

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Avenue Primary School
Number of pupils in school	387 + 40 nursery
Proportion (%) of pupil premium eligible pupils	14.9% - 54 (plus 10 EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021 – Sep 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andrew Tickle
Pupil premium lead	James Hunter
Governor / Trustee lead	Andrew Tickle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,000
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,265

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At The Avenue we aim for our disadvantaged pupils to stand shoulder to shoulder with their peers by making strong academic progress, achieving at least the Expected Standard wherever possible in the core subjects. Where this is not possible, we strive to ensure that the child makes as much progress as possible by meeting or exceeding individual targets. In addition to this, we will support mental health and emotional wellbeing of our vulnerable pupils, who – as individuals – have a range of pastoral needs. This holistic approach ensures that our disadvantaged children leave us as aspirational learners with the confidence to tackle future challenges.

To address gaps in learning and, for some disadvantaged children, below age-related attainment, experienced teaching staff will be assigned to work with small groups of targeted individuals, delivering tailored learning and additional booster sessions. A large proportion of our funding will be used to manage staffing in a way to facilitate this. Quality first teaching underpins everything that we do. We believe that by getting our early reading provision right, we will unlock the door to greater understanding across the curriculum for children who may not have access to high quality texts or stimulating real life experiences outside of school. As such, early reading will be a school-wide focus, along with training all teachers in a new phonics programme. Through careful diagnostic, formative and termly summative assessment; the setting and reviewing of bespoke SMART target setting on a termly basis; and analysing the impact of interventions and making subsequent adaptations to support and provision, we will respond to the needs of our most vulnerable learners in a timely and effective manner. Our approach ensures that all adults who work with disadvantaged individuals hold the highest level of accountability.

In addition to this, we will continue to invest in our pastoral provision, and in particular the measures we take to support our vulnerable and disadvantaged children, many of whom have a range of additional needs linked to mental wellbeing and family support. Through the full-time appointment of a pastoral lead, we will ensure that school is a place where vulnerable children feel safe, relaxed and supported; attendance is good and there are no emerging gaps through absence; and tangible actions to support vulnerable individuals are set and reviewed in conjunction with teachers in response to emerging needs.

Challenges

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

Challenge number	Detail of challenge
1	<i>Mental health and emotional wellbeing</i>
2	<i>Attendance of vulnerable groups</i>
3	<i>Skills related to working together and collaboration</i>
4	<i>Gaps in learning which are preventing the children from making progress</i>
5	<i>Supported opportunity to respond to marking and feedback</i>
6	<i>Roll out the teaching of phonics using the Sounds Write programme (early reading)</i>

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
<i>Greater % of disadvantaged children to achieve EXS at the end of the academic year</i>	Disadvantaged outcomes to be broadly in line with non – disadvantaged
<i>Greater % of disadvantaged children to achieve GDS at the end of the academic year</i>	Disadvantaged outcomes to be broadly in line with non – disadvantaged
<i>Children to benefit from high quality intervention to raise attainment and maximise progress in Reading, Writing, Maths and Phonics</i>	Accelerated progress Increased level of attainment
Attendance of disadvantaged children to be broadly in line with non-disadvantaged	Disadvantaged attendance to be above 96%

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: £69 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional intervention teacher</i> £40 000</p>	<p>Exit data from previous academic year indicates there are groups and cohorts of children subject-specific weaknesses / gaps, in some cases due to the pandemic. The roll of the intervention teacher will be flexible to address emerging areas of concern across the key stage as the year progresses.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>4 and 5</p>
<p><i>Additional intervention teaching assistant</i> £20 000</p>	<p>Focus on the lowest 20% of readers from Year 1 to Year 3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>4 and 5</p>

<p><i>Additional training for staff - mental health and well being</i> £4 000</p>	<p>The number of referrals for pastoral support has increased significantly over the past academic year, which includes the addition of new pupils who require support in this area. The case load is such that a whole staff focus on mental health and wellbeing is required. By ensuring that all staff know when and how to intervene to prevent problems escalating, it will prevent straining our provision / resources in this area and support our pastoral lead.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>
<p><i>Additional training for staff – Sounds Write</i> £5 000</p>	<p>Sounds Write currently used from Reception to Year 3. This needs to be rolled out throughout school and staff need to be appropriately trained to maximise the impact on the children by building on their skills year on year. We hope to see a specific impact on those disadvantaged children who are behind their peers in literacy.</p>	<p>6</p>

