Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Gardens School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ashley Milum
Pupil premium lead	Rhiannon Kitchen
Governor / Trustee lead	Carolyn Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£5,365
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	£55,130

Part A: Pupil premium strategy plan

Statement of intent

At Avanti Gardens School, our approach to supporting those pupils in receipt of pupil premium centres around three principles of support:

- **Excellent teaching for all pupils**
- **Wider Strategies to support**
- **Targeted academic support**

- Our approach to support all disadvantage pupils centres around two key principles.

- **Excellence** - In terms of providing an outstanding support package for all pupils regard- less of prior attainment or current performance.

- **Equity** - In terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their peers.

his strategy serves as the roadmap to achieving these aims and for supporting all pupils in receipt of pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	**Lack of historic exposure to the national curriculum (**Avanti Gardens School and the majority of the current cohort attended the now closed Steiner Academy Bristol wherein there was no formal teaching until the age of 7 and no evidence of coherent or challenging curriculum in place)
2	**Lost Learning time due to Covid-19** and its wider implications on schooling.
3	**Reading Proficiency** - Disadvantaged pupils are less likely to access books and read regularly. Levels of reading are below the national average and not in line with non-PP peers.
4	**Gaps in mathematical understanding** – Due to previous varying teaching proficiency levels and the lack of historic input and Covid 19, some pupils have significant gaps in their learning.
5	**Parental Engagement** – Where not evident, this hinders the ability of the school to support the pupil's continued learning at home.
6	**Poor attendance –** At AGS disadvantaged pupils attend school less regularly than non- disadvantaged pupils with a higher proportion of persistent absentees.

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
Quality of education and the standard of teaching supports all learners and ensures accelerated progress for Disadvantaged pupils.	• Staff shall complete a CPD programme delivered by Ambition Institute and the Avanti Trust. This shall ensure all staff have up to date and relevant training in the most effective methods of teaching and learning. • Staff as a result of above shall feel empowered to use evidence informed ideas to improve their practice. • Learning walks evidence how teachers model learning appropriately, challenging all learners and offering targeted support. • Attainment data shows that disadvantaged pupils is in line for Reading, Writing and Mathematics.
Disadvantaged pupils read regularly to an adult and develop their fluency skills to aid comprehension. Disadvantaged pupils attain as well as their non-disadvantaged peers in phonics and reading.	• Disadvantaged children in KS1 who are falling behind in phonics will receive additional phonics intervention and additional reading fluency support at least 3x per week. • Disadvantaged children in KS2 who are falling behind in reading will receive additional 1:1 reading support at least 3x per week. • Staff planning in all subject areas is underpinned by high-level vocabulary choices. • The teaching of phonics and whole class reading is of a high standard across the school. • All pupils have access to high – quality and age-appropriate texts.
Disadvantaged Pupils attainment and progress in mathematics is in line with the national average.	• Staff work with ARK Mathematics Mastery to develop Teaching for Mastery across all year groups. • Pupil book looks and lesson observations show a clear progression in mathematical thinking with opportunities to deepen understanding. • Teachers have enhanced mathematical subject knowledge.

	• Resources used to support learning are of a consistently high quality.
All Disadvantaged Pupils are supported both academically and pastorally to be successful and achieve their potential.	• Disadvantaged Pupils are mentored by targeted staff members and are supported through meetings and 1:1 support. • Staff have an enhanced and clear understanding of each pupil and are well-equipped to support.
Parental Engagement supports the school's aims in providing excellence and equity for all Disadvantaged Pupils.	• All parents engage with and contribute to the school's aims and priorities. • Parents and carers support pupil's home-learning. • Parents and carers are present at formal meetings to discuss progress for their child.
Disadvantaged pupils attend school as regularly as their non-disadvantaged peers and broken weeks have reduced.	• Disadvantaged pupils' attendance is in line with the national average for all pupils, currently 96%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme for staff – work with Ambition Institute to ensure all relevant staff have training to improve QFT	EEF research illustrates the benefits to all pupils, including those in receipt of pupil premium for the development of quality first teaching and the impact this has on pupil outcomes. *Example evidence:* Effective feedback: **+ 6months** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4
Work with ARK Maths Mastery to embed teaching for Mastery across the year groups	The Ark Mathematics Mastery programme is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts. *Example evidence:* Mastery Teaching approach: **+ 5months** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 4
Continue work with RWI Phonics trainer to improve consistency of approach across the school	High quality phonics provision: **+ 5months** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **1-1 tuition approach** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3

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

Budgeted cost: £30,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 small group tuition Children have been identified for small group interventions around literacy and numeracy. One full time Covid-19 Catch up intervention teacher has been hired on a year's contract to support the interventions. This teacher is working in conjunction with the class teachers to identify gaps in learning and plan interventions accordingly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF research relating to the impact of targeted academic support and the effective use of TA's and HLTA's to support pupil progress and attainment.	1, 2, 3, 4
1-1 intervention programmes and ICT resourcing A range of interventions and targeted learning has	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF research relating to the impact of targeted academic support and the effective use of TA's and HLTA's to support pupil progress and attainment.	1, 2, 3, 4

been developed by the catch-up HLTA. The HLTA will also have access to resources such as Sentence Adventure Writing, Nessy reading and spelling, BRP At Primary.		

