



Pupil premium strategy statement

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	421
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	James Hunter (Head of School)
Pupil premium lead	James Hunter
Governor / Trustee lead	Amanda Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,290
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£94,290



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 the challenges they face both academically and culturally. 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 innovative teaching and a curriculum designed to maximise the academic potential of all children, every child can fulfil their individual potential, both academically and socially, and develop well-rounded young people prepared for life in the wider world. In order to do this, we carefully consider the challenges and barriers to learning that may be experienced by both disadvantaged and vulnerable pupils.

Key interventions and approaches 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 have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the aim being that these children do as well as their peers with similar starting points, who are not eligible for 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 is 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;
- Be responsive and decisive to intervene when a need is identified;
- Maintain high expectations of all pupils and raise expectations and aspirations for disadvantaged pupils in terms of what they can achieve;
- Place a strong emphasis on providing mental health and wellbeing support;
- 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	Our observations of pupils and discussions with pupils and their families have identified a number of social and emotional issues for many disadvantaged pupils for a number of reasons, including adverse childhood experiences. Many of these have been exasperated due to Covid-19.
2	Some of our children have social, emotional and wellbeing difficulties with an increased number of children suffering from anxiety and low self-confidence following the school closures. These findings are supported by national studies.
3	Assessments, observations and discussions with staff indicate that attainment in reading and writing is lower for a number of our disadvantaged pupils.
4	Limited life experiences and opportunities to join in enrichment opportunities. Many of our pupil premium children do not have a range of rich and varied experiences, meaning knowledge of the world and vocabulary acquisition is limited.

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 achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly disadvantaged pupils.	<ul style="list-style-type: none"> Social and emotional wellbeing impacts positively on pupil attainment and progress. Mental health and wellbeing surveys completed by pupils demonstrate high levels of wellbeing.
To increase the number of pupil premium children meeting age related expectations and the higher standard in reading and writing.	<ul style="list-style-type: none"> At the end of key stage 2 (2024), our disadvantaged children are reading and writing at age related expectations or higher.
Improved attainment in reading and writing among disadvantaged pupils.	<ul style="list-style-type: none"> Children to make at least expected progress and often more than expected progress from their individual starting points. Pupils talk positively about reading and are actively reading for pleasure.
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at The Avenue Primary.	<ul style="list-style-type: none"> A wide range of extra-curricular activities will be offered to tap into our children's passions. Pupil premium children who chose not to join a club in the autumn term



	<p>will be prioritised in the spring and summer terms.</p> <ul style="list-style-type: none"> • Discounts will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential trips etc. • Children are able to learn a new skill or continue playing an instrument they have been learning.
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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: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for phonics, reading, writing and maths targeted at disadvantaged pupils who require further support	<p>Evidence from the EEF research suggests: - Gains of +4 months for small group tuition:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF KS1, KS2 Maths and literacy guidance</p>	3
Secure further training for all teaching assistants to ensure all staff are trained to deliver Sounds-Write. This will ensure all staff are sufficiently trained to deliver effective phonics intervention for pupils across school.	<p>Education Endowment Fund (EEF) highlights that the impact of effective feedback is well-evidence and has a high impact on learning outcomes.</p>	3



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

Budgeted cost: £4,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of online subscriptions - Spelling shed, Nessy	<p>Evidence from EEF research indicates that digital technology suggests 4 month+ gain for digital technology. EEF research findings show that providing digital technology packages that enable children to practice can impact on their ability to remember key concepts and ideas. https://dera.ioe.ac.uk/33229/1/EEF_Digital_Technology_Guidance_Report.pdf</p> <p>EEF research indicates effective literacy practice should include: "Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Evidence from EEF research indicates tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	3

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Financial support for families to enable their child to engage in residential and school trips, peripatetic and after school clubs in order to develop their cultural capital.</p>	<p>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</p> <p>Further evidence from EEF suggests: - Outdoor and adventure learning provides pupils who are disadvantaged with experiences they may not otherwise have. Opportunities provided impact on resilience, self-confidence and motivations, and although not necessarily definitive in the number of months gained, these activities may in turn have positive benefits in terms of academic progress. There are wider benefits in terms of self-confidence and self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning</p>	<p>2 and 4</p>
<p>Extend mental health and wellbeing capacity by training additional staff and providing release time to provide individualised support and whole-class mental health and wellbeing programmes.</p>	<p>EEF highlights that social and emotional approaches can have an impact of, on average, 4 months' additional progress in academic outcomes over the course of the academic year.</p> <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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2 and 3</p>
<p>Contingency fund for acute issues.</p>	<p><i>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.</i></p>	<p>All</p>

Total budgeted cost: £94,290



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

EYFS (9 pupils)

56% of disadvantaged pupils (5) achieved a Good Level of Development compared to 80% of non-disadvantaged pupils.

End of Key Stage 1 (6 pupils)

Reading- 50% of disadvantaged pupils achieved the 'Expected Standard' compared to 76% of non-disadvantaged pupils.

National attainment: 54% for disadvantaged pupils and 73% for other pupils.

Writing- 67% of disadvantaged pupils achieved the 'Expected Standard' compared to 65% of non-disadvantaged pupils.

National attainment: 44% for disadvantaged pupils and 65% for other pupils.

Maths- 50% of disadvantaged pupils achieved the 'Expected Standard' compared to 76% of non-disadvantaged pupils.

National attainment: 56% for disadvantaged pupils and 75% for other pupils.

End of Key Stage 2 (15 pupils)

Reading- 92% of disadvantaged pupils achieved the 'Expected Standard' compared to 78% of non-disadvantaged pupils.

National attainment: Yet to be released.

Writing- 73% of disadvantaged pupils achieved the 'Expected Standard' compared to 84% of non-disadvantaged pupils.

National attainment: Yet to be released.

Grammar, Punctuation and Spelling- 92% of disadvantaged pupils achieved the 'Expected Standard' compared to 83% of non-disadvantaged pupils.

33% of disadvantaged pupils achieved 'Greater Depth'.

National attainment: Yet to be released.

Maths- 83% of disadvantaged pupils achieved the 'Expected Standard' compared to 84% of non-disadvantaged pupils.

National attainment: Yet to be released.



Greater % of disadvantaged children to achieve EXS at the end of the academic year
Disadvantaged outcomes to be broadly in line with non – disadvantaged

EXS	Disadvantaged	Non-disadvantaged
Reading	55%	78%
Writing	47%	69%
Maths	59%	77%

Greater % of disadvantaged children to achieve GDS at the end of the academic year
Disadvantaged outcomes to be broadly in line with non – disadvantaged

GDS	Disadvantaged	Non-disadvantaged
Reading	12%	9%
Writing	4%	6%
Maths	14%	8%

Children to benefit from high quality intervention to raise attainment and maximise progress in Reading, Writing, Maths and Phonics

Accelerated progress	Disadvantaged	Non-disadvantaged
Reading	7%	6%
Writing	7%	6%
Maths	8%	7%

Increased level of attainment Attendance of disadvantaged children to be broadly in line with non-disadvantaged Disadvantaged attendance to be above 96%

Attendance data for disadvantaged pupils was strong at 92%. With non-disadvantaged being 94.7%. Wellbeing support had a positive effect on pupils and resulted in the frequency of support reducing for many pupils.

This is the end of the cycle and a new strategy has commenced for September 2023.

Externally provided programmes

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

Programme	Provider
Literacy Shed	Ed Shed