that pupils are identified, closely monitored and supported appropriately.</li> <li>• This support has been crucial, as it enables teachers to devote their full time and attention to teaching, whilst pastoral issues with children and families are supported by colleagues from this team. (Families who been supported frequently express their thanks.)</li> <li>• The appointment of Deputy DSLs ensures that the school has increased capacity to work with pupils and families, ensuring that children are able to succeed in school. Staff assist in signposting local services to families, and attend appointments with them as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative working ensures that all staff members are aware of focus children; caseload work is allocated and shared verbally and via protected access on line.</li> <li>• Weekly updates in staff briefings ensure that work streams are prioritised and specific outcomes focussed.</li> <li>• Shared information ensures that detailed records and reports are accessible to the professional network.</li> <li>• This holistic overview ensures that a range of progress indicators demonstrated impact, e.g. children’s social and emotional resilience, wellbeing as well as academic attainment.</li> </ul>	SLT
	<ul style="list-style-type: none"> <li>• Breakfast/After School Club (£19,185.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil’s attendance and punctuality is improved; children are more ready to learn and benefit from additional support to complete reading and homework tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance registers indicate consistency of attendees, as well as the effectiveness of the provision/offer.</li> <li>• Targeted pupils receive appropriate support.</li> </ul>	SLT
	<ul style="list-style-type: none"> <li>• After-school booster sessions for target children</li> <li>• Specifically-planned intervention groups (incl. Reading Gladiators, etc.) (£1,905.00)</li> </ul>	<ul style="list-style-type: none"> <li>• In order to ensure that any academic differences between Pupil Premium and non-Pupil Premium children remains negligible at Altmere, we use funding to target specific support/interventions for specific children - depending on their needs. These include additional English and Maths sessions and specific speech and language sessions during the day or after-school.</li> <li>• On a year-to-year basis we review the most pressing need across the school, and Year Group leaders will focus on interventions and enrichment programmes for targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress data reports for each year group, as well as the termly whole school data reports highlight the progress and attainment of Pupil Premium as compared to non-Pupil Premium pupils. FFT data will also distinguish between different groups.</li> <li>• The quality of the sessions being delivered are regularly monitored in an informal way by AHTs and more formally through Learning Walks and Observations.</li> </ul>	SLT

	<ul style="list-style-type: none"> <li>• Family Learning programme</li> </ul>	<ul style="list-style-type: none"> <li>• Our families have high aspirations for their children and want to be able to effectively support best possible outcomes.</li> <li>• Our long-running partnership with the <i>Newham Family Learning</i> programme has proved to be an accessible and effective tool for parents to learn <i>how</i> they can support and learn alongside their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent's project work will be externally assessed and awarded a City &amp; Guilds certification.</li> <li>• Pupil's learning will be effectively and creatively supported out of school.</li> <li>• Pupils' outcomes in school will improve.</li> <li>• Parental engagement will continue to be a positive and effective aspect of our school community.</li> </ul>	SLT EAL Leader
			<b>Allocated amount: £44,745.00</b>	

## WHOLE SCHOOL STRATEGIES

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead
<b>Broadening life experiences</b>	<ul style="list-style-type: none"> <li>• Educational visits</li> <li>• Visitors</li> <li>• Enrichment clubs</li> <li>• Competitions</li> <li>• <i>Catching Words</i> project (Discover)</li> <li>• <i>West End in Schools</i></li> <li>• Exploring Shakespeare in primary Schools</li> <li>• Pantomime <b>(£7,364.00)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from our children indicates that they have very limited experiences outside of school. Added to this, the increased focus of vocabulary, language and knowledge acquisition within the new curriculum and our children's very low English language acquisition/confidence - has hampered their ability to achieve at the <i>Exceeding/Higher Standard</i> at the end of their Key Stage.</li> <li>• To support them, we will continue to address these issues by offering a variety of different <i>real-life</i> experiences, in a range of venues, in order to support their social and cultural development.</li> <li>• For our youngest children this will also include Visitors bringing exciting experiences to our site.</li> </ul>	<ul style="list-style-type: none"> <li>• The Educational visits and visitors are an integral part of our wider curriculum offer and are generally used at the start or end of topics to either launch or consolidate learning.</li> <li>• Spoken and written language outcomes across the curriculum are used as evidence of the utilisation and impact of the various visits and visitors.</li> </ul>	Year Group Leaders
<b>Developing Resilience and Taking Ownership</b>	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Playground Heroes</li> </ul>	<ul style="list-style-type: none"> <li>• The <i>elected</i> school council take a very pro-active approach to bringing change about within our school; this has included raising money for charities, planning and delivering assemblies, organising events, improving the playground and running a whole-school 'suggestion afternoon' to canvas ideas and opinions from all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• The school council gives regular feedback to the rest of school during Assemblies with regard to their progress and impact towards various actions.</li> <li>• School Council members generate updates to be shared with the Governing Board.</li> </ul>	SLT Subject Leader

<p><b>Supporting positive engagement and relationships development</b></p>	<ul style="list-style-type: none"> <li>• Holiday clubs</li> <li>• Youth Club</li> <li>• Attendance and Behaviour celebrations</li> <li>• Participation in inter/intra school competitions (supported by Coaches)</li> </ul> <p><b>(£18,298.00)</b></p>	<ul style="list-style-type: none"> <li>• Opportunities to network and meet with peers across the Federation enables pupils to share ideas, to collaborate and co-operate with each other - feedback is always very positive. This, along with providing opportunities for all children to discuss their feelings, has shown to support our pupils' self-esteem.</li> <li>• Research shows that Social and Emotional Learning through, "<i>School-level approaches to developing a positive school ethos which also aims to support greater engagement in learning</i>" can add + 4 months impact per year per pupil onto their academic achievements. Supporting pupils and their families to positively engage with each other and celebrate their positive learning choices.</li> <li>• The Children's Centre is central to the school's extended provision offer. There is a weekly Youth Club, Easter Club and three weeks of Summer Club.</li> <li>• Staff report that these positive initiatives promote pupils and parents having pride in the school, and increases engagement with learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative reports are written after each holiday club and family week, reflecting the successes, parental and child views and areas for development. These are used to continue or amend those activities that are seen to have most positive impact.</li> <li>• Daily and weekly attendance data reports are collated in order to identify individual/groups of pupils who may need more attention</li> <li>• The pre-school and parenting classes are regularly reviewed by senior staff to ensure that they continue to support parents, children and families in the most appropriate areas.</li> <li>• Reports detail the impact of the Children's Centre's extended provision.</li> <li>• Collaborative work between staff and the LA's Attendance Management Service has a positive impact – raising the profile of and acknowledging the expectation of <i>excellent</i> attendance.</li> </ul>	
<b>Allocated amount: £25,662.00</b>				