Pupil premium strategy statement- The Avenue Primary School

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	443
Proportion (%) of pupil premium eligible pupils	12.2% (54 pupils) PP6 – 40 PPC – 0 PPS – 1 PPA - 16
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Dec 25, Apr 26 and Jul 26
Statement authorised by	James Hunter (Headteacher)
Pupil premium lead	Daniel Thomas (teacher)
Governor / Trustee lead	Amanda Wright

Funding overview

Note: 1x service child funding of £350 not included in the below amount.

Detail	Amount
Pupil premium funding allocation this academic year	£98,135
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*	£98,135

Part A: Pupil premium strategy plan

Statement of intent

At The Avenue Primary School, we have high expectations of all pupils and central to our vision is the devotion to ensuring all children realise their full potential, irrespective of their background or their individual challenges. Through excellent teaching and purposeful learning our intention is for pupils to achieve high levels of attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attain highly.

We believe that with Quality First Teaching and a curriculum designed to maximise the potential of all children, every child can fulfil their individual potential and leave The Avenue prepared for life in the wider world. To achieve this, we carefully consider the challenges and barriers to learning that may be experienced by disadvantaged and vulnerable pupils before identifying strategies to overcome them.

Some of the key approaches outlined in this strategy are adopted at a whole-school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives, that have been made possible by allocating the Pupil Premium funding, address fundamental barriers experienced by a wide range of pupils. Our strategies target the needs of our children in receipt of the Pupil Premium, with the aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

In order for our pupil premium strategy plan to be effective, we will:

- Ensure that high-quality teaching is central to our approach;
- Maintain high expectations of all pupils and raise expectations and aspirations for disadvantaged pupils in terms of what they can achieve;
- Be responsive and decisive to intervene when a need is identified;
- Ensure decision-making and strategies are supported by evidence
- Place an emphasis on improving cultural capital and wider life experiences
- Carefully monitor the impact of this plan and adapt it as necessary.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not leaving year one with secure phonic knowledge, which is impacting on their ability to access the curriculum and excel in reading from year two onwards.
2	Some disadvantaged children are not leaving the EYFS attaining an overall good level of development and therefore do not have the knowledge and skills to tackle the Key Stage 1 curriculum confidently.
3	Limited life experiences and opportunities to join in enrichment activities. Many of our disadvantaged children do not have access to rich and varied experiences, which continues to impact on their knowledge of the world and vocabulary acquisition. We have taken measures to address this in the last academic year but continued investment in this area is required.
4	The impact of a deployment on the young person can have a detrimental affect on their time in school.

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
To ensure that disadvantaged children close the performance gap on their non-disadvantaged peers in the phonics screening check.	• For the performance data of our disadvantage pupils on the phonics screening check to be within 10% of our non-disadvantaged pupils; national disadvantaged pupils and national non-disadvantaged pupils. *What will we do?* - Enhance levels of staffing in the delivery of phonics teaching, e.g. deputy head / EYFS lead to teach daily phonics groups, targeting disadvantaged pupils and reducing group sizes for all children in year one. - Increase the delivery of small group and 1:1 intervention for those who are not on track. - Conduct detailed phonics assessments using *Phonics Tracker* to pinpoint specific gaps

	- Invest in in Sounds Write Portal training to enable staff to continually update and develop their practice. - Invest in more decodable reading books. - Embed decodable information into teaching slides across school.
To improve the proportion of disadvantaged children leaving the EYFS with a good level of development.	• For at least 75% of disadvantaged pupils to achieve a good level of development at the end of EYFS (this would represent an improvement of 25%). • To close the gap between our disadvantaged and non-disadvantaged pupils at the end of EYFS to no more than 10% (this would represent an improvement of 22%). *What will we do?* - Significantly enhance staffing levels across EYFS to ensure high quality interactions and targeted interventions. - Invest in *Early Excellence* and other CPD for staff, covering release time for this. - Improve the range and quality of resources within the provision.
To further increase participation of disadvantaged pupils in wider experiences - including residential visits - to enhance cultural capital, confidence, and engagement.	• 100% of children are offered a discounted extra-curricular club. We would like at least 62% of disadvantaged pupils to attend at least one extra-curricular activity during the academic year (this would represent an increase of 10%). • 100% of disadvantaged pupils to be offered the chance to attend a residential visit, with at least 75% of disadvantaged pupils in years 4, 5 and 6 to attend at a reduced cost this academic year (this would represent an increase of 11%). *What will we do?* • Offer all children a place at an after-school club each term at a reduced cost, communicating this clearly with families. • Offer all children in years 4, 5 and 6 the opportunity to attend a residential

