

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Avanti Fields Secondary school
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	11.9 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 20212
Statement authorised by	
Pupil premium lead	Sarah Kurth
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,200
Recovery premium funding allocation this academic year	£7,540.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,740

Part A: Pupil premium strategy plan

Statement of intent

Avanti Fields exists to help each person become a well-rounded human being through intellectual, moral, and spiritual growth, and so make the world a better place

A sharp focus from our mission statement is for all students at Avanti Fields School regardless of their background or the challenges they face, make expected or better progress and achieve high attainment in line or above their target grade across the curriculum.

Our priority and focus for our three-year pupil premium strategy is to provide targeted and bespoke support and interventions for all disadvantaged pupils, so that all students of all abilities are able to achieve and make excellent progress. At Avanti Fields school we are acutely aware of the needs and challenges faced by core groups of vulnerable students, such as those who have recently arrived in England from abroad and who are EAL with the percentage of this group of learners highest amongst the current year 9 and 10 cohort. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with regular communication with all key leads to ensure all our DA students are targeted with appropriate and individualised support and access to resources. Research demonstrates that this approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all groups of learners at our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support of English intervention in response to the high proportion of EAL students attending Avanti Fields school. This support will be achieved through the National Tutoring Programme for pupils whose education has been worst affected, including a percentage of non-disadvantaged students.

Our whole school approach will target the identified common barriers to learning for DA students and closely track and monitor their individual needs. We will routinely make use robust diagnostic assessment, and routine assessment of whole school data throughout the academic year to ensure optimum progress and outcomes for all DA students at Avanti Fields school. The approaches we have chosen to focus on provide a coherent sequence of actions to support all disadvantaged and vulnerable learners to succeed in all areas of the curriculum. To ensure they are effective we will:

- Provide whole school CPD and a collective approach to ensure that all can interpret key data sets and take an active role in providing support and interventions for disadvantaged students and work effectively as a team to raise expectations.
- Revisit in class subject specific teaching strategies for PP/vulnerable Student's across the curriculum
- Review curriculum planning and provision for EAL and NTE groups with a focus on literacy.
- Tutoring programme (NTP) – Brilliant Club (HA/MA) tutoring and an alternative programme with Talent Ed suitable for LA students.

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 disadvantaged pupils has been 6.5 % - 7 % lower than for non-disadvantaged pupils. 30 – 35 % of disadvantaged pupils have been 'persistently absent' compared to 10 - 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
3	Due to the diverse nature of our cohort and geographical location 20% of our DA students travel to school via school bus at a subsidised cost of £4,290 a year.
4	During the pandemic many of our DA students were unable to access enrichment and extracurricular activities which complement the broad and balanced curriculum aspiration we have for all students at Avanti Fields school. This year we aim to ensure DA students have access to a range of extracurricular and cultural capital opportunities.

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>Attainment and progress for disadvantaged pupils across the curriculum is in line or above their target grade and at KS3, with a particular focus on EBacc subjects.</p>	<p>At the end of each year cycle whole school data shows sustained progress of good / exceptional for this group of learners and attainment in line with their target grade.</p>
<p>Attainment and progress for disadvantaged pupils across the curriculum is in line or above their target grade and at the end of KS4, with a particular focus on EBacc subjects.</p>	<p>By the end of our current plan in 2024/25, in line with the national average of EBacc entry (38%), 40% of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve (based on FFT5):</p> <ul style="list-style-type: none"> • In line with their non DA peers • an average Attainment 8 score of 5.7 • an EBacc average point score of 5.8
<p>Improved literacy levels and reading among disadvantaged pupils across KS3. With a sharp focus on EAL students and those recently entering England from abroad with low levels of English</p>	<p>Data collected over time from recognised literacy programmes to include Ruth Miskin Fresh start programme track improvement and progress made amongst DA students.</p>
<p>Improve wellbeing, self-esteem and enrichment opportunities for all DA students at Avanti Fields school</p>	<p>Increased and sustained levels of wellbeing from 2024/25 evidenced by:</p> <ul style="list-style-type: none"> • Tracking and monitoring data from wellbeing welfare checks delivered by specifically appointed Pastoral inclusion officer. • qualitative data from student voice, student and parent surveys and tutor/ Heads of Year observations. • An increase in participation in enrichment activities, particularly among disadvantaged students.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This academic year 2021/22 we will appoint a literacy lead across the curriculum to devise key strategies and implement targeted interventions across the school.</p> <p>It will be led and implemented first in English to help raise attainment for EAL disadvantaged students.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1,3</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.</p> <p>To include CATs, GL and FFT.</p>	<p>Standardised tests allow reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	

