

# Altmore Infant Pupil Premium strategy: 2022-2023

This statement outlines our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, and 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/Information
Total number of pupils in school:	428 (Yr R – Yr 2)
Number of pupil premium eligible pupils:	112
Proportion (%) pupil premium eligible pupils:	26.1%
This current pupil premium strategy plan covers: (3-year plans recommended)	2021-2022 to 2023-2024
Date this statement will be reviewed:	November 2023
Statement authorised by:	Sarah Rowlands (Executive Headteacher)
Pupil Premium lead:	Kelly Grove
Governor:	

## Funding overview

Detail	Data/Information
Pupil premium funding allocation this year:	£155,120
Recovery premium funding allocation this year:	£ 16,240
Pupil premium carried forward from previous years:	£ 0
Total budget for this academic year:	£171,360

## Part A: Pupil premium strategy plan

### Statement of intent

#### Background:

- Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).
- Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils were the worst affected by school closures during COVID-19 and the attainment gap has widened further as a result of them not 'catching-up' as quickly when compared to peers who are not as disadvantaged.
- Additional government funding, the *Pupil Premium Grant*, is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of disadvantaged/vulnerable pupils.

#### Newham context:

- Newham experiences significant challenges with poverty and inequality. 49% of children are judged to be in households in poverty, compared to 33% in other London boroughs.
- Unemployment and out of work benefits claimant rates are not much higher than London averages however, suggesting issues here relate to in-work poverty.
- Rate of households in temporary accommodation in Newham is the highest in London with 49 per 1,000 contrasting against 17 per 1,000 in London overall.
- Evictions are also the highest in Newham of any London borough running at 3.2 per 1,000 households compared to 1.7 for London overall.
- Deprivation consists of more than just poverty; so, whilst poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

#### Altmore:

Our intention is that all children, irrespective of their background or the challenges they face, make good and accelerated progress, achieving well from their individual starting points. The focus of our pupil premium

strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

To support the learning and aspirations for our disadvantaged children, enabling them all to succeed to the best of their ability:

1. We have a whole-school ethos of attainment for all, rather than stereotyping disadvantaged children as all facing similar barriers or having less potential to succeed
2. We address barriers to learning with an individualised/specific approach, including emotional/behaviour support, attendance monitoring and early identification and intervention
3. We ensure whole-class quality first teaching, providing consistently high standards for all
4. We promote strong relationships and knowledge of children, enabling staff to meet the individual learning needs of children by identifying the best strategies to support individuals/groups
5. We deploy staff effectively
6. We make evidence- and data-based decisions, using regular and frequent use of AfL information
7. We lead responsively, senior leaders have high expectations, and aspirations for all children and lead by example, clearly expressing expectations for on-going raising of attainment

(DfE Supporting the attainment of disadvantaged pupils – Seven Building Blocks)

We will consider the challenges faced by vulnerable children, such as those who have a social worker, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children’s attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel.

## Challenges

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

Challenge number	Detail of challenge
1.	Many of our disadvantaged children have limited <i>real-life</i> experiences beyond the immediate vicinity of East Ham; they have very few opportunities for social, cultural or educational experiences and enrichment beyond their immediate environment. It is evident that this has an impact on their emotional wellbeing.
2.	Many of our disadvantaged children have delayed and very low on-entry language and communication/oracy skills - impacting on their verbal, written and reading abilities; the vocabulary gap and literacy skills/experiences are widening for these children. Many of those joining our school are beginners in English.
3.	Many of our disadvantaged children have limited exposure to quality texts and less exposure to a broad vocabulary outside of school to develop their English language proficiency, as well as experiences that enable them to use technical mathematical concepts in context.
4.	Some of our disadvantaged children have parents/carers with limited knowledge, understanding and skills of how they can support their children’s development and learning, they lack confidence to support their children at home, and this in turn is having an impact on children’s confidence and happiness. Additional support and signposting has also been necessary in terms of the complexity of needs e.g., financial support, basic necessities: food poverty, new-born baby products, personal hygiene products, etc.
5.	Attendance data among disadvantaged children has: <ul style="list-style-type: none"> <li>- shown persistent absenteeism</li> <li>- been adversely affected by extended periods of absence during term time</li> <li>- shown limited engagement and use of our online platform (due to access to technology and the internet)</li> </ul>

6.	<p>Social deprivation and poverty: Housing</p> <p>Many of our disadvantaged children continue to live in homes:</p> <ul style="list-style-type: none"> <li>- of poor standard</li> <li>- that are shared multiple occupancy dwellings in poor condition</li> <li>- that are short-term temporary tenancies – with the risk of eviction</li> </ul>
7.	<p>Social deprivation and poverty: low income – the <i>working poor</i></p> <p>Many of our disadvantaged children live within families:</p> <ul style="list-style-type: none"> <li>- whose parents are employed on short-term temporary contracts</li> <li>- whose parents share day and night shift work</li> <li>- whose parents are unemployed due to lack of skills and qualifications, and lack of flexible working and childcare accessibility</li> </ul>

