



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 <b>280</b> places
Proportion (%) of pupil premium eligible pupils	c.45-50% (numbers change throughout the year due to the nature of our cohort)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2026
Date this statement was published	December 24
Date on which it will be reviewed	December 25 (interim)
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	<b>£144,615</b>
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b>	<b>£144,615</b>
<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>	

## 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 and involvement in serious youth violence

Our strategy focuses 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 so that it can respond to the needs of our students, providing a rich and balanced opportunities that builds students' social capital, as well as the functional skills to successfully access an 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 be meet the specific needs identified in students' pupil passports.

## Challenges

Number	Detail of challenge
1	Students' typically <b>low levels of literacy and numeracy</b> on entry into the school
2	All students attending the Altus School have presented with some <b>social emotional and mental health needs</b> , 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 which then leads to school exclusion.
3	<b>Attendance</b> – students often have persistent or serious rates of absence from school when starting at Altus School
4	Prior to joining Altus, many students have lacked access to a broad and balanced curriculum with opportunities for involvement in extracurricular activities lost. This means many lack <b>cultural capital</b> to succeed both in school and in their wider communities.
5	<b>Transport poverty</b> – 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 – updates in blue

Intended outcome	Success criteria
Overall school attendance is at least in line with the average for PRUS nationally	<ul style="list-style-type: none"> <li>- Overall school attendance is at least <b>57%</b></li> <li>- Individual student attendance improves over time</li> </ul>
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"> <li>- Increase in number of students successfully reintegrating into mainstream via FAP</li> <li>- Improved PASS (pupil attitudes to school and self) scores</li> <li>- Reduction in suspensions and use of positive handling across the school</li> </ul>
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"> <li>- Improved outcomes at KS4 so that all students achieve at least 3 qualifications at the end of Y11</li> <li>- Successful implementation of ‘behaviours for learning’ to form the foundations of the KS3 transition/outdoor learning and primary curriculum offer</li> </ul>
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"> <li>- Renaissance assessments are used on entry, results shared with staff via the Pupil Passport so that teaching can be appropriately targeted/adapted as needed</li> <li>- <b>Staff will have a greater understanding of students’ current barriers to learning around reading and communication evidenced by book looks, learning walks, staff voice</b></li> <li>- Students’ confidence improves as evidenced through PASS and success at FAP</li> </ul>

## 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
Staff engagement with NPQs to develop whole school leadership (all staff as leaders)	<p><u>The importance of school leadership? What we know</u></p> <p><i>“effective school leadership has a positive impact on learning and learner outcomes”</i></p> <p><u>Seven strong claims about successful school leadership</u></p> <p><i>“school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions”</i></p>	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	<a href="#">Teaching and Learning Toolkit   EEF</a>	1
Read Write Inc Phonics training for staff (primary)	<p><a href="#">Phonics   EEF</a></p> <p><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></p>	1
Introduction of the use of Renaissance Learning for baseline assessments to support the development of Pupil Passports	<p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>“Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress”</i></p>	1

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

Activity	Evidence that supports this approach	Challenge addressed
Introduction of Motional and a Behaviour Support Worker to deliver interventions at primary	<a href="#">Teaching and Learning Toolkit   EEF</a>  <i>“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.”</i>	2
Redefining former Pastoral Support Worker role as Family Liaison Attendance Support Worker to enhance family engagement	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>  <i>“School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school”</i>	3, 5
Introduction of Outdoor Learning as part of the KS3 curriculum	<a href="#">Adventure and Wilderness Therapy   Youth Endowment Fund</a>  <i>“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.”</i>	2, 3, 4
Development of vocational award pathway at KS4	<a href="#">Special Educational Needs in Mainstream Schools— Recommendations</a>  <i>“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.”</i>	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	<a href="#">Supporting attendance   EEF</a>  <i>“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”</i>	3

**Total budgeted cost: £132,759**

## Part B: Review of the previous academic year

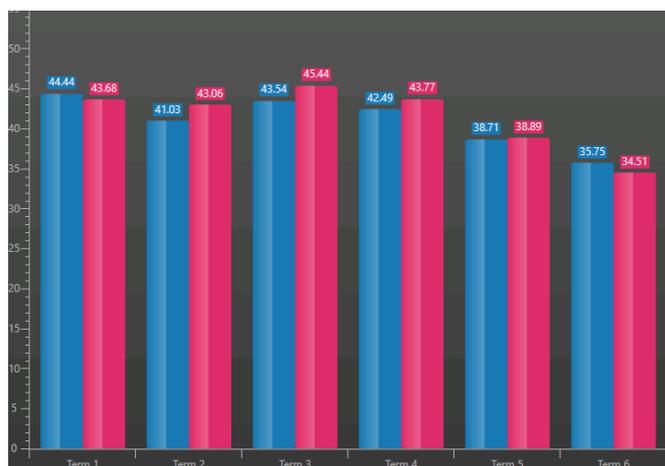
### 1. Overall school attendance is at least in line with the average for PRUS nationally

Achieved	On track	Further work required
----------	----------	-----------------------

