

**2019 to 2020**



# **Pupil Premium Grant Expenditure Report**

**Avanti Gardens School, Bristol**

<b>Steiner Academy Bristol Pupil Premium Profile 2019-2020</b>	
<b>Total number of pupils in the school:</b>	332
<b>Number of PP eligible pupils:</b>	110 (likely to decrease by January 2020 census)
<b>Percentage of whole school total:</b>	33%
<b>Total Pupil Premium budget:</b>	<b>From November to March 2019 Avanti takeover: 54,519</b>
<b>Total Pupil Premium planned expenditure:</b>	<b>Portion from April to August: 33,973</b>
	<b>In total: 88,492</b>

### **Focus of Funding allocated 2019-2020**

The aim of our Pupil Premium (PP) funding is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies, and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. These include headline measures (for example national trend shows a 33% gap in attainment between Pupil premium and non-pupil premium pupils) as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

Leaders have taken time to identify the barriers to the attainment and progress of disadvantaged students and will seek to address them in the following ways:

- **Teaching and learning** – The academy has introduced a developmental teaching programme, where teachers will focus on developing their teaching to support the attainment and progress of all students, including disadvantaged. Investment in developing teachers as coaches and a CPD programme which is centred around closing the gaps in teacher’s pedagogy and practice.
- **Culture and engagement**– Students whose behaviour is a barrier to learning will be supported by Phase leaders and class teachers. This team will work closely with all parents and engage them as partners in their child’s education.

- **Attendance** – the overall attendance including attendance of disadvantaged students is low in comparison to the national average. Students who are absent are not catching up with the work they have missed and are falling further behind.
- **Transition & Aspirations** – Support with transition into school to remove barriers to learning for the day. Aspirational projects and activities provided for PP students to improve motivation in school.
- **Interventions** – in order to support all students, including disadvantaged students, a large investment is placed upon supporting students with 1-1, small group literacy and numeracy sessions so they can effectively access the learning in the classroom. Also supporting students whose social and emotional well-being is a barrier to learning is extremely important.

## 2019-20 year's Report: Overview of expenditure and outcomes

Nature of School Actions Support	How is it linked with pupil access to school curriculum and learning to raise achievement?	How much was spent?	Impact on pupils: What are the outcomes for pupils?	Reasons why have we chosen the support actions/activities?
<b>Breakfast Club</b> <b>CLF Food Box Scheme during Lockdown</b>	All children able to have a nutritious breakfast and transition support for a healthy mind and happy start to the school day.	<b>£1,395</b> – 5% of HLTA Resources - <b>£149</b>	Attendance in line with all school pupils. Children reach targets in reading, writing and mathematics.	Children are alert and have the energy to participate, learn and enjoy school. Families feel supported by the school community during difficult times. Partnership with school strengthened.
<b>Music Lessons/enrichment</b>	Children provided with opportunities to access the wider curriculum in the form of 1:1 peripatetic lessons.	£512.50	Development of cultural capital and rich experiences. Children are engaged with the wider curriculum developing social skills relating to performance, oracy and resilience developed and linked to meaningful outcomes (performances etc.).	Lack of historical opportunities for pupils to experience and take advantage of extra-curricular music provision. Children's interests and passion for learning, collaboration and performing sustained and embedded.
<b>Community craft workshop and breakfast for PP families.</b>	Pupils will be given the opportunity to attend workshop and have the chance to learn and succeed alongside parents.	<b>£258</b> staffing cost <b>£193.71</b> resourcing <b>£47</b> refreshment and breakfast for parents		Raised self-esteem and enjoyment of school. Learn new skills and social interaction. Partnership with school strengthened.
<b>Trips</b> <i>Covid affected planned residential for Year 6.</i>	Ensure that all children can attend visits not usually covered within the curriculum, to enrich learning and life experiences.	London trip - <b>£92</b>	All KS3 FSM children attended the London Art Trips. Great personal and social development.	Experience of the wider world and life opportunities, learning and enterprise.
Thrive - Support groups	Identifying and improving the emotional and social barriers to students' engagement in the classroom and with peers.	100% contribution @ <b>£30,984</b>	Thrive will enable students to overcome social and emotional barriers to their engagement with learning and build positive relationships with others.	Whole school approach to Thrive to support development of behaviour for learning across the school.  <b>Sutton Trust: Behaviour Interventions + 4 months</b>

