

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	421
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	James Hunter (Head of School)
Pupil premium lead	Daniel Thomas (Teacher)
Governor / Trustee lead	Amanda Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£97,000

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 academic potential of all children, every child can fulfil their individual potential, and develop into 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 before identifying strategies to overcome them.

Many key 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, 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 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 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 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	Assessments, observations and discussions with staff indicate that an absence of basic skills is preventing children, including many disadvantaged pupils, from making the expected progress and keeping pace with age-related expectations.
2	There has been a significant rise in the proportion of children with identified additional needs (both academic and social/emotional) particularly in those joining us in the EYFS, requiring consideration to the distribution of support and provision across school.
3	Data assessment shows a decrease in the proportion of disadvantaged children in EYFS achieving a good level of development, and that disadvantaged pupils have fallen behind their peers in phonics in year 1.
4	Limited life experiences and opportunities to join in enrichment activities. Many of our pupil premium children do not have access to rich and varied experiences, which continues to impact on their knowledge of the world and vocabulary acquisition.

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
<p>To boost basic skills in English and maths so that a greater proportion of children, particularly disadvantaged pupils, achieve age-related expectations by the end of key stage 2.</p> <p><i>(Note: Strategies to be implemented are likely to yield more significant improvements beyond this academic year).</i></p>	<ul style="list-style-type: none"> • Data to show an increase in the number of disadvantaged children achieving age-related expectations in writing across school in years 3 – 6. • To embed reading fluency throughout English lessons and in the wider curriculum, with a greater proportion of children expected to be in line with age-related expectations compared to baseline measure in autumn term. • To improve fluency with number through fluency checks and a focus on times tables fluency, with a greater proportion of children expected to be in line with age-related expectations compared to baseline measure in autumn term. • To improve grammar by introducing a whole school teaching approach in the first half term of the academic year.

	<ul style="list-style-type: none"> • An observed improvement in letter formation and handwriting through a new teaching approach.
<p>To provide greater support for children with additional needs, such as those who have fallen significantly behind their peers.</p>	<ul style="list-style-type: none"> • To introduce and develop a support base within the setting so that these children can thrive academically, socially and emotionally. • To develop a wider range of strategies to support children in remaining regulated throughout the school day, e.g. sensory diets, OT sessions, Zones of Regulation programme. • To identify children with additional needs before Reception, referring to agencies where necessary. • To monitor and track the ongoing progress of children who did not achieve age-related expectations in EYFS and key stage 1 through assessment tools such as PIVATS and SIMS.
<p>To improve attainment of disadvantaged pupils in EYFS and Key Stage 1.</p>	<ul style="list-style-type: none"> • To increase the proportion of disadvantaged children achieving a good level of development in EYFS by 30+% • To increase the proportion of disadvantaged children achieving age-related expectations in Y1. • To see a term by term rise in phonics screening results for disadvantaged children in year one (based on autumn baseline score). • To monitor and track the ongoing progress of children who did not achieve age-related expectations in EYFS and key stage 1 through assessment tools such as PIVATS and SIMS.
<p>For pupil premium pupils to have access to and enjoy a wide range of enrichment opportunities.</p>	<ul style="list-style-type: none"> • For all children to be offered a place at an after-school club each term at a reduced cost. • For all children in Key Stage 2 to have the opportunity to attend a residential each year at a reduced cost. <i>Data/registers to show an increase in pupil premium children accessing both of the above.</i> • For all children to have the opportunity to access a newly developed morning sports club at a reduced cost.

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: £53,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND teacher role – SENDco (an experienced EYFS teacher) taken from class teacher responsibilities to teach exclusively those children accessing the support base, replacing the previous TA led 'nurture group'.	The EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending. It also states: <i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</i>	2, 3
CPD – new staff to receive Sounds Write training and some existing staff to complete refresher course to ensure they are sufficiently trained to deliver effective phonics lessons and interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 3
Grammarsaurus 'Place Value of Punctuation and Grammar' training for all teachers and teaching assistants.	The EEF states: <i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.</i>	1
A focus on CPD for EYFS specifically, including 'Essential Physical Literacy' training and 'Physical Development, Health and Wellbeing' conference.	The EEF's Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months' additional progress.	1, 2, 3