	each year at a reduced cost, communicating this clearly to families. • Offer wrap around to all families at a very reasonable cost. • Enhance staffing linked to wrap around care – the newly expanded breakfast and tea clubs. • Continued investment in forest school and OPAL as part of our broad and balanced curriculum offer.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £69,962.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Early Excellence CPD	'Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts.' KS1 & EYFS Practice & Pedagogy | Early Excellence Headteacher comment: *"The Early Excellence consultancy really helped to crystalise our vision. We're very excited about the redevelopment of our curriculum, particularly the strengthened progression from Nursery to Reception."* Early Years Resources, Furniture & Training | Nurseries & Primary Schools	2
Investment in Sounds Write Portal.	'Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.' Phonics | EEF *"The resources on the Portal, regular podcasts and additional training opportunities have been of exceptional use and quality."* (Alison Shaw, Cardinal Hume Catholic School, Gateshead)	1
Employment of 2.5	'Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on	2

additional teaching assistants in EYFS	attainment of approximately three to four additional months' progress.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EYFS: How TA's can Help Lay the Foundation for Success (National College Webinar)	
Employment of an additional member of staff for wrap around care provision.	'There is some evidence that *[additional time in school]* which combines academic learning with other types of activity, such as physical, cultural/ artistic, vocational or social activities, can increase outcomes for pupils from disadvantaged backgrounds.' Extending school time | EEF	3

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

Budgeted cost: £ 22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 2.5 additional teaching assistants in EYFS	(See previous section)	2
To enhance levels of staffing in the delivery of phonics teaching, e.g. deputy head / EYFS lead to teach daily phonics groups, targeting disadvantaged pupils and reducing group sizes for all children in year one.	'The teaching of phonics should be matched to children's current level of phonological awareness.' Phonics | EEF 'Studies of intensive support involving teaching assistants show similar overall impact compared to those involving teachers.' Phonics | EEF 'Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions.' Reducing class size | EEF	1

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

Budgeted cost: £*5972.60*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for families to enable their child to engage in residential and school visits.	Evidence from EEF shows enrichment activities such as sports, arts, outdoor and adventure learning are shown to have between 2 and 4 months impact. https://educationendowmentfoundation.org.uk/guidancefor-teachers/life-skills-enrichment	3
Employment of an additional member of staff for wrap around care provision.	(See 'Teaching' section, page 6)	3
Contingency fund for acute issues.	*Based on past experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.*	All
Emotional support for our service children.	*Based on the emotional impact a member of the family being deployed can have, we have identified that some emotional and well-being support might be needed to support our service child.*	4

Total budgeted cost: £*98,135*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. **To boost basic skills in English and maths so a greater proportion of children, particularly disadvantaged children, achieve age related expectations by the end of key stage 2.**

End of KS2 data highlights *(10 pupils 2024; 13 pupils 2025)*

Combined Measure (expected standard data)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	37	73%	46%	Above (sig+)	68%	5	Not applicable	Not applicable
2025	12	83%	47%	Above (sig+)	69%	14	Positive gap	-
2024	10	60%	46%	Above (non-sig)	67%	-7	Widening	-
2023	15	73%	44%	Above (sig+)	66%	7	Positive gap	-

Our disadvantaged combined measure has increased by 23% from 2024. It is above the national disadvantaged combined percentage by 36% and above the national non-disadvantaged combined percentage by 14%. This represents a positive picture.

