

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Avanti Fields				
Academic Year	2020 -2021	Total PP budget	£ 28,650	Date of most recent PP Review	10.19
Total number of pupils	414	Number of pupils eligible for PP	45	Date for next internal review of this strategy	03.21
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Progress 8 score average		NA			
Attainment 8 score average		NA			
3. Barriers to future attainment (for pupils eligible for DA)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Support pupils in improving their basic skills – numeracy, literacy, and a key focus on English as an additional language				
B.	Develop student skills in revision, retention and recall to make accelerated progress in response to gaps in learning as a result of school closure				
C.	Raise aspirations for DA students				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Ensure excellent attendance and punctuality is maintained by DA students				
E.	To mitigate the potential barrier of IT and internet access at home and ensure full access to the curriculum for all types of remote/hybrid learning				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Narrow gaps and ensure that there is no gap between DA and non-DA students. Whole school strategy to mitigate a decline in DA progress and attainment during school closure and Covid 19.			Progress at each data drop shows no gap in progress for DA against non-DA	
B.	Maintain excellent attendance			DA attendance is in line or better than other groups of learners	
C.	DA students have access to the full curriculum and are able to make progress in line with non DA students during school closure and all forms or remote learning			Audit and monitor DA access to internet and provide IT resources where possible and/or paper based learning opportunities	

5.Planned expenditure

Academic year 2020 -2021

i. To share and embed the whole school vision and plan for Pupil Premium

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1. Share key individual information and strategies to support this group of learners.	All teachers are well informed about all individual pupil premium students in their classrooms and their specific strengths and barriers to learning.	'Pupil premium should sit at the heart of a whole school effort with all staff understanding the strategy and their role within it'. <i>The EEF Guide to Pupil Premium (2019)</i>	Whole school PP vision shared at CPD meetings CPD MLT meetings Subject specific approach formalised at Faculty meetings	SKU / All teachers and form tutors	Learning walks Work scrutiny Lesson observations Data Drop analysis
2. To ensure 'Quality First Teaching' in every classroom for PP students.	All students including PP students consistently receive the highest quality educational experience in all subjects allowing them to make maximum progress.	'...the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds'	All subjects deliver the curriculum content as informed by key curriculum documents Whole school key Teaching and Learning priorities embedded in all lessons BFL - consistent whole school approach adopted and executed by all members of staff	SKU / NKH / HoDs and all teaching staff and TAs	Scheduled Pupil Premium pursuit Lesson observations Link meetings with HOD Mentor meetings

3. To implement a programme for 'tier 2' vocabulary acquisition.	All students taught tier 2 vocabulary in tutor time to increase literacy levels and ability to access the curriculum.	<p>"Tier 2 vocabulary presents a problem – because we read, these will be words that are so familiar to us that we don't notice pupils won't know them"</p> <p><i>David Didau</i></p>	<p>All staff trained during whole school INSET</p> <p>Student outcomes in weekly tutor time spelling tests</p>	All staff SKU / NKH	Termly- Tutor review on student outcomes
4. To devise and action robust tracking and monitoring of effort and attainment of all PP students in line with the whole school post data analysis policy and procedure.	To analyse the specific dips and gaps in learning across all subjects and put in place specific and targeted interventions.	<p>"High-quality interventions have a big impact on the outcomes of struggling Pupil premium students.'</p> <p><i>The EEF Guide to Pupil Premium (2019)</i></p>	<p>Whole school analysis and review following data drops for dips and gaps</p> <p>SIA in practice in all subject areas</p>	<p>All staff following data drop. NKH / SKU</p> <p>SKU / HODs</p>	<p>Whole school data drop analysis</p> <p>Faculty meetings post data drop</p> <p>Learning walks</p> <p>Lesson observations</p>
Total budgeted cost £21,000					
ii Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>1. Prevent or narrow any gaps in progress through personalised intervention and support for PP students. National Tutoring catch programme 2020.</p>	<p>Ensure that there is no gap in progress between PP and non-PP in English and maths (especially as a result of school closure and in particular KS2 – KS3).</p>	<p>Small group work and reading intervention strategies have a good impact on improving student progress <i>Educational Endowment fund</i></p>	<p>Key priority analysis for PP students in English and Maths</p> <p>High quality English and maths tutors recruited and measure impact of bespoke and differentiated programme of study through timely assessments</p>	<p>Tutors</p> <p>SKU /NKH Whole staff approach</p>	<p>Progress made following tailored and differentiated Subject specific assessments</p>
<p>2. Trust remote online learning strategy effectively in action across all subjects. PP students have access to remote online learning or equivalent.</p>	<p>Mitigate the decline in PP progress and future attainment during school closure.</p>	<p>EEF - Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p>	<p>Robust training on Google Classroom and its key functions</p> <p>All student enrolled onto Google classroom</p> <p>All staff trained in how to create optimum online learning materials in line with whole school Principals of Instruction model</p>	<p>SKU /NKH / Whole staff</p>	<p>Whole school PP IT audit- termly</p> <p>All subject leads and HoDs ensure paper-based provision for identified students</p> <p>Liaise with Trust IT ARA: DFE policy on laptop provision for PP students during Covid school/ bubble closures</p>
<p>3. To reduce the potential NEET gap between PP at Avanti Fields and national others by improving careers guidance for disadvantaged students.</p>	<p>PP students have access to a broad and balanced curriculum and are well prepared for future education/ training and career choices for the long term.</p>	<p>Nationally, the number of DA students who are NEET is higher than the national average for other</p>	<p>Careers guidance for disadvantaged students via zoom</p> <p>Monitor next-step choices at post-16 to ensure it reflects high aspirations.</p>	<p>Careers providers Form Tutors SLT RKA</p>	<p>Small group online external careers mentoring information sessions for year 9 SLT individual year 9 options choices meetings Key options assemblies Key options parents' evenings</p>

<p>4. Regular attendance of students through tracking and monitoring. Target: 97% Covid 19: School remains open to all PP students</p>	<p>Daily monitoring. First day calling - family involvement.</p> <p>Coved 19 Strategy All PP students personally called and encouraged to attend school during school closure.</p>	<p>Attendance below 90% has a specific impact on progress of all learners in particular PP students</p> <p>Government backed guidance and national strategy for these learners</p>	<p>Monitor of attendance and prioritisation of PP students. Attendance and punctuality letters.</p>	<p>LBI / SKU / Tutors</p>	<p>Weekly Tutor reviews Liaison with Pastoral Lead/ Heads of Year and attendance and behaviour reports – termly</p>
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Total budgeted cost £4,650

i Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Provide regular coaching and mentoring for each PP student, focussing on academic resilience. 	<p>Narrow gaps in progress across all subjects. Build positive and impactful relationships with all PP students.</p>	<p>“Knowledge and understanding of the specific needs of these individuals has a significant impact”</p> <p><i>Becky Allen</i></p>	<p>Pupil premium wellbeing and pastoral mentoring sessions during form time.</p>	<p>SKU</p>	<p>Half termly mentoring sessions with all PP students during form time and key targeted individual interventions Parent surveys – termly</p>

Total budgeted cost 6,500

Overall budgeted cost £ 31,150