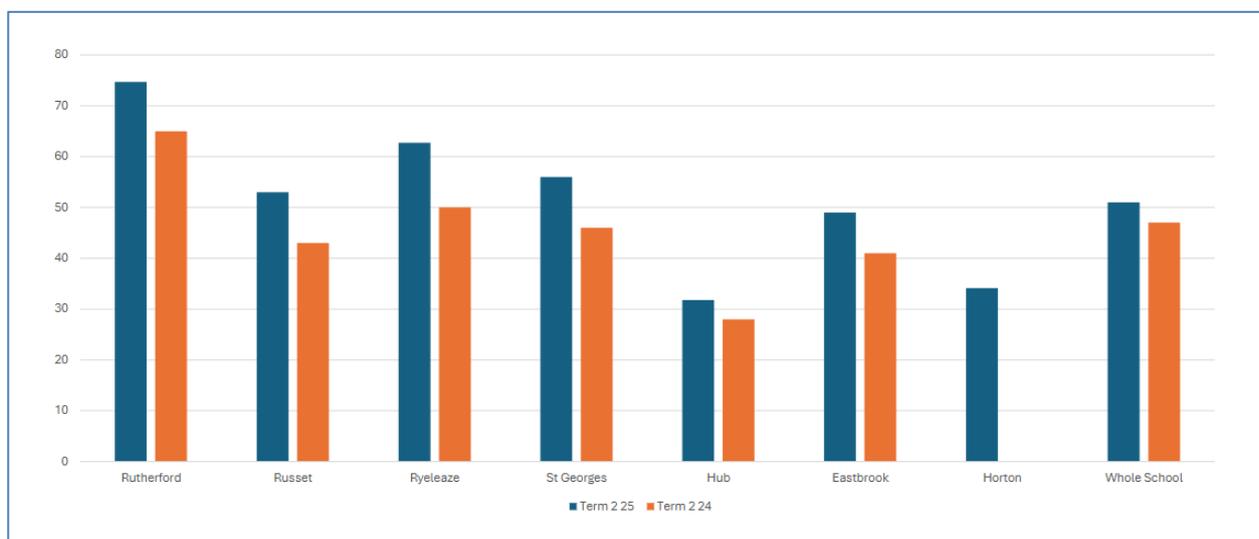
Whole school attendance was not on track to be in line with national averages as shown by the termly report below:

Attendance of Pupil Premium students was either on a par or slightly higher than their less economically disadvantaged peers.

It is worth noting that whole school attendance was impacted by the introduction of an additional 48 spaces in the Altus 'Virtual' Centre; this was implemented when the school had reached capacity for students onsite. Rather than not accept students, the school worked with the LA who commissioned additional unregistered AP for students without an onsite school place and these students were placed on Altus roll and overseen by school staff. As they could only achieve 50% attendance due to the fact they only had 15 hours per week provision this had a negative impact on overall school attendance. In total 50 students were on roll in our virtual centre by the end of the academic year. The school also kept Y11 students on roll until the end of T6 to ensure that robust safeguarding support remained in place for all students.



Positively, the early indications for Terms 1 and 2 of the new academic year show that the ongoing interventions detailed in the plan are now starting to have impact with attendance improving across the school compared to last academic year:



**2. Students understand their social, emotional and mental health needs better so that they can deploy strategies to successfully regulate and self-manage**

Achieved	On track	Further work required
----------	----------	-----------------------

Centre		Number of Suspensions						Number of Days					
Term	No. on roll Current term	T1	T2	T3	T4	T5	Total	T1	T2	T3	T4	T5	Total
Rutherford	39	8	5	10	5	5	33	17	9.5	11	8	6.5	52
St Georges	40	6	10	11	13	1	41	9	9.5	7.5	14	1	41
Ryeleaze	31	10	13	23	19	4	69	11.5	19	29.5	29.5	5	94.5
The Hub	30	20	7	10	4	0	41	19	6	18	10	0	53
Eastbrook	46	13	15	13	13	7	61	12	18	23.5	13.5	3.5	70.5
Russet	39	40	14	26	23	2	105	40.5	14.5	30	26.5	6	117.5
<b>Total</b>	<b>225</b>	<b>97</b>	<b>64</b>	<b>93</b>	<b>77</b>	<b>19</b>	<b>350</b>	<b>109</b>	<b>76.5</b>	<b>119.5</b>	<b>101.5</b>	<b>22</b>	<b>428.5</b>

A decline in suspensions over the course of the academic year demonstrated that students are able to more successfully self-regulating and developing a range of strategies as a consequence of better understanding their SEMH needs.

**3. Implementation of a broad and balanced curriculum offer that provides students with a wide range of opportunities to broaden their curiosity, strengths and resilience**

Achieved	On track	Further work required
----------	----------	-----------------------

During the previous academic year, a new curriculum was embedded across the school, supported by the introduction of new curriculum leadership roles.

At primary and KS3 students have weekly access to outdoor learning opportunities through Forest School and Active Learning. At KS4 the new vocational pathways is providing students with work-based learning opportunities that is preparing them successfully for the next stage of education, training and employment.

KS4 outcomes in 2025 improved from the previous academic year:

	Combined	2023/24
One or more at L1	97%	84%
3 or more at L1	59%	61%
One or more at L2	41%	22%
Three or more at L2	8%	4%
Average GCSE Maths grade	1.51	1.20
Average GCSE English grade	1.79	1.14

**4. 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**

Achieved	On track	Further work required
----------	----------	-----------------------

Assessments are embedded on entry providing all teaching staff with an overview of students' literacy and numeracy levels. These are included on pupil passports and used by staff to inform lesson planning.

There is evidence from learning walks and drop ins that data is used to support planning but this is not consistent across all lessons and there is further work to embed use of summative assessment to drive adaptive teaching. The KS4 outcomes indicate there was progress in English and Maths results but there is further work for the school to do around use of assessment to monitor progress and implement appropriate interventions.