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

Budgeted cost: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead to provide small group support for all Thrive students	Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non- academic factors, including improving attendance, behaviour and social and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 5 & 6
Morning breakfast Club provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 & 6

Specialist Music tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5 & 6
Attendance administrator	Attendance administrator closely monitors and analyses PP attendance data, to identify patterns and children who are struggling that may need additional support. Families are supported to improve attendance via a range of strategies (comms, meetings with teachers and SLT) Pastoral Lead to support morning drop off, wellbeing activities that promote good attendance. Built strong rapport with children and liaise with those harder to reach families.	5 & 6

Total budgeted cost: £55,000.00

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.

Review: last year's aims and outcomes

Aim	Outcome
Development of high-quality educational resources	Through the purchase of hard and online resources, our curriculum offer has supported pupil accessing a diverse and rich learning experience. Additional resources to support the development of specific subject areas and the learning environment have also supported all pupils, including those with additional needs.
To provide emotional/wellbeing support to disadvantaged pupils	Staff identified PP pupils who would benefit from 1-1 therapy sessions with Leading Lights – all sessions were highly praised by pupils and improved attendance as mentoring was offered on Monday mornings. Thrive room set up and whole school Mood Monster check in has enabled a consistent approach to help develop resilience in our children. For 2021-22, our approach now includes the specific designation of a learning mentor who work 1:1 with pupils on emotional wellbeing.
Enrichment	Although hindered and constrained by the necessary Covid-19 restrictions, we have been able to expand our enrichment offer, expanding our provision to include wraparound morning care, breakfast club, peripatetic lessons for music and a wide-range of after-school clubs. For 2021-22, our PP children will have end of year trips paid for.

Pupil premium Attainment: Autumn 2020 – Summer 2021

End of year assessment data - EYFS

Context	Reading	Writing	Maths
No in class: 22 PP – 3 (14%)			

Group	1	2	3	2+
Whole Class	27% (6)	50% (11)	23% (5)	73% (16)
PP	67% (2)	33% (1)	0% (0)	33% (1)
Non- PP	21% (4)	53% (10)	26% (5)	79% (15)

Group	1	2	3	2+
Whole Class	39% (7)	68% (15)	0% (0)	68% (15)
PP	67% (2)	33% (1)	0% (0)	33% (1)
Non- PP	26% (5)	74% (14)	0% (0)	74% (14)

Group	1	2	3	2+
Whole Class	9% (2)	64% (14)	23% (5)	86% (19)
PP	33% (1)	67% (2)	0% (0)	67% (2)
Non- PP	11% (2)	63% (12)	26% (5)	89% (17)

Context	Health and Self care	Self Confidence and Self Awareness	Being Imaginative
No in class: 22 PP – 3 (14%)	**End of year data:**	**End of year data:**	**End of year data:**

Group	1	2	3	2+
Whole Class	9% (2)	36% (8)	55% (12)	91% (20)
PP	33% (1)	33% (1)	33% (1)	67% (2)
Non- PP	5% (1)	32% (6)	58% (11)	89% (17)

Group	1	2	3	2+
Whole Class	9% (2)	77% (17)	14% (3)	91% (20)
PP	33% (1)	67% (2)	0% (0)	67% (2)
Non- PP	5% (1)	79% (15)	16% (3)	95% (18)

Group	1	2	3	2+
Whole Class	0% (0)	77% (17)	23% (5)	100% (22)
PP	0% (0)	100% (3)	0% (0)	100% (3)
Non- PP	0% (0)	74% (14)	26% (5)	10% (19)

Autumn to end of year assessment data – Year 1

Context	Reading	Writing	Maths
Autumn 2020 context: **16 Pupils** PP – 3 pupils **End of year context:** **17 Pupils** PP – 4 pupils	**Autumn 2020 data:**	**Autumn 2020 data:**	**Autumn 2020 data:**

Group	GDS	EXP+
Whole Class	0%	0%
PP	0%	0%

Group	GDS	EXP+
Whole Class	0%	0%
PP	0%	0%

Group	GDS	EXP+
Whole Class	0%	18.8%
PP	0%	0%

End of year data:

Group	GDS	EXP+
Whole Class	12%	65%
PP	0%	50%
Non-PP	15%	69%

End of year data:

Group	GDS	EXP+
Whole Class	6%	35%
PP	0%	25%
Non-PP	8%	38%

End of year data:

Group	GDS	EXP+
Whole Class	12%	71%
PP	0%	50%
Non-PP	15%	77%

Autumn to end of year assessment data – Year 2

Context	Reading	Writing	Maths
Autumn 2020 context: 20 Pupils PP - 2 pupils End of Year context: 17 Pupils PP - 2 pupils	**Autumn 2020 data:**	**Autumn 2020 data:**	**Autumn 2020 data:**

