

The Alton School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding and recovery premium for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Alton School
Number of pupils in primary school	174
Proportion (%) of pupil premium eligible pupils	56.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	August 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,590
Recovery premium funding allocation this academic year	£25,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,820 £14265 of this is contributed to the Trust leaving a total of £153,555 for the school.

Part A: Pupil Premium Strategy Plan

Statement of intent

National data shows that disadvantaged pupils often underperform compared to their peers. At The Alton School, we believe that disadvantage should not be a barrier to learning and expect all pupils to make good progress across all curriculum areas regardless of their background. The school uses a range of strategies and interventions to ensure that all pupils are challenged to reach their full potential.

The school is also using pupil premium to support educational recovery through small group teaching and specialist tutors.

The school facilitates a wide range of activities to support children, including small group interventions, good use of LSA's, pastoral care, enrichment activities, behavioural strategies, mentoring as well as tutors. The activities outlined below are set in place to ensure that children, including pupil premium children, are supported to gain strong language, reading and writing skills, to create a foundation of knowledge, skills and abilities that will enable them to be equipped for adult life and to fulfil their life ambitions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Limited Vocabulary	Assessments and observations indicate that some pupils entering the Alton have low vocabulary skills which affects their writing, learning ability and oral language. This lack of an initial wide and varied vocabulary leads to gaps in their knowledge base which becomes more critical and has a larger effect on their literacy as they progress up the school, as is evident in their KS2 assessments.
2 Reading	Children entering The Alton nursery are shown to need additional help with their phonics and this negatively impacts their development as readers. The school has a high percentage of children with EAL who are less likely to have parents with the necessary English to help their children learn, or to read books with them at home. Children do not have many books at home, some have none at all, this means that

	<p>children are not encouraged to become lifelong readers, which affects their literacy.</p>
<p>3 Covid 19 Gaps in learning</p>	<p>Our assessments and observations indicate that the education and wellbeing of many of our pupils has been impacted by partial school closures leading to gaps in their learning and challenges to their mental health.</p> <p>Access to home learning for some children not in school was poor, this was exacerbated by a lack of space to work, poor technology and Wi-Fi access and limited access to outside space. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in both literacy and numeracy as evidenced by NFER tests.</p> <p>Younger children had fewer opportunities to socialise, which affected their communication skills and their ability to learn how to create relationships with other children. Children do not come to school ready to learn but need to learn communication and relationship skills and how to interact with children and adults outside their immediate family.</p>
<p>4 Low Attendance</p>	<p>Overall attendance for the year was 91.2%, which is lower than in pre Covid years and below the national average. Attendance data for non-disadvantaged and advantaged pupils is similar due to the vigilance of the learning mentor</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.7% higher than for non-disadvantaged pupils.</p> <p>15% of disadvantaged pupils have been 'persistently absent' compared to 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p>
<p>5 Cultural Disadvantage</p>	<p>Many pupils at the Alton come from low-income families and many families have English as a second language whether or not they are in receipt of pupil premium. The majority of pupils live in flats and although there are many opportunities and facilities in London and in Richmond Park, families do not always access the opportunities available, meaning that their children are culturally disadvantaged. The school tries to encourage families to participate in community and other events to enrich their lives and support their education, by school visits, school clubs and advertising local events. Some families do not see a good education as a desired achievement.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment.	Pupils make expected progress in reading
Children develop a wide vocabulary and are able to develop their language skills and communicate effectively	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Children engage with enrichment activities and become more culturally enriched.	A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils. Pupils' wellbeing and engagement in learning and extracurricular activities is improved Parents engage with school for community and social activities.
Improved wellbeing.	Children engage with Place 2 Be where appropriate, are able to focus in class and show less behavioural challenges due to improved emotional stability.
Improved attendance	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 93%, the percentage of all pupils who are persistently absent being below 10%
Gaps in both literacy and numeracy are identified and strategies are put in place to remove them.	Independent assessments show that gaps in learning are addressed and pupils are working at age related expectations

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised NFER tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction, they will help demonstrate the gaps in each child's learning and help the school to address this</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<p>Purchase of Little Wandle, an accredited phonics scheme including books and Ebooks to support phonics across the school.</p> <p>Training for staff to use the scheme and the assessment system</p>	<p>Using a new accredited phonics scheme to support phonics in early years and KS1.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2

<p>Improving reading Use of Beanstalk to read with individual targeted children. Peer reading and regular school time made available for quiet reading. Purchase of Little Wandle Scheme to provide online books at home. Provision of free books and other educational games to families when their children start school and at other times when possible. Parents are encouraged to volunteer at the school to support reading. Students continue to receive free IT equipment through the Battersea project.</p>	<p>Statistics and information from the Literacy Trust show that Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it. Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%) Children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes. 1 in 11 disadvantaged children in the UK say that they don't have a book of their own home (National Literacy Trust 2020 What is literacy? National Literacy Trust). The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Education Endowment Foundation EEF</p>	<p>1,2,5</p>
<p>Embedding dialogic activities across the school curriculum especially in early years. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Fund ongoing teacher training. Offering full time nursery to all nursery aged children to support language development at an early age.</p>	<p>Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013). Hart and Risley study in 1995 identified "remarkable differences" in the early vocabulary experiences of young children. "Simply in words heard, the average child on welfare was having half as much experience per hour (616 words per hour) as the average working-class child (1,251 words per hour) and less than one-third that of the average child in a professional family (2,153</p>	<p>1</p>