## 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
<ul style="list-style-type: none"> <li>• For a higher proportion of our youngest disadvantaged children to be meeting their health and developmental milestones</li> <li>• For a higher proportion of our disadvantaged children to attain their ELGs</li> <li>• For a higher proportion of our disadvantaged children to meet the <i>expected</i> standard and a growing number to achieve at the <i>greater depth</i> standard in Reading, Writing and Maths, and to be making more than expected progress across the school.</li> </ul>	<p><b>Pre-school health and 2-year developmental data assessments indicate more disadvantaged children are ready to access age-appropriate provision</b></p> <p><b>Monitoring, tracking and assessment information indicate significantly improved progress measures.</b></p> <p><b>EYFS and KS1 outcomes in 2023 show a marked improvement generally, but particularly for our disadvantaged children. This trajectory continues for outcomes in 2024.</b></p>
<ul style="list-style-type: none"> <li>• Disadvantaged children access <i>real-life</i> experiences that support their confidence, language development and competence in spoken and written language.</li> </ul>	<p><b>Children demonstrate their knowledge skills and understanding more confidently using subject-specific and social language appropriately.</b></p> <p><b>They respond well to specific life-skills experiences, becoming more independent and self-sufficient. They make their basic needs known and use words to express their needs and frustrations.</b></p> <p><b>They develop confidence to apply their learning in a range of contexts.</b></p>
<ul style="list-style-type: none"> <li>• Disadvantaged children access a range of opportunities/experiences that enhance and develop their knowledge and skills and promote their excitement of learning. They confidently apply their learning independently in a range of contexts, expressing their thinking, ideas and understanding in correctly spoken English.</li> </ul>	<p><b>Monitoring of work, AfL, engagement in lessons, assessments and observations indicate improved confidence and usage of spoken language among disadvantaged children.</b></p> <p><b>They use appropriate language across the curriculum, making connections in their learning.</b></p>
<ul style="list-style-type: none"> <li>• Disadvantaged children 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.</li> </ul>	<p><b>Children’s positive outcomes in Prime, Specific and core areas of learning enable them to approach new learning with confidence, building on their prior experiences, understanding and knowledge.</b></p> <p><b>They show high levels of are emotional resilience and wellbeing and are willing to <i>have a go</i> and take risks.</b></p> <p><b>They offer positive feedback regarding their learning and our school, and participate</b></p>

	<b>excitedly in enrichment and after-school provision.</b>
<ul style="list-style-type: none"> <li>Families of disadvantaged children know how they can support their children's learning out of school. They have good attendance at homework and after school academic, sports and creative clubs.</li> </ul>	<p><b>Monitoring and support enables improved attendance for this academic year; higher attendance is maintained in 2023/24.</b></p> <p><b>The attendance gap between different groups of children including disadvantaged children is reduced.</b></p> <p><b>The percentage of all children who are persistently absent is reducing and shows no significance between different groups, including disadvantaged children.</b></p>

## 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: £56,673**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li><b>Children settle quickly at the start of each day and are able to access and engage in their learning</b></li> <li><b>Children who join our school settle quickly, and are able to access and engage positively in their academic and social learning. They demonstrate resilience and quickly develop positive relationships with others (peers and adults).</b></li> </ul>	<ul style="list-style-type: none"> <li>Start of day routines encourage children to self-assess their emotional wellbeing</li> <li>Children's positive relationships with staff promote positive listening and discussion – they know who they can go to if they need to talk/chat.</li> <li>Children demonstrate positive attitudes towards their learning, engaging positively, asking and answering lots of questions.</li> <li>They indicate and share feedback that they feel safe in school.</li> <li>Increased physical activity and social interactions with their peers, support relationships with others.</li> <li>Increased opportunities for outdoor collaborative learning encourage children to apply their learning in a range of familiar and less familiar contexts.</li> <li>A senior member of staff linked to each year group ensures wellbeing for all children is prioritised. Children know who to go to if they have a worry/concern.</li> <li>Monitoring of children's attendance, ensures improving daily attendance.</li> </ul>	<b>1, 3, 7</b>
<ul style="list-style-type: none"> <li><b>Teacher/Pupil learning and progress discussions led by members of the leadership team demonstrate that children are confident and becoming articulate learners who are ready to access the <i>next stage</i> in their learning</b></li> </ul>	<ul style="list-style-type: none"> <li>Evidence from Learning Walks and observations highlights children's ability to articulate their learning. 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> </ul>	<b>1, 2, 3, 4, 5</b>