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

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National Tutoring Programme</i></p>	<p>Children to receive 15 hours tutoring in a group of 3 addressing specific needs identified by the class teacher. This approach will address individual needs, misconceptions and gaps in knowledge.</p>	<p>4 and 5</p>
<p><i>School Led Tutoring</i></p>	<p>Children will receive support individually or in small groups to boost attainment in specific areas.</p>	<p>4 and 5</p>

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

Budgeted cost: £34 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full time Pastoral Lead</i>	<p>An increasing number of children now need mental health and well-being support on a daily or weekly basis, which was proving difficult to offer. A pastoral lead will be given the time and training to dedicate themselves to children in need, with a view to ultimately reducing these numbers in the long term, though we expect demand to continue to high during the pandemic. This will impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2 and 3
<i>MIND counselling service</i>	<p>There has been an increase in the number of requests for support. MIND will not only provide invaluable support for vulnerable pupils but will carry out work with groups and cohorts where demand for emotional support is proving to be high and quite widespread.</p>	1, 2 and 3
<i>Lunchtime and playtime sports clubs</i>	<p>Since its introduction last year there has been a significant improvement in behaviour at playtime and lunchtime. We have found that the clubs provide children with an effective model for calm, fair and responsible behaviour that they may not have outside of school, and give them the structure that they require to thrive outside of the playground.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2 and 3

Total budgeted cost: £ 103 000

School are aware that the planned expenditure exceeds the allocated funding. School are committed to making a difference and are happy to contribute the additional funding required in order for all elements of the plan to be delivered.

The plan is for 3 years and the school have committed the same amount of funding moving forwards to enable the work to be embedded.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In-line with the national picture, the differential effects of the pandemic on pupils from disadvantaged backgrounds continue to exist. Whilst attainment levels of Pupil Premium pupils remain below that of national Non-disadvantaged across several measures, internal data shows progress towards narrowing gaps.

The following standards were achieved:

Phonics

We focused on extending training in the Sounds Write phonics approach to ensure that Teachers and Teaching Assistants in KS1 and lower KS2 were trained. Those new to year groups were also trained. This accorded with our strategy to prioritise quality first teaching and was vital to our aim to embed a consistent approach to the teaching of phonics and extend this approach to our teaching of reading and writing.

% of children achieving a PASS on the Y1 Phonic Screening Check in 2021/22		
DISADVANTAGED (4)	NATIONAL DISADVANTAGED	ATTAINMENT GAP
75%	62%	+13%

Over the last three years, 72% of disadvantaged pupils (13/18) have achieved the expected standard.

KS1

	% of children achieving EXS at the end of KS1 in 2021/22		
	DISADVANTAGED (11)	NATIONAL DISADVANTAGED	ATTAINMENT GAP
Reading	55%	51.7%	+3.7%
Writing	45%	41%	+4%
Maths	55%	51.9%	-3.1%

The school performed above the national average for disadvantaged in all areas at the end of KS1.

Key Stage 2

	% of children achieving EXS at the end of KS2 in 2021/22		
	DISADVANTAGED (12)	NATIONAL DISADVANTAGED	ATTAINMENT GAP
Reading	83%	62%	+21%
Writing	83%	55%	+28%
Math	75%	56%	+21%
Combined	75%	43%	+32%
GDS Read	16.7%	17%	-0.3%
GDS Write	8.3%	6%	+2.3%
GDS Math	8.3%	12%	-3.7%
GDS Combined	0%	3%	-3%

We performed significantly better than the national average for disadvantaged in 2021/22. Despite being above the national average for the expected standard, we do not outperform disadvantaged nationally when it comes to the greater depth standard.

Over the last three years 62% of disadvantaged pupils (16/26) have achieved the expected standard or above.

	All		Disadvantaged	
	School	National	School	National
Reading	1.6	0.04	1.5	-0.81
Writing	3.0	0.06	2.1	-0.73
Maths	1.8	0.05	1.0	-1.12

Progress measures at the end of Y6 are significantly above national for all children and the achievement gap does not decrease for the disadvantaged cohort.

As the mental health and wellbeing of our PPG children disproportionately affected by the impact of covid lockdowns and remote learning, we invested in additional educational psychologist sessions to support PPG children who were facing particular emotional difficulties. The Pastoral Lead provided targeted support to PPG pupils in KS2 requiring assistance with their emotional well-being.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
<i>Phonics</i>	<i>Sounds Write</i>
<i>Maths mastery</i>	<i>Archimedes Maths hub.</i>

Further information (optional)

The school benefit from over £90 000 in Pupil Premium funding. As a school we direct the majority of the funding to high quality teaching staff and to support the mental well-being of all of our pupils.