

*Before completing this template, you should read the*



## Challenges

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

Challenge number	Detail of challenge
1	Whole school data, assessments, and discussions with students indicate that many disadvantaged students classified as EAL and NTE (New to England) have lower levels of literacy and reading comprehension than peers. This impacts their progress in all subjects.
2	Our attendance data over the last 2 years indicates that attendance among pupil premium students has been 2% – 7% lower than for non-pupil premium students. 25% of pupil premium students have been 'persistently absent' compared to 12-14% of their peers during the last 2 academic years. Our assessments and observations indicate that absenteeism is negatively impacting pupil premium students' progress.
3	Pupil premium students have a disproportionate amount of internal exclusions and fixed term suspensions.
4	Pupil premium students may

<b>Intended outcome</b>	<b>Success criteria</b>
-------------------------	-------------------------

Attainment and progress for disadvantaged

	<p>qualitative data from student voice, student and parent surveys and tutor/ Heads of Year observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged students.</p>
--	--

**Activity in this academic year**

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teach(act)-21fbrQress )-4h)-5n MCID Ang (en-5)>BC 01reW\*nBF41f101how

	<p>flexible grouping, and the targeted use of technology. Supporting resources: • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</p>	
<p>Training will be provided for staff to ensure assessments and consequent whole school data is analysed and acted upon correctly by all members of staff at all levels. To include CATs, GL and FFT.</p> <p>Implementation of SISRA to support leaders to closely monitor and track whole school data and acted upon appropriately by all members of staff.</p>	<p>Standardised tests allow reliable insights into the specific strengths and weaknesses of each pupil to help ensure they</p>	

access Talent Ed and EAL intervention in school		
Curriculum based interventions and financial support for specific learning resources	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	

attainment of all disadvantaged students.		
Improve enrichment opportunities and uptake (including outdoor activities, arts, culture capital and trips) for all disadvantaged students at Avanti Fields School	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on <a href="#">arts participation</a>.</p> <p>University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning Disadvantage starts before school – 2/5 attainment gap before a child is 5. A child's birth becomes its destiny. 'The Matthew Effect' suggests the disadvantaged will get more disadvantaged over time. Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. 6 10 (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p>	1, 2, 3, 4
Financial support for uniform	There are a range of approaches which aim to improve school attendance. Levels of parental engagement are consistently associated with improved academic outcomes	2, 3, 4

**Total budgeted cost: £ [84,710]**

Part

Our internal assessments during 2021/22 suggest that the performance of disadvantaged students was lower than their non-pupil premium peers in key areas of the curriculum.



In KS3, the gap between the progress of Pupil Premium students and non-pupil premium students. In KS3, pupil premium students are outperforming non-pupil premium students in Combined Science and History, PP students are performing in line with non-pupil premium students in Maths and Drama. However, there is a gap in the progress of pupil premium and others in English, Geography, Spanish, Religious Studies and Business Studies.

Catch-up funding was carefully deployed to provide targeted interventions for any students re-

## 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*

<b>Programme</b>	<b>Provider</b>
KS3 and KS4 English tuition	The Brilliant club
KS3 and KS4 English tuition	Talent ED
KS3 and KS4 Mathematics tuition	Talent ED

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
----------------	----------------

