



# Alumnis MAT

## Pupil Premium Plan

### 2024 – 2025

Curriculum  
Excellence



Equity



Culture for all

## School overview

Detail	Data
Number of pupils in Alumnis MAT	783
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	ELS committee
Pupil premium lead	Rachael Sharpe
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£192,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our disadvantaged strategy is anchored in our unwavering commitment to equity and excellence. We recognise that every student, regardless of background, deserves access to excellence as standard. Through excellent pedagogical practice, targeted interventions, and support, we aim to cultivate an environment where every pupil can flourish academically, socially, and emotionally.

Central to our strategy is the cultivation of character and the nurturing of young minds to become **inspiring changemakers** in their communities. By providing additional resources and tailored support to pupils eligible for Pupil Premium, we aim to remove barriers to learning and empower them to reach their full potential.

Our overarching goal is attainment for all, ensuring that every pupil, regardless of socio-economic background, achieves their academic and personal best. Through a comprehensive approach that prioritises equity, excellence, and the holistic development of each pupil, we are committed to eradicating the attainment gap and fostering a culture of inclusive excellence.

## Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged pupils achieving age related expectations at the end of KS2 is well below national and that of their peers across the trust.
2	Only 50% of disadvantaged children across the trust are achieving ARE in maths at the end of KS2.
3	Only 45% of disadvantaged children across the trust are achieving ARE in writing at the end of KS2.
4	The percentage of disadvantaged pupils passing their phonics at the end of KS1 is below national and that of their peers across the trust.
5	Attendance of our disadvantaged pupils is below that of their peers.
6	Although exclusions across our settings are low, when they do happen the proportion of disadvantaged pupils being excluded is higher than that of their peers.

## 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>Adoption of an improvement cycle with a focus on curriculum excellence underpinned by strong evidence based pedagogical principles advantaging all.</li> <li>Eradication of the disadvantage gap by the end of KS2 (every child a powerful learner)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics pass rate for disadvantaged pupils is in line with their peers.</li> <li>80 – 90% times table pass rate is in line with their peers.</li> <li>KS2 outcomes for disadvantaged pupils is in line with their peers.</li> <li>Impact on student performance and intellectual virtues that will support improved academic outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>Social Inclusion Officers work with all disadvantaged pupils and families across the trust, with varying levels of support where Further engagement of parents</li> </ul>	<ul style="list-style-type: none"> <li>There are 0% permanent exclusions across the trust.</li> <li>Less than 0.5% of children will incur a fixed term exclusion through a year.</li> <li>Attendance of disadvantaged pupils will be in line with their peers.</li> </ul>
<ul style="list-style-type: none"> <li>EiS programme (entrepreneurial, innovation and social impact) is built into the Future Ready Curriculums within each school ensuring, using digital as a platform for engaging all.</li> <li>The character approach continues to evolve, underpinning each schools Future Ready Curriculum enabling extensive opportunities for enrichment, pupil agency and global mindedness.</li> </ul>	<ul style="list-style-type: none"> <li>100% of Pupils and staff will be immersed in entrepreneurial innovative and social impact (EIS) experiences.</li> <li>100% of children achieve the 6 inspiring changemaker challenges each year and seek opportunities to further develop as global citizens.</li> </ul>

## 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: £ 70, 584.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop and embed trust wide pedagogical principles (with a focus on metacognitive and self-regulated learning strategies) leveraged through the trust wide professional learning offer and regular professional learning.	<a href="#">EEF - teaching and learning toolkit</a> - Low cost – high impact.	1,2,3 and 4
Use evidence, evaluate insights, develop expertise, and adopt a cycle of improvement of maths teaching – with a focus mastery. Do this by leveraging capacity through a trust wide maths lead.	<a href="#">Improving outcomes through mastery learning</a> <a href="#">Jurassic maths - teaching for mastery</a> - The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year.	2
Align writing across the trust, connecting staff in a robust plan, do, review process with a trust wide writing lead overseeing this.	- Having a consistent approach to writing and a robust moderation cycle will directly improve the quality of provision and thus focus on Quality First Teaching	2 and 3
Support building capability with staff trust wide sharing collaboratively in a connected way leveraging capacity. Grow culture and leadership by developing coaching expertise using the ARC teacher rubric to ensure excellence as standard in all classrooms.	<a href="#">The tiered approach to improving outcomes for disadvantaged pupils.</a> <i>‘High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom,’</i> (Prof Becky Francis, CEO,EEF)	1,2,3 and 4.

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

Budgeted cost: £ 58, 584.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Align targeted support across the trust, developing expertise in certain targeted academic and pastoral interventions.	<a href="#">Considering interventions</a> <a href="#">Targeted support evidence brief</a> - Targeted academic support can support pupil progress and can be employed to	1,2,3 and 4

	help boost language development, literacy, or numeracy as well as other subject areas.	
<p>The social inclusion team to:</p> <ul style="list-style-type: none"> <li>• Provide weekly (6-8 times a week) training, coaching and role modelling alongside staff in classrooms with our most vulnerable children (using performance and intellectual virtues.)</li> <li>• Run daily targeted sessions with children on the vulnerable children's lists to demonstrate academic and character impact.</li> </ul>	As above.	5 and 6