Whole staff autism training through the Autism Education Trust.	<p>Only 26% of autistic pupils feel happy at school.</p> <p>According to the National Autistic Society's Education Report 2023, 'only 26 % of autistic pupils feel happy at school', and 'without appropriate teacher training, autistic children are twice as likely to be excluded'.</p> <p>54% of autistic students said that having teachers who didn't understand them is the worst thing about school.</p>	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of online subscriptions to EdShed, Nessy, Times Tables Rockstars and Numbots.	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	1, 3
Deployment of extra teaching assistant in year one to support one to one / smalls groups and carry out interventions to narrow the gap for children who have fallen behind.	Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Appointment of OT qualified member of support staff to work full time in the support base.</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The EEF states that self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</p> <p>Self-regulation strategies EEF</p>	<p>2</p>
<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>4</p>
<p>To develop school facilities and grounds to cater for varied learning, social and developmental needs, e.g. development of and resourcing of a learning support base, development of <i>Outdoor Play and Learning</i> provision, re-investment in forest schools.</p>	<p>Further evidence from EEF suggests that 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, 4</p>
<p>'Circle Time' training for all staff.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.</p>	<p>2</p>

Contingency fund for acute issues.	<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>	All
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Total budgeted cost: £ 97,000

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.

End of EYFS (6 pupils)

0% of disadvantaged pupils achieved a Good Level of Development compared to 80% of non-disadvantaged pupils.

End of Key Stage 1 (3 pupils)

Data was not analysed due to the low number of pupils and the fact that we opted out of optional statutory assessments in year two.

Multiplication Check Y4 (11 pupils)

73% of disadvantaged pupils achieved 25/25 in the MTC, compared to 65% of non-disadvantaged pupils.

The average score for disadvantaged pupils was 24/25, compared to 23/25 of non-disadvantaged pupils.

End of Key Stage 2 (10 pupils)

Reading

80% of disadvantaged pupils achieved the Expected Standard, compared to 80% of non-disadvantaged pupils.

50% of disadvantaged pupils achieved the Higher Standard.

National attainment: 64% is the national average for disadvantaged in reading, meaning we are 16% above.

Writing

70% of disadvantaged pupils achieved the Expected Standard, compared to 83% of non-disadvantaged pupils.

10% of disadvantaged pupils achieved the Higher Standard.

National attainment: 67% is the national average for disadvantaged in writing, meaning we are 3% above.

Maths

90% of disadvantaged pupils achieved the Expected Standard, compared to 81% of non-disadvantaged pupils.

50% of disadvantaged pupils achieved the Higher Standard.

National attainment:

64% is the national average for disadvantaged in maths, meaning we are 26% above.

Science

80% of disadvantaged pupils at least 'on track', compared to 97% of non-disadvantaged pupils.

70% of disadvantaged pupils 'at or above' the Expected Standard, compared to 90% of non-disadvantaged pupils.

20% of disadvantaged pupils working 'above' the expected standard, compared to 10% of non-disadvantaged pupils.

Review of 2023/24 Intended Outcomes

'Improved attainment in reading and writing among disadvantaged pupils'

With reference to the above intended outcome, the performance of our disadvantaged pupils did not meet expectations by the end of key stage 2.

'To increase the number of pupil premium children meeting age related expectations and the higher standard in reading and writing'

With reference to the above intended outcome, the performance of our disadvantaged pupils did not meet expectations by the end of key stage 2.

Data for disadvantaged pupils in maths was particularly strong due to ongoing adaptations and improvements to our curriculum in line with the trust. More children than ever accessed pastoral support either internally through our pastoral lead, or through ongoing links with external agencies, such as MIND and Headstart. This additional support played a positive role on children's wellbeing and ensured that they did not miss out on significant amounts of learning.

Our evaluation of the approaches delivered last academic year indicates that further attention to and investment in our literacy provision is necessary to close the gap between advantaged and disadvantaged pupils. Furthermore, consideration will be given to how we best support the disadvantaged pupils moving up in EYFS and key stage 1 to ensure we *'get it right from the start'*. In light of this, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

This is the end of the cycle and a new strategy has commenced for September 2024.

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
Literacy Shed	Ed Shed
Nessy	Nessy Learning