Group	GDS	EXP+
Whole Class	40%	50%
PP	0%	50%

Group	GDS	EXP+
Whole Class	5%	40%
PP	0%	50%

Group	GDS	EXP+
Whole Class	0%	5%
PP	0%	0%

End of year data:

Group	GDS	EXP+
Whole Class	6% (1)	82% (14)
PP	0% (0)	100% (2)
Non-PP	7% (1)	80% (12)

End of year data:

Group	GDS	EXP+
Whole Class	0% (0)	35% (6)
PP	0% (0)	50% (1)
Non - PP	0% (0)	33% (5)

End of year data:

Group	GDS	EXP+
Whole Class	0% (0)	35% (6)
PP	0% (0)	0% (0)
Non-PP	0% (0)	40% (6)

Autumn to end of year assessment data – Year 3

Context	Reading	Writing	Maths
End of year context: 25 Pupils PP – 8 pupils	**Autumn 2020:** Group / GDS / EXP+ Whole Class: 0% / 28% PP: 0% / 12.5%	**Autumn 2020:** Group / GDS / EXP+ Whole Class: 0% / 0% PP: 0% / 0%	**Autumn 2020:** Group / GDS / EXP+ Whole Class: 0% / 12% PP: 0% / 12.5%
End of year context: 23 Pupils PP – 7 pupils	**End of year data:** Group / GDS / EXP+ Whole Class: 13% / 65% PP: 14% / 71% Non-PP: 12% / 62%	**End of year data:** Group / GDS / EXP+ Whole Class: 4% / 39% PP: 0% / 57% Non-PP: 6% / 31%	**End of year data:** Group / GDS / EXP+ Whole Class: 4% / 61% PP: 0% / 43% Non-PP: 6% / 69%

Autumn to end of year assessment data – Year 4

Context	Reading	Writing	Maths
Autumn 2020 context: 21 pupils PP – 2 pupils	**Autumn 2020:** Group / GDS / EXP+ Whole Class: 4.8% / 19.1% PP: 0% / 0%	**Autumn 2020:** Group / GDS / EXP+ Whole Class: 0% / 0% PP: 0% / 0%	**Autumn 2020:** Group / GDS / EXP+ Whole Class: 4.8% / 14.3% PP: 0% / 0%
End of year context: 21 Pupils PP – 2	**End of year data:** Group / GDS / EXP+ Whole Class: 0% / 57% PP: 0% / 0% Non-PP: 0% / 63%	**End of year data:** Group / GDS / EXP+ Whole Class: 0% / 10% PP: 0% / 0% Non-PP: 0% / 10%	**End of year data:** Group / GDS / EXP+ Whole Class: 0% / 48% PP: 0% / 0% Non-PP: 0% / 53%

Autumn to end of year assessment data – Year 5

Context	Reading	Writing	Maths
Autumn 2020 context: 9 Pupils PP – 3	**Autumn 2020:** Group / GDS / EXP+ Whole Class / 22.2% / 22.2% PP / 0% / 0%	**Autumn 2020:** Group / GDS / EXP+ Whole Class / 0% / 11.1% PP / 0% / 0%	**Autumn 2020:** Group / GDS / EXP+ Whole Class / 0% / 0% PP / 0% / 0%
End of Year context: 9 Pupils PP – 3	**End of year data:** Group / GDS / EXP+ Whole Class / 11% / 55% PP / 0% / 66% Non-PP / 17% / 50%	**End of year data:** Group / GDS / EXP+ Whole Class / 0% / 0% PP / 0% / 0% Non-PP / 0% / 0%	**End of year data:** Group / GDS / EXP+ Whole Class / 0% / 11% PP / 0% / 0% Non-PP / 0% / 17%

Autumn to end of year assessment data – Year 6

Context	Reading	Writing	Maths
15 pupils PP – 4 pupils	**Autumn 2020:** Group / GDS / EXP+ Whole Class / 28.6% / 42.9% PP / 25% / 25%	**Autumn 2020:** Group / GDS / EXP+ Whole Class / 0% / 7.1% PP / 0% / 0%	**Autumn 2020:** Group / GDS / EXP+ Whole Class / 21.4% / 28.6% PP / 50% / 50%
15 Pupils PP – 3 pupils	**End of year data:** Group / GDS / EXP+ Whole Class / 7% / 73% PP / 0% / 67% Non-PP / 8% / 75%	**End of year data:** Group / GDS / EXP+ Whole Class / 0% / 53% PP / 0% / 33% Non-PP / 0% / 58%	**End of year data:** Group / GDS / EXP+ Whole Class / 7% / 60% PP / 0% / 67% Non-PP / 8% / 58%

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
Mathematics Mastery	ARK
Ambition Institute CPD Strand	Ambition Institute