

The Altus School Pupil Premium Strategy



This statement details our school's use of pupil premium funding 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Funded for 222 places
Proportion (%) of pupil premium eligible pupils	c.40% (numbers change throughout the year due to the nature of our cohort)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Management Committee
Pupil premium lead	Emma Gundry
Governor / Trustee lead	Lyn Dance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£132,995

Part A: Pupil premium strategy plan

Statement of intent:

At Altus School we aim to provide a supportive and nurturing environment so that children feel accepted, included and protected so that they can flourish both in school and in their wider community. At the heart of our approach is building strong and trusting relationships, alongside providing targeted support based on an understanding of the holistic needs of our students and their families.

Whilst this strategy is written for the needs of our disadvantaged students who are entitled to Pupil Premium funding, we recognise that all of our students have lived experience of disadvantage beyond the socio-economic challenges associated with Pupil Premium. The vast majority of students who attend the Altus School have been permanently excluded from a mainstream setting. This means that the students who join us have a range of complex needs which can include:

- Gaps in learning due to missing school through suspension and exclusion
- Typically persistent or serious absence rates
- Low self esteem as learners
- Experience of ACEs leading to trauma
- Lack of trust in education professionals
- Undiagnosed SEND
- Increased risk of exploitation or being involved in serious youth violence

Our strategy will focus on whole-school approaches, including the building of a curriculum offer that supports students' social and emotional development. The intention is that this will enable more students to successfully transition back to a mainstream school in a timely manner or successfully move into a sustained post-16 placement.

Our strategy will develop our curriculum which can respond to the needs of our students, providing a rich and balanced experience that builds students' social capital, as well as the functional skills to successfully access a more academic curriculum. High quality teaching will be supported by robust assessment to ensure appropriate targeted support is in place in our small class teaching, though teacher adaptation and deployment of evidence informed strategies that will meet the specific needs identified in students' pupil passports.

Challenges

Number	Detail of challenge
1	Students' typically low levels of literacy and numeracy on entry into the school
2	All students attending the Altus School have presented with some social emotional and mental health needs , as evidenced by their lack of success in a mainstream environment. This can lead to poor peer or staff relationships which often presents as challenging behaviour.
3	Attendance – students often have persistent or serious rates of absence from school when starting at Altus School
4	Students often lack access to a broad and balanced curriculum with opportunities for involvement in extracurricular activities lost. This means many lack cultural capital to succeed both in school and in their wider communities.
5	Transport – many students live far from the school and travel to and from school can therefore be more difficult. Additionally, this means that parents are often not able to engage in person with school staff on site.

Intended outcomes

Intended outcome	Success criteria
Overall school attendance is at least in line with the average for PRUS nationally	<ul style="list-style-type: none"> - Overall school attendance is at least 65% - Individual student attendance improves over time
Students understand their social, emotional and mental health needs better so that they can deploy strategies to successfully regulate and self-manage	<ul style="list-style-type: none"> - Increase in number of students successfully reintegrating into mainstream via FAP - Improved PASS (pupil attitudes to school and self) scores - Reduction in suspensions and use of positive handling across the school
Implementation of a broad and balanced curriculum offer that provides students with a wide range of opportunities to broaden their curiosity, strengths and resilience	<ul style="list-style-type: none"> - Improved outcomes at KS4 so that all students achieve at least 3 qualifications at the end of Y11 - Successful implementation of 'behaviours for learning' to form the foundations of the KS3 transition/outdoor learning and primary curriculum offer
Summative baseline assessments embedded to support the delivery of high quality teaching in English and Maths so that students make progress with their literacy and numeracy levels	<ul style="list-style-type: none"> - Renaissance assessments are used on entry, results shared with staff via the Pupil Passport so that teaching can be appropriately targeted/adapted as needed - Students' confidence improves as evidenced through PASS and success at FAP

Activity in this academic year

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

Teaching: Budgeted cost: **£750**

Activity	Evidence that supports this approach	Challenge addressed
Leadership CPD using 'Power of Teams' to ensure that leaders can confidently develop and deliver a high-quality curriculum that meets the needs of our students	The importance of school leadership? What we know <i>"effective school leadership has a positive impact on learning and learner outcomes"</i> Seven strong claims about successful school leadership <i>"school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions"</i>	1, 2, 4

Targeted academic support: Budgeted cost: **£81,675**

Activity	Evidence that supports this approach	Challenge addressed
Introduction of HLTA roles to enhance the delivery of KS4 Functional Skills	Teaching and Learning Toolkit EEF	1
Read Write Inc Phonics training for staff	Phonics EEF <i>"phonics has a positive impact overall... and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds"</i>	1
Introduction of the use of Renaissance Learning for baseline assessments to support the development of Pupil Passports	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) <i>"Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress"</i>	1