<b>Educational Resources: Books PIXL membership</b>	Children provided with a strengthened curriculum offer – accessing high-quality resources both within the classroom and via online platforms.	<b>Cost of books £14,200</b>	An enriching and exciting curriculum offer has started to be cultivated and designed. Pupils are provided with the tools to access learning via a variety of learning platforms.	Identification of the need to ensure the curriculum offer matches the diverse needs of our pupils.
<b>Teaching Assistants</b>	Children without backing/support at home are able to make the most of time in school and progress. To provide ancillary support in class for those that are falling behind.	70% contribution @ - <b>£23,267</b>	Challenging targets achieved by majority of children. Children know basic Maths skills for other areas. Positive attitudes promoted and encouraged.	Children make at least expected progress. Difference between Pupil Premium children and other diminished.
<b>Leadership support role – PP Lead</b>	To ensure a specific member of SLT is able to monitor and support children and families through potentially difficult times as required. Provide the support to cater for their different needs.	20% contribution - <b>£12,626</b>	Behaviour in the school well monitored and improvements put in place. Children in need of 1:1 reading, support and challenge targeted. Positive attitudes promoted and encouraged in line with schools behavior for learning approach.	Any issues picked up early, rectified and home/school links highly effective. The gap diminished between non-Pupil Premium children and self, with specific support to address their needs. KS2 Ssts Results evidencing diminishing gap between PP and Non PP pupils.
<b>Counselling/Therapy Support</b>	To ensure children who require additional support to ensure their SEMH needs are met and their personal and academic development is supported.	<b>£4248.00</b>	Children have been provided with additional support to ensure their SEMH needs are considered and met – enabling children to develop both academically and personally.	Children have been provided with on-going support to ensure their concerns and needs are considered and recognized with support being put in place to ensure they maximized their potential both academically and personally.  <b>Sutton Trust: Social and emotional learning +4 months</b>
<b>Total Expenditure</b>		<b>£87,972.21</b>		

## Strategic Plan for the Year ahead 2020-21: Overview and Planned expenditure and expected outcomes

<b>Avanti Gardens Bristol Pupil Premium Profile 2020-2021</b>	
<b>Total number of pupils in the school:</b>	As of January update - 128
<b>Number of PP eligible pupils:</b>	25
<b>Percentage of whole school total:</b>	20%
<b>Total Pupil Premium budget:</b>	<b>Primary figure - £33,625</b>

Nature of School Actions Support	How will it link with pupil access to school curriculum and learning to raise achievement?	How much will be spent?	Impact on pupils: What will be the outcomes for pupils?	Reasons why we have chosen the support actions/activities?
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<b>Teaching Assistants (HLTA)</b>	Children without backing/support at home are able to make the most of time in school and make progress in line with their starting points / needs. To provide ancillary support in class for those that are falling behind.	<b>75% of HLTA £16,310</b>	Challenging targets achieved by majority of children. Children know basic Maths skills for other areas. Positive attitudes promoted and encouraged.	Children make at least expected progress. Difference between Pupil Premium children and other diminished. Quality first teaching with teacher/HLTA clarity and in the moment / quality feedback can have the biggest impact.
<b>Mathematical Resources</b>	Practical resources sourced to support the teaching of Mathematics. Each classroom has a range of manipulatives and resources that will enhance the teaching and learning in this area.	<b>Practical resources to support Maths teaching £5000</b>	Children to use practical resources to support and consolidate learning within the classroom. Closing gaps in Maths. Developing fluency and confidence.	A previous lack of quality mathematics resources. New resources will promote confidence and independence in the classroom. Manipulatives will provide a visual representation that may benefit some children.
<b>Counselling: Leading Lights</b>	To ensure children who require additional support to ensure their Social, Emotional and Mental Health needs are met and their personal and academic development is fully supported.	<b>Leading Lights £7200</b>	Individual counselling sessions for children where they become the best possible versions of themselves both academically and emotionally, through a holistic and integrated approach to education and wellbeing.	Children have been provided with on-going support to ensure their concerns and needs are considered and recognized with support being put in place to ensure they maximised their potential both academically and personally.  Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.
<b>Thrive Therapy Support &amp; Resources</b>		<b>Thrive training and Resources £4500</b>	Thrive helps to develop resilience in young people. Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.	
<b>Educational trips / opportunities</b>	Where appropriate throughout the remainder of this academic year, PP children will be prioritised for cultural and external events & opportunities. This will be dependent on COVID restrictions.	<b>£600</b>	Educational opportunities such as visitors to school or music lessons, will be beneficial to all children and all children with PP should get these opportunities wherever possible. This will develop self-confidence, motivation and wellbeing.	Visitors, external visits and cultural opportunities may occur as COVID restrictions are lifted throughout the summer terms. We went to ensure that our children have access to these events as a matter of priority.

Total Expenditure		£33,610		
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