	<ul style="list-style-type: none"> <li>• Teacher's feedback enables disadvantaged children to access learning alongside their peers. They are supported to remember and apply their learning in specific areas and across the curriculum.</li> <li>• PPM discussions demonstrate disadvantaged children are achieving in-line with their peers.</li> <li>• Book monitoring and moderation shows that disadvantaged children's work is comparable to that of their peers.</li> <li>• Subject leaders' pupil voice surveys demonstrate that all children's voices are heard and that engagement of disadvantaged children is positive across the curriculum.</li> <li>• The vocabulary and language gap diminishes between different groups, including disadvantaged children.</li> <li>• Disadvantaged children's attendance is improving and more consistent.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>A targeted CPD and curriculum resource offer enabling staff to develop children's communication and language development.</b></li> <li>• <b>The language gap diminishes for disadvantaged children</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations indicate that disadvantaged children are working collaboratively, using and applying a range of strategies.</li> <li>• In Maths, children make decisions regarding methods that enable efficiency, they are developing a broad mathematical vocabulary. They are able to <i>reason</i> to solve different types of problems. They select and use practical resources to support their problem solving.</li> <li>• Staff have strong subject knowledge, they engage positively in CPD and in professional dialogue that supports planning and delivery of creative, focused and specific learning.</li> <li>• Disadvantaged children demonstrate their knowledge and understanding by expressing themselves more clearly and confidently using subject-specific vocabulary and terminology.</li> <li>• They have growing confidence to express their ideas and opinions.</li> </ul>	3, 4, 5
<ul style="list-style-type: none"> <li>• <b>SALT sessions for targeted pupils &amp; CPD for staff supports children's improved communication &amp; language skills, enabling them to more confidently articulate their thinking and solve problems - becoming more fluent and agile learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy (SLT) buy-in service provides <i>Early Identification</i> and on-going intervention for children with specific Communication and Language needs, ensuring that provision mapping meets the needs of individual/groups of children and is regularly reviewed.</li> <li>• Children's engagement supports onward referral to specialist support services for those with additional needs</li> <li>• Staff training ensures the use of specific strategies that can be applied across the curriculum and in all areas of learning.</li> <li>• Planning includes specific strategies and use of resources that support disadvantaged children's access and response to learning.</li> <li>• Monitoring of planning ensures application, inclusion and review of strategies.</li> <li>• Close partnership work with our parents ensures they are able to support their children effectively at home.</li> </ul>	1, 3, 4, 5

<ul style="list-style-type: none"> <li>• <b>Early identification and intervention in the EYFS enables targeted language support sessions to be delivered by trained EYFS staff</b></li> </ul>	<ul style="list-style-type: none"> <li>• Over the past years, there has been a significant increase in the number of children starting in our Nursery and Yr R with very poor language &amp; communication skills.</li> <li>• To support access to our provision, specific language groups delivered by staff provide models and encourage use of specific resources to support confidence and language development.</li> <li>• Disadvantaged children engage positively and regularly. They have growing confidence to express themselves <i>using their words</i>.</li> <li>• Strategies are shared with, and modelled to parents, increasing their confidence in supporting their children's academic learning at home.</li> <li>• Children's positive engagement with ECaT strategies supports their enjoyable access to language activities that interest them, extend their vocabulary and help them build sentences enabling them to become more confident communicators.</li> <li>• Staff's implementation of <i>Tales Toolkit</i> strategies enables children's development of creativity, imagination and verbal/written storytelling</li> <li>• Strategies focussing on developing children's speaking and listening have a positive impact on their language attainment. overall</li> </ul>	<p><b>1, 3, 4, 5</b></p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• <b>Children access targeted support, intervention and challenge, which encourages them to apply their learning across the curriculum and in a range of contexts.</b></li> <li>• <b>Targeted support is delivered via engagement with the NTP offer including 1:1 tuition and support via school-led tutoring.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Learning Walks highlights the importance and impact of children being able to articulate their own learning, progress and targets. The evidence also states that regular shared conversations between children 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>• Targeted <i>Intervention</i> sessions support core subject learning in KS1 for identified children. Sessions are delivered in small groups and progress is closely tracked by the Assessment Lead. Groups are <i>dynamic</i> and respond to need. Disadvantaged children make accelerated progress.</li> <li>• Focusing on S&amp;L, Reading and Maths has highlighted the impact of targeting these areas as our children often have limited experience of speaking 'for and to' different audiences. Research evidence also states, '<i>Oral language interventions which focus on spoken language</i></li> </ul>	<p><b>3, 4</b></p>

