

# Pupil premium strategy statement – Avanti Park School Review 2023

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	488

# Part A: Pupil premium strategy plan

## Statement of intent

At Avanti Park School, our vision is to help pupils, regardless of their socio-economic circumstances, become well-rounded human-beings through intellectual, moral and spiritual growth, and so make the world a better place.

Our aim is to use the pupil premium funding to counter disadvantage and ensure greater equity through:

- Ensuring excellent teaching for all pupils
- Providing targeted academic support
- Using wider strategies including work with parents and carers

### **Ensuring excellent teaching for all pupils**

At Avanti Park School, we believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need and teaches them how they can contribute to a future they want to live in.

Quality first teaching is vital in achieving this and in diminishing the gap between disadvantaged and non-disadvantaged pupils. We are committed to raising the standard of teaching and learning through an evidence-based approach; all teaching staff receive extensive continuous professional development.

### **Providing targeted academic support**

For some children, quality first teaching may not be enough and there is a need for additional targeted academic support. Class teachers use assessment to track and monitor the progress of pupils and hold termly pupil progress meetings with a member of the senior leadership team to discuss strategies and early intervention requirements to address any gaps in learning.

- Support with the cost of school supplies including uniform

Our approach is responsive to robust data analysis and not driven by assumptions. A combination of the approaches outlined above will complement one another to help all pupils excel.

## Challenges

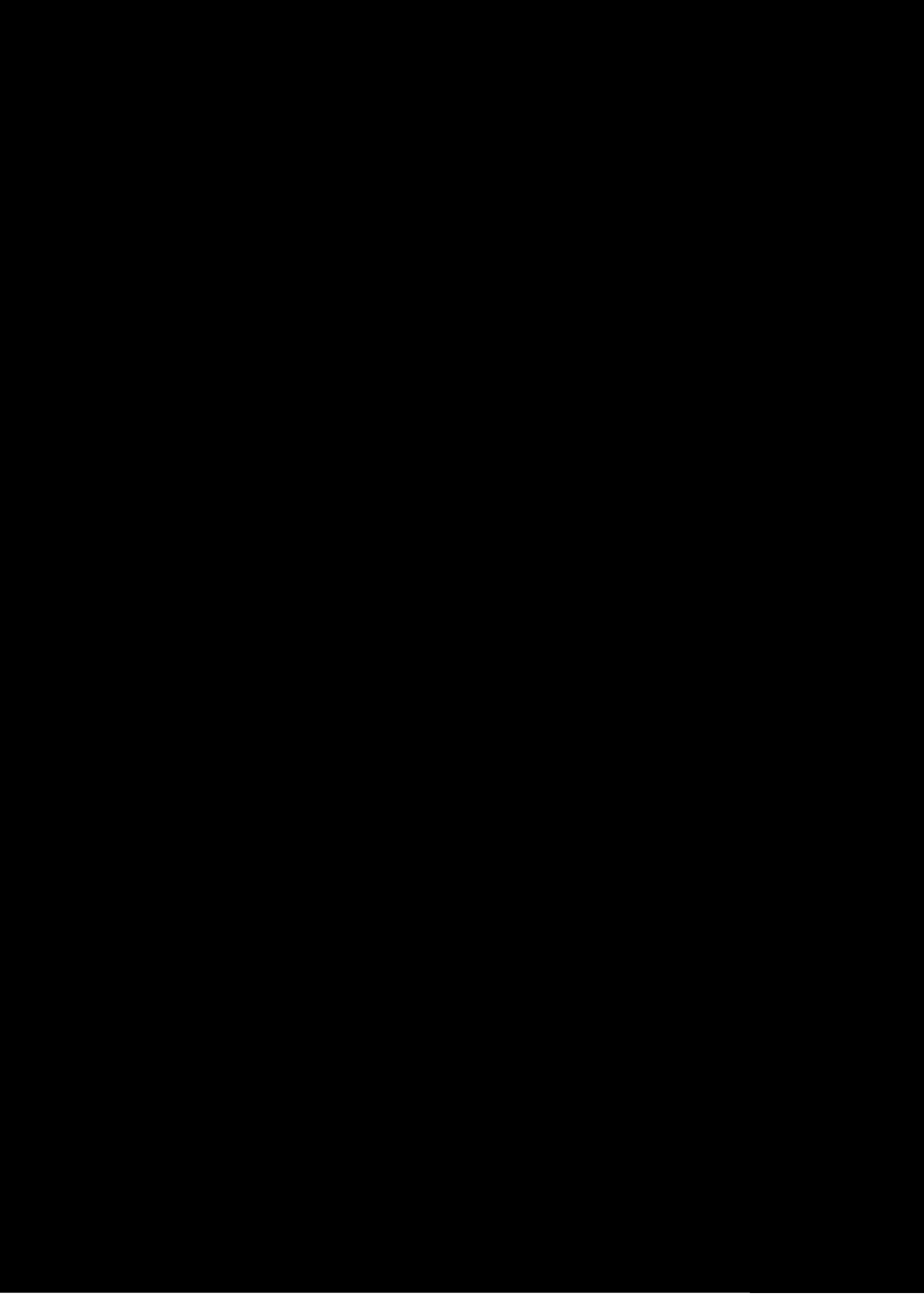
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Gaps in reading</b> – internal and external assessments indicate that the disadvantaged pupils have greater difficulties in acquiring phonic knowledge than their peers.</p> <p>It is also evident that there are gaps in comprehension, especially knowledge of vocabulary, which negatively impacts their development as readers.</p> <p>In Reception, 60% of pupil premium eligible children achieved age-related expectations (ARE) in literacy (comprehension), whereas 84.6% of non-pupil premium eligible children met ARE.</p> <p>In KS1, 38% of pupil premium (PP) eligible children met ARE at the end of KS1 in 2022, whereas 71% of non-pupil premium eligible children met ARE.</p> <p>70% of Year 1 children passed the phonics screening check with PP eligible children outperforming non-PP eligible children, 70%, to 67%.</p> <p>In KS2, 38% of PP eligible children met ARE whereas, 86% of non-</p>



