



## Alt Academy

### Pupil Premium Statement 2018 - 2019

Pupil Premium Funding: £221.760

Proportion of school: 54%

Number of disadvantaged Pupils: 168

#### **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.

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.*

#### **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.

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. Alt Academy has 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 manipulate language for effect.
- Lack of access to and experiences of written text, including opportunities to share the text with an adult.
- Existing gaps in learning and misconceptions - within the classroom learning and independent work this leads to disengagement in learning.
- Emotional wellbeing - which impacts on behaviour for learning, attendance, self-esteem and more significantly on personal safety.
- Limited cultural and enrichment opportunities - lack of experiences also limits 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.
- 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.

### **Removing Barriers to learning**

We are tackling barriers to learning first and foremost through the provision of quality first teaching. 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:

- Developing cooperative learning throughout the whole school: CPD to develop understanding and approach; resources; and opportunities to learn from others. 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.
- Developing quality formative assessment including: CPD to ensure clarity of learning outcomes, good questioning, accurate pitch and quality of feedback to move the learning forward; Provision of whole unit PPA (3 staff) to ensure accuracy: Termly unit Pupil Progress meetings (3 staff including SLT and Exec Principal & Head of Academy).
- 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.
- Ensuring additional support at lunchtimes with TA support outside.
- Using Read Write Inc approach to phonics ensuring a systematic approach and enabling fluency in reading. Ensuring intervention throughout KS1 and lower KS2 for those children who need it.
- Reading comprehension strategies focussing on understanding of the text. Enabling this to happen regularly with children through regular individual reading from reading scheme and guided comprehension sessions. 4 staff trained in ESCAL reading inference programme.
- Emphasising spoken language and verbal interaction through; targeted reading aloud and discussing books with young children; extending spoken vocabulary; language rich environments particularly at EYFS and KS1. Early interventions ie Talk boost, 3 staff trained in EAL specialism. Contribution towards the Real Project. Provision of drama teacher to encourage confidence and oral contribution.
- 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.

- Additional staff/time across the school to enable; the teacher to focus on target children throughout the week; opportunities for per/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; and promoting consistency and quality provision .
- Ensuring all pupils including those from disadvantaged backgrounds have cultural enrichment opportunities; wider opportunities brass; music lessons; linking project trips; 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 on other providers.
- Ensuring all children arrived in class appropriately nourished for the day through the provision of breakfast club- food, facilities, staff.
- Engaging with parents and pupils to raise attendance through; focussed monitoring; strategies to incentivise and reward 100% attendance. Attendance officer to actively bring children in to school; morning and evening meet and greet; and regular communication with parents and children to encourage improved attendance.

### **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. Middle leaders scrutiny of work and planning and regular, rigorous SLT meetings to assess impact of actions
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. In addition, the school is involved in projects for EAL and Reading with Sheffield and volunteer reading partners. 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.

As a school, we provide frequent, 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 2019*

**Michelle Dickens**  
Executive Principal

**Janette Sharp**  
Head of Academy