Wider strategies: Budgeted cost: **£50,334**

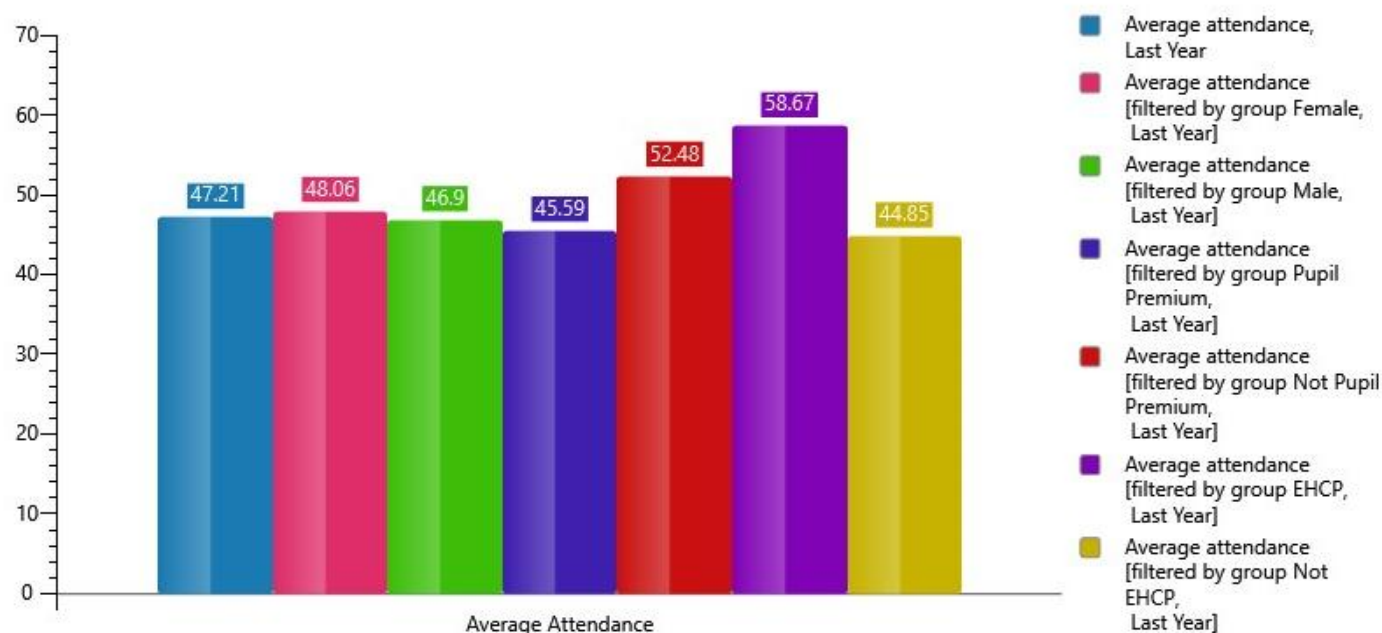
Activity	Evidence that supports this approach	Challenge addressed
Introduction of the Mulberry Bush Social and Emotional Curriculum at KS1	Teaching and Learning Toolkit EEF “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”	2
Redefining former Pastoral Support Worker role as Family Liaison Attendance Support Worker to enhance family engagement	EEF Parental Engagement Guidance Report.pdf “School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school”	3, 5
Introduction of Outdoor Learning as part of the KS3 curriculum	Adventure and Wilderness Therapy Youth Endowment Fund “Adventure and wilderness therapy has a high impact on behavioural difficulties, alongside improving mental health, helpful and cooperative behaviours, self-esteem, social skills and attitudes and beliefs.”	2, 3, 4
Development of vocational award pathway at KS4	Special Educational Needs in Mainstream Schools—Recommendations “An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.”	3, 4
Establishment of the ‘Hub’ at KS3/4 to support students with more complex and challenging needs – targeted use of funds to support transport to school	Supporting attendance EEF “Targeted intervention may be needed for persistent or particularly challenging causes of pupil absence. These should be based on knowledge of your pupils, exploration of relevant data, and diagnosis of need. The type of interventions will depend on your context and the pupils involved”	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance during the last academic year was lower for Pupil Premium students than the school average:

YTD attendance by pastoral factors [Last Year]



2. Outcomes for all students at KS4

1 or more qualifications at L1 or above	84%
3 or more qualifications at L1 or above	61%
1 or more qualifications at L2	22%
3 or more qualifications at L2	4%
Not accounting for Functional Skills or Entry Level	

Regardless of disadvantage, the overall KS4 outcomes for all students were not good. This explains why the KS4 curriculum is a key priority for this academic year.