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

Budgeted cost: £ 63, 231.33

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Re-establish robust culture around good attendance through ensuring that an early approach for attendance is followed consistently which results in more children being in school more of the time.	<a href="#">EEF attendance blog</a> Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.	5
<p>The Social Inclusion team to:</p> <ul style="list-style-type: none"> <li>• Build cohesion between home, school and learning (Strengthening Families programme - our version - family sessions including, parents, pupils and siblings - what are the pupil, parent. Family needs?)</li> </ul>	<a href="#">EEF - parental engagement impact</a> Parental engagement has a positive impact on average of 4 months additional progress.	5 and 6

**Total budgeted cost: £ 192, 399**



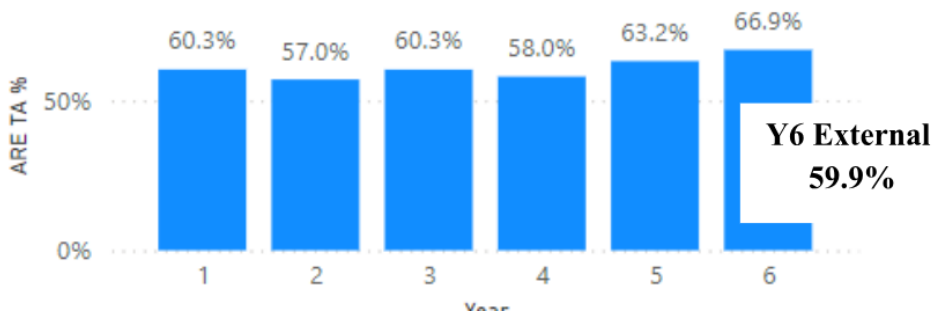
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2023 – 2024

RWM combined outcomes trust wide.

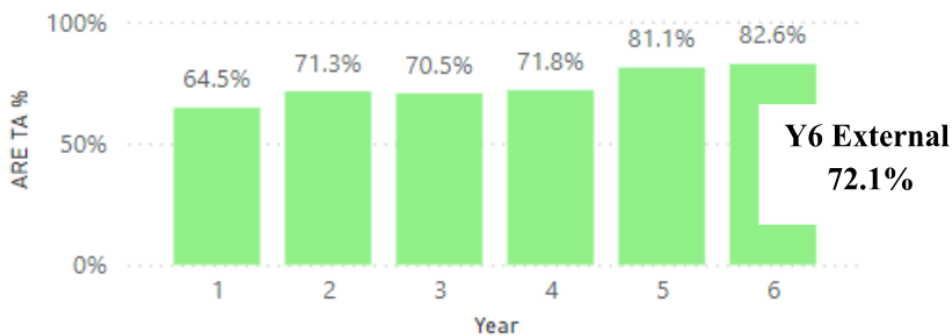
- Although improved there is still a significant disadvantage gap.

#### All Children



Year	Nu
1	116
2	128
3	126
4	119
5	114
6	127
<b>Total</b>	<b>730</b>

#### Other - No SEN or Disadvantaged



Year	Nu
1	93
2	87
3	88
4	78
5	74
6	86
<b>Total</b>	<b>506</b>

#### Disadvantaged



Year	Nu
1	11
2	24
3	26
4	25
5	19
6	24
<b>Total</b>	<b>129</b>

## Attendance for disadvantaged pupils 2023 – 2024

- 77% of our schools attendance of disadvantaged pupils is higher than National.
- Trust wide our attendance of pupil premium pupils is higher than National.
- However, across all our schools, attendance of disadvantaged pupils is lower than that of their peers.

Attendance Year to date  
All children R to Y6

School Name	Target %	% attendance	Absence	% Lates
Bampton	95.0%	92.9%	7.14%	0.52%
Burlescombe	95.0%	94.5%	5.52%	0.38%
Clawton	95.0%	94.4%	5.62%	0.49%
Clinton	95.0%	93.3%	6.71%	0.30%
Combe Martin	95.0%	93.3%	6.66%	1.27%
Dolton	95.0%	93.5%	6.47%	1.49%
St Helens	95.0%	96.0%	3.98%	0.23%
Webbers	95.0%	96.1%	3.86%	0.14%
Woolacombe	95.0%	94.3%	5.70%	0.34%
<b>Total</b>	<b>95.0%</b>	<b>94.5%</b>	<b>5.50%</b>	<b>0.52%</b>

National 2023/24\* 93.2%

Attendance Year to date  
Disadvantaged children R to Y6

School Name	% attendance	Absence	% Lates
Bampton	89.9%	10.10%	0.83%
Burlescombe	92.7%	7.34%	1.32%
Clawton	92.6%	7.38%	0.93%
Clinton	84.6%	15.44%	0.49%
Combe Martin	89.2%	10.83%	3.35%
Dolton	87.7%	12.33%	2.91%
St Helens	93.3%	6.69%	0.31%
Webbers	92.8%	7.23%	0.68%
Woolacombe	92.2%	7.83%	1.52%
<b>Total</b>	<b>90.8%</b>	<b>9.22%</b>	<b>1.77%</b>

National 2023/24\* 88.9%

## Exclusions data for disadvantaged pupils 2023 – 2024

- Although exclusions across our settings are low, when they do happen the proportion of disadvantaged pupils being excluded is higher than that of their peers

Pupils excluded by Disadvantaged