Use of SALT to develop language and literacy in Early Years	words per hour)" (Hart & Risley 2003, 8). This is important because vocabulary development during the preschool years is related to later reading skills and school success in general. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Continued purchase of Maths No Problem materials. Funding training for new teaching staff and support assistants on using the scheme	Children use the Maths No Problem scheme of work. Teachers and support assistants are trained to use the scheme to teach and assess pupils. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £106,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
For 2023/2024 the school will support teaching assistants to be trained to deliver the national tutoring programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF report on the impact of covid-19 states that disadvantaged pupils are ½ month further behind in reading after first lockdown. One to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. EEF	3
Continued partnership with Ibstock school following a peer reading scheme	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to	2,5

supported by the National Literacy Scheme	approximately five additional months' progress within one academic year. EEF	
LSA's and teachers revisit prior learning to support children by small group teaching and interventions to close gaps in knowledge.	EEF report on the impact of covid-19 states that disadvantaged pupils are ½ month further behind in reading after first lockdown. Funding is used to help provide a teaching assistant for each class. Teaching assistants work with the class teacher to provide targeted interventions, as well as running intervention clubs for specific pupils after school.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Breakfast club	Children who have eaten breakfast come to school more ready to learn.	4
Whole school approach to Behaviour using When Adults Change everything changes Paul Dix The school uses 3 simple rules – Ready Respectful and Safe	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF	
Funding of learning mentor to support families well being and improve attendance as well as behaviour	It is well documented that improved attendance increases learning potential for all pupils Parents are advised if children's attendance falls below an acceptable levels and support is put in place for families where attendance and punctuality is an issue. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Improve the quality of social and emotional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	4

<p>wellbeing using Place 2 Be to support the mental health of pupils, families and staff.</p> <p>Worry box is available in the library, targeted support and regular lunchtime groups are available.</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Children are well supported in class and in the playground. Worry boxes are established in all classes.</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year. EEF</p>	
<p>Provision of after school enrichment activities</p> <p>Trips and school journey are planned throughout the year for all children which support their learning in school.</p> <p>Advertisement of local opportunities and events for families. Teachers and support staff to provide additional enrichment activities to support pupils social and emotional development and to increase their opportunities outside of school</p> <p>Children attend school trips twice a term as well as visits to the local area and other schools to enrich their cultural awareness.</p> <p>Parents volunteer to attend school trips.</p> <p>Funding is used to subsidise school</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.. EEF</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment EEF</p>	<p>1,4, 5</p>

journey so that everyone can afford to attend.		
Full Time Nursery for all 3 and year olds	<p>Effects of extra hours of early years education can be seen in both early literacy (+ four months) and early mathematics (+ three months).</p> <p>Studies in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects, suggesting that this is likely to be a beneficial approach for this group. Extra hours EEF (educationendowmentfoundation.org.uk)</p>	1,2,5

Total budgeted cost: £ 167,820

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The school made use of NFER standardised assessments SAT's as well as checking targets and gaps using assessment programmes and the use of Sonos to analyse data.

Pupil premium children performed equally or better than their peers in the school, due to the targeted support received, with the majority of children performing at or above the national average. Reading continues to be targeted throughout the school to improve performance and cultural awareness and understanding.

Pupil Premium allocation in 2022-2023 : £120,539

Funding was used to address the following barriers to achievement.

- Social and emotional needs
- Speech and language needs
- Specific learning needs
- Gaps in education caused by Covid
- Cultural disadvantage, Enabling pupil premium children to attend school journey.
- Improving school attendance.
- Reading
- Well Being
- Early years

Barriers were addressed by

- Small group literacy and Numeracy Support
- SENCO support and intervention
- LSAs and HLTAs running specific Reading, Writing and Maths sessions
- Non-class based senior teachers leading teaching and learning in phases
- Targeted teaching
- Place2be
- Full time nursery for all nursery pupils
- Learning Mentor
- Tutoring through the NTP to provide accelerated learning
- Breakfast club funded places
- Additional Educational Psychologist
- Speech and Language Therapist
- Benardos have been into school to run sessions supporting emotional well being and each class has a feelings board.
- Local and London based trips

- Subsidised school journey
- Year 4 and Year 5 children worked with students from Ibstock school on a peer reading scheme, reading and following activities with the 6th form students.

The impact of the school's strategies is monitored by review meetings with the aim to continually 'close-the-gap' between Pupil Premium funded children and their peers, overall and for specific groups of children

The strategies in place are working well and through their continued use the school is able to ensure that pupil premium children in KS1 do as well as, or better than, other pupils at the school. In KS2 they perform slightly less well than their peers, which is why the school has developed strategies such as working on the vocabulary gap and extended reading to reduce the gap in all areas of the school.

During 2022-2023 the school continued with the use of a tutor targeting small groups of children to close gaps that may have occurred due to Covid and to accelerate learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	
Maths No Problem	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Provision of subsidised after school clubs to enrich the curriculum
- Provision of laptops and wifi to disadvantaged pupils using DFE funded schemes and a local charity
- Children in one year group attend Rackets Cubed which focusses on tennis skills and maths after school once a week. This is an excellent opportunity for the children in partnership with the Lawn Tennis Association.
- The school has developed links with Ibstock school and the children in all year groups are supported by sixth form pupils both in school, and for after school activities. This year they have started a new reading scheme in conjunction with the Book Club's in School Project.