

Pupil premium strategy statement – Avanti Fields School

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Pupil data
School name	Avanti Fields School
Number of pupils in school	944
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 (Y2)
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Vanessa Bardsley
Pupil premium lead	Laura Bigginton
Governor / Trustee lead	Pete Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,074
Recovery premium funding allocation this academic year	£12,636
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	£84,710

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 to 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 10 and 11 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 disadvantaged 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 and Maths intervention in response to the high proportion of EAL students attending Avanti Fields School. This support will be achieved through the National Tutoring Programme to accelerate the progress and attainment 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 disadvantaged 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 disadvantaged 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 students across the curriculum
- Review curriculum planning and provision for EAL and NTE groups with a focus on literacy.
- Tutoring programme (NTP) – Brilliant Club tutoring and Talent Ed for English and Maths targeted tuition.

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 not have the financial resources to support and access enrichment and additional study (e.g. trips, study guides) which complement the broad and balanced curriculum aspiration we have for all students at Avanti Fields School. This year we aim to ensure disadvantaged 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
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.	At the end of each year cycle whole school Pupil data shows sustained progress of good / exceptional for this group of learners and attainment in line with their target grade.
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>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 pupil premium peers • An average Attainment 8 score of 5.7 • An EBacc average point score of 5.8
Improved literacy levels and reading among disadvantaged pupils across KS3/4. With a sharp focus on EAL students and those recently entering England from abroad with low levels of English	Data collected over time from recognised literacy programmes to include Ruth Miskin Fresh Start programme track improvement and progress made amongst pupil premium students.
Pupil premium attendance will be in line with non-pupil premium students.	<p>Increased and sustained attendance for pupil premium students by:</p> <ul style="list-style-type: none"> • Absence followed up by Pastoral Inclusion Officer and Attendance Team to increase attendance and reduce persistence absence • Preventative programme for students with higher levels of absence
Pupil premium students behaviour logs and will account for proportional amount of internal exclusions and fixed term suspensions.	<p>Reduced and improved behaviour logs for pupil premium students by:</p> <ul style="list-style-type: none"> • Bespoke Preventative behaviour programme will be embedded for students at risk of suspensions • Additional Pastoral Support Officer to increase capacity and embedded support with home-school engagement and student mentoring.
Improve wellbeing, self-esteem and enrichment opportunities for all disadvantaged students at Avanti Fields school	<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.

	<ul style="list-style-type: none"> • 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.
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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 2022/23, 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>	1,3
<p>High Quality Teaching and Learning bespoke CPD for teaching staff including CPD on PP / SEND and reasonable adjustments</p>	<p>Supporting continuous and sustained professional development on evidence-based classroom approaches is important to develop the practice of teachers in your setting.</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding,</p>	1, 3

	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>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 receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4

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

Budgeted cost: £ 24,500

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</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

access Talent Ed and EAL intervention in school		
Curriculum based interventions and financial support for specific learning resources	<p>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. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p>	1, 2, 4
Preventative Behaviour programme	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Peer tutoring includes a range of approaches in which pupils work in small groups to provide each other with explicit teaching support. Intensive individual support, either one to one or as a small group, can support student learning.</p>	2, 3

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

Budgeted cost: £39,410

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 disadvantaged students across all year groups. The Pastoral Inclusion officer 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 directly and positively impact on the academic</p>	<p>DFE guidance - 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>	1,2,3

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.</p> <p>Supporting resources: • The EEF Toolkit has a strand on arts participation.</p> <p>University of Northampton research increase cultural capital and engagement</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p> <p>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 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 2021 to 2022 academic year.

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 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.

Our assessment of the reasons for these outcomes points primarily to COVID-19 and post-COVID absence impact, which disrupted all of our subject areas to varying degrees. As evidence in schools across the country, despite provisions in place as above, partial closures as well as staff and student absences were most detrimental to our disadvantaged pupil, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. In addition, we had a large number of students (77 – 51 of these are Pupil Premium) join the School during the academic year, many of whom had not been in education since pre-COVID or were new to England, this included (22 - 11 of these are Pupil Premium) students into KS4.

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.

Although, overall attendance in 2021/22 remained lower than pre-COVID, pupil premium students at Avanti Fields School had above national average attendance levels. However, their levels of attendance remained below those of non-pupil premium students, therefore this will remain a key focus moving forward.

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	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:

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

We also allocate a small amount throughout the year on subject specific interventions. Departments can request funding but must show the rationale and evidence base for the funding request. Previous requests have including extra-curricular opportunities such as Robotics Club, access to subject specific GCSE texts. Pupil premium funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources. We also set aside part of the Pupil premium funding to subsidise uniform costs that all Pupil premium families can access.