Reading (expected standard data)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	37	81%	62%	Above (sig+)	80%	2	Not applicable	Not applicable
2025	12	83%	63%	Above (non-sig)	81%	3	Positive gap	-
2024	10	80%	62%	Above (non-sig)	80%	0	No gap	-
2023	15	80%	60%	Above (non-sig)	78%	2	Positive gap	-

Our end of KS2 disadvantaged reading measure has increased by 3% from 2024. It is above the national disadvantaged percentage by 20%, and above national non-disadvantaged percentage by 2%. This represents a positive picture.

Writing (expected standard data)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	37	81%	59%	Above (sig+)	78%	3	Not applicable	Not applicable
2025	12	100%	59%	Above (sig+)	78%	22	Positive gap	-
2024	10	70%	58%	Close to average (non-sig)	78%	-8	Widening	-
2023	15	73%	58%	Above (non-sig)	77%	-4	Not available	-

Our disadvantaged writing measure has increased by 30% from 2024, with 100% of disadvantaged children achieving at least the expected standard. It is above the national disadvantaged percentage by 41%. It is also above the national non-disadvantaged percentage by 22%. This represents a very positive picture.

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	37	86%	60%	Above (sig+)	80%	7	Not applicable	Not applicable
2025	12	100%	61%	Above (sig+)	80%	20	Positive gap	-
2024	10	90%	59%	Above (sig+)	79%	11	Positive gap	-
2023	15	73%	59%	Above (non-sig)	79%	-6	Not available	-

Our disadvantaged maths measure has increased by 10% from 2024, with 100% of our disadvantaged children achieving at least the expected standard. It is above the national disadvantaged measure by 39% and above the national non-disadvantaged measure by 20%. This represents an extremely positive picture.

<u>Maths fact fluency assessments</u>

Autumn 1 2024 compared with summer 2 2025. Data available for 29 disadvantaged pupils.

62% improved on their test score across the year.
24% pupils maintained the same score (in 3 cases this was full marks).
14% scored lower in summer 2 than in autumn 1.

<u>Reading fluency assessments</u>

The following data related to the number of correct words read per minute. Autumn 1 2024 compared with summer 2 2025. Data available for 25 disadvantaged pupils.

60% improved on their test score across the year.
8% maintained the same score.
32% scored lower in summer 2 than in autumn 1.

2. To provide greater support for children with additional needs, such as those who have fallen significantly behind their peers.

Currently 56% of children accessing the additional provision base (The Nest) for the core subjects are disadvantaged pupils. The school has introduced PIVATS as a means of tracking academic progress, which will enable teachers to monitor gaps and assess small steps of improvement moving forward.

3. To improve attainment of disadvantaged pupils in EYFS and KS1.

The percentage of children achieving a good level of development in the EYFS has increased by 50%. While this represents a good improvement, this is 2% lower than disadvantaged children nationally, 32% lower than our non-disadvantaged children and 22% lower than non-disadvantaged children nationally. There were, however, some positive results for disadvantaged children within the individual assessment strands in our EYFS data.

In year 1, 25% of disadvantaged pupils passed the phonics screening check. This represents a decrease of 35% from 2024, though the sample of children was particularly small in 2025 – four pupils, compared to ten the previous year.

In year 2, 43% of disadvantaged children achieved the expected standard in reading; 14% of disadvantaged children achieved the expected standard in writing; 29% of disadvantaged children achieved the expected standard in maths.

The attainment of our younger disadvantaged pupils requires further consideration and will form a part of our next pupil premium strategy. We will adapt our provision and support as we strive to ensure that the attainment of disadvantaged pupils is brought into line with that of all children internally and nationally.

4. For pupil premium pupils to have access to and enjoy a wide range of enrichment opportunities.

52% of disadvantaged children attended at least one extra-curricular club during the 2024/2025 school year. Their first club was offered at half price: £12 for six sessions.

This offer will continue in the 2025/2026 academic year. All disadvantaged pupils in relevant year groups were able to attend the three residential visits though only 64% chose to attend.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sounds Write Phonics	Sounds Write Ltd
Nessy	Nessy Learning
Phonics Tracker	Phonics Tracker – Assess, Report, Learn, Track