Pupil premium eligible  
children are supported

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Class TA and additional SEND TA	<p>Additional class TA staffing will be used to provide enhanced support for students in class, small groups or 1:1. This is supporting the enhanced impact of the delivery of the curriculum for these students through targeted, high-quality feedback.</p> <p>Additional SEND TA staffing will support those that are disadvantaged with 1:1 and small group SEMH interventions including ELSA and Talkabout.</p>	1,2,3
Intervention teacher to work with small groups based on gaps analysis of summative data.	<p>Additional teacher employed to work with children identified as needing to 'catch up'.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3
<p>To improve the overall effectiveness of all teachers.</p> <p>CPD for all teachers on:</p> <p>Understanding content and the sequence of the curriculum</p> <p>Creating a supportive environment with routines and habits</p> <p>Maximising the opportunity to learn</p> <p>Activating hard thinking</p> <p>Release time for teacher educators to plan and deliver quality CPD.</p> <p>Release time for teachers to plan/attend and work alongside the Trust in developing our Teacher Toolkit.</p>	<p>Great Teaching Toolkit:</p> <p><a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GT_T_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GT_T_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a></p>	1







<p>Providing a breakfast club and lunchtime club for those most in need.</p> <p>Contributing towards uniform expenses.</p> <p>Full cost of residential school trips paid for year 5 – year 8 pupils; every child to have the opportunity to attend a residential by the time they leave school</p>		
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £136,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 SATs data, phonics check results and our internal data.

#### **Phonics – pupil premium eligible**

60% passed the phonics screening test in 21/22 which increased to 86% in 22/23 (69% national)

#### **KS1 results – pupil premium eligible**

Reading: 51% ARE in 21/22 to 54% ARE in 22/23

Writing: 41% ARE in 21/23 to 44% ARE in 22/23

Maths: 52% ARE in 21/22 to 56% ARE in 22/23

#### **KS2 results – pupil premium eligible**

Reading: 33% at ARE in 18/19 to 59% at ARE in 22/23 which is almost in line with national figures (61%).

Maths: 17% ARE in 18/19 to 35% ARE in 22/23.

Writing: 17% ARE in 18/19 to 38% ARE in 22/23

There continues to be a gap between the disadvantaged children and non-disadvantaged children which is reflected in the national picture. However, we have seen an impact on the results of all children following the strategies outlined and, although there continues to be work to be done for all pupils in order for our results to be in line with national figures, there is an upward trend across the last three years.

Phonics results are improving with a 7% gap between PP and non-PP.

Our analysis suggests that the reason that our data continues to be below national 4.22 (

neighbouring schools or elected home education, and we continued to take in-year admissions for a further 44 families that year. Since September 23 we have had 29 further in-year admissions. This is due to our ever-improving reputation within the community; however, this has meant we have had limited time to close gaps and have an impact on some children's knowledge and understanding before their first formal assessments.

### **Excellent Teaching**

The investment in improving teaching and learning from the Ambition Institute has had a positive impact. Our data from learning walks show there is consistently good or exceptional teaching and learning across the school and leaders now have a shared understanding and language around what effective, quality first teaching looks like.

The early reading lead has had a positive impact on the phonics screening results in KS1 with our figures now above national figures and an improvement on last year's results. This is promising data and signifies that with robust phonics teaching all children have a better chance at success.

A new resource has been put in place since September 2022 (CUSP Unity Schools) to teach the National Curriculum. This has provided quality, ambitious resources, including a rich literature spine, to support the learning of all children.

### **Targeted support**

Small group and 1:1 tuition proves to be successful when implemented carefully and focussed on the specific gaps of our children. The senior leadership team work with class teachers to ensure that additional adults are used effectively. Changes in support staff, staff absence and over 180 school admissions during 2022/2023 impacted the effectiveness of some interventions and therefore targeted academic support remains a key part of our strategy.

### **Wider strategies**

Absence among disadvantaged pupils remained at 4% higher than their peers in 22/23 and 1% lower than national figures.

Persistent absence is still higher for disadvantaged children by 16% in 22/23 but below national figures by 5%.

We understand the continued need for strategies to be in place to address absenteeism and why raising attendance for all children is still a focus of our current plan.

We plan to address parents' misconceptions around attendance including how important social time and interactions are at this stage of development. We will provide

accurate information about how their child is attending in comparison to their peers. We will meet weekly as SLT to discuss attendance and celebrate those that have shown improvements.

Pupil Premium Champions were intended to support **all** disadvantaged pupils academically and pastorally to be successful and achieve their potential. However, due to capacity and time, there was little, measurable impact. Reflecting on this, this year, the focus was on disadvantaged children who also have lower than 90% attendance to be supported by a member of staff to build a relationship with and provide social and emotional support over the next 3 years.

All pupil premium children can attend an overnight residential between Year 5 and Year 8 fully funded



## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy for 2022/2023, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and we commissioned a pupil premium review to get an external perspective. The new deputy principal, leading on pupil premium, has attended professional development with the advisor for improving outcomes for disadvantaged pupils for the Unity Schools Partnership, Marc Rowland, which has enabled us to put in place a more effective strategy for the coming years.

We have used the advice from the review, the work with Marc Rowland and the research provided from the EEF to help us to design an implementation strategy which will have the most impact on our pupils.

We will continue to use the EEFs implementation guidance to support us to evaluate the approach and adjust our plan to secure better outcomes for all our pupils.