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

Budgeted cost: £ 12,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Those students tutoring using NTP will be disadvantaged, including those who are high attainers.</p> <p>Differentiated tutoring in place HA and some MA students to receive tutoring from Brilliant club. LA students will access Talent Ed and EAL intervention in school</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of a Pastoral inclusion officer to work on a weekly basis with all DA students across all year groups.</p> <p>The pastoral inclusion office will work closely with Heads of Years / Tutors/ parents to monitor track and implement interventions to raise behaviour attendance figures. Research shows that these actions will</p>	<p>DFE guidance</p> <p>Pastoral care in the curriculum</p> <p>“Schools are aware that some pupils will require additional emotional and pastoral support when they return to school, so making time for pastoral care is a priority”</p>	1,3,4

directly and positively impact on the academic attainment of all DA students.		

Total budgeted cost: £ [42,409]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 show that the performance of disadvantaged pupils was:

In year 7 -The gap between the progress of DA students and others is small in maths and art with both DA and others well above school expectations. In English and science DA students are making more progress than others.

DA students in English, maths, science, Spanish and art are exceeding school expectations with 70% or more of DA making good or exceptional progress. PRE, drama, and PE have the biggest gap between DA and others.

In year 8 -The gap between the progress of DA students and others is small in Maths, Spanish and Computer Science (large gap in PRE). In English, science, history, geography, art and PE, DA students are making more progress than others, but only slightly in History as the gap is very small. DA students in English, maths, history, Spanish and art are exceeding school expectations with 70% or more of DA making good or exceptional progress.

In year 9 -The gap between the progress of DA students and others is small in maths and art with both DA and others well above school expectations. In English and science DA students are making more progress than others. DA students in English, maths, science, Spanish and art are exceeding school expectations with 70% or more of DA making good or exceptional progress. PRE, drama and PE have the biggest gap between DA and others.

Catch-up funding was carefully deployed to provide targeted interventions for any students requiring additional support in the core subjects. Students were able to access bespoke sessions during curriculum time with careful planning to ensure that learning loss is not simply transferred.

The school's remote education was integrated within the programmes of study and well designed to support the wider implementation of the school's curriculum. Through the DfE lap top provision scheme and trust wide initiative all DA students were provided with targeted IT support or attended school as part of the Key worker provision at Avanti Fields school

Quality assurance processes have shown that leaders responded rapidly to the many challenges presented by the pandemic. Initial plans for provision of remote learning were evolved over time to ensure that all groups of learners were able to access teaching through a digital platform (Google Classroom). Significant investment in staff training ensured that there was enhanced confidence in the use of screencasts and Google Classroom functionality as well as the successful implementation of research informed remote teaching and learning strategies. During lockdown periods, tutor times were held using Google Classroom. This provided students with an opportunity to raise any concerns and gain reassurance.

The school also developed with the Tri Space project launched by the Anna Freud centre for promoting positive mental health and well-being. We intend to build upon this provision by working again with Anna Freud centre and embedding and developing upon the existing programme in place.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 10% higher than their peers in year 7 and 9. Therefore, attendance is a focus of our current plan.

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

Programme	Provider
Ks3 and Ks4 English tuition HA/MA	The Brilliant club
Ks3 and Ks4 English tuition MA/LA	Talent ED

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

As part of the school's wellbeing strategy, at Avanti Fields school we work with the school support service a branch of Anna Freud and use their professional services to share parental support and guidance webinars and set up the Anna Freud Peer mentoring service

As a whole school we are using the research informed practice of Mark Finnis to implement a restorative approach to our pastoral provision at Avanti Fields school