	<p><i>and verbal interaction in the classroom appear to benefit all pupils.</i> Disadvantaged children develop confidence to talk about their learning and progress.</p> <ul style="list-style-type: none"> <li>• Developing confidence to speak, supports our children's accuracy of word reading (though not necessarily comprehension) - particularly for disadvantaged children.</li> <li>• 1:1 reading support for specific groups/individual children enables disadvantaged children to collaborate and interact with peers in their classrooms.</li> <li>• Regular phonics sessions support our disadvantaged children to catch-up and keep on track.</li> <li>• Data tracking and monitoring indicate that disadvantaged children are closing the gap and <i>keeping up</i></li> <li>• Disadvantaged children engage positively in opportunities to write across the curriculum. They make appropriate and adventurous word and language choices pertinent to purpose and audience.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Improved attendance rates and access/engagement in targeted learning support sessions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children's attendance and punctuality is consistent; children regularly access additional learning support sessions, enabling improved progress and attainment.</li> <li>• Regular contact with parents/families ensures they understand and are able to support strategies implemented to improve attendance.</li> <li>• Early Help support provided by colleagues in the Children's Centre, reassures families that we are aware of particular circumstances and want to help and support.</li> <li>• Collaborative working with our AMO, reinforces expectations and the statutory duty that parents have in regard to ensuring consistently good school attendance.</li> </ul>	6, 7, 8

## Wider whole school strategies (Wellbeing and Life-skills)

Budgeted cost: £93,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• <b>Children are emotionally strong and continue to develop resilience, taking ownership of their decisions and making positive choices</b></li> </ul> <p>}</p>	<ul style="list-style-type: none"> <li>• The <i>elected</i> school council take a very proactive approach to bringing change about within our school; this has included raising money for charities, improving the playground and canvassing ideas and opinions from their peers.</li> <li>• Opportunities to network and meet with peers across the school/Federation enables children 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</li> </ul>	1, 2, 5, 6, 8

	<p>feelings, has shown to support our children's self-esteem.</p> <ul style="list-style-type: none"> <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 children and their families to positively engage with each other and celebrate their positive learning choices.</li> <li>• Staff report that these positive initiatives promote children and parents having pride in the school, and increases engagement with learning.</li> <li>• Breakfast and After-School provision supports improved attendance and punctuality; children are ready to start their learning day, benefitting from support to complete reading &amp; homework tasks.</li> <li>• Parents are able to work to support their family.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Children access opportunities that broaden their life-experiences</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children feedback indicates that they have very limited experiences outside of school. Added to this, the increased focus of vocabulary, language and knowledge acquisition within the curriculum and our children's very low English language acquisition/confidence is a barrier to them achieving 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> <li>• Children's excitement and engagement creates long-term memories, enabling them to make connections in their learning.</li> <li>• They are encouraged to collaborate and co-operate with others, being encouraged to explain their ideas and reasons for a particular decision.</li> <li>• Disadvantaged children's participation encourages them to form relationships with new friends.</li> <li>• Participation in inter/intra school sports competitions develops a healthy competitive spirit, enabling our children to measure their successes against peers in other schools.</li> <li>• Children's spoken and written language outcomes across the curriculum demonstrate the impact of the visits and visitors which/who enhance their learning experiences.</li> </ul>	<p><b>1, 2, 5</b></p>

## Part B: Review of outcomes in the previous academic year



## Pupil premium strategy outcomes

Outcomes attained by children at the end of the academic year 2022- 2023:

Early Years Outcomes (end of Reception Year)	2023	2022*	2019
PGE	82%	91%	87%
Communication and Language	75%	77%	84%
Physical	76%	86%	90%
Literacy	68%	57%	75%
Number	72%	55%	77%
Good Level of Development in Prime areas, Literacy & Maths	69%	48.3%	65%

  

Year 1 Phonics Screening check	2023	2022	2019
Children reaching required standard	71%	55%	78%

  

Year 2 Phonics Screening re-take	2023	2022	2019
Children reaching required standard (of original Year 1 cohort)	73%	77%	52%
Children reaching required standard (original Year 1 cohort including mid-term arrivals)	59%	-	-

  

Year 2 End of Key Stage 1 Outcomes (TA)	2023	2022	2019
Meeting the expected standard - Reading	66%	57%	68%
Meeting the expected standard - Writing	62%	51%	67%
Meeting the expected standard - Maths	68%	61%	71%
Working at greater depth standard - Reading	18%	13%	23%
Working at greater depth standard - Writing	8%	8%	12%
Working at greater depth standard - Maths	13%	11%	13%