

Pupil premium strategy statement

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	Data
School name	Avanti Gardens School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	37 pupils – 17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Travis
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	£ not known yet
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	£

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

At Avanti Gardens School, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

All students will develop a greater awareness of their learning and their personal strengths and weaknesses. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning, to the point where it is habitual.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence: At present our attendance gap for our Pupil Premium pupils is 6.06%. Many are at risk of falling into the 'persistent absenteeism' category.
2	Literacy - vocabulary deficit and reading Our assessments and observations show that our Pupil premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.
3	Lower self-regulation skills Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation - this provides a challenge when it comes to planning, monitoring and evaluating their learning.

4	<p>Gaps in maths – In Reception, 50% of the disadvantaged pupils met the expected standard in number whereas, 93% met the standard in non-disadvantaged in 2022.</p> <p>In KS1, 37% of PP eligible met ARE whereas, 79% of non-PP met ARE. In KS2 23% of PP eligible met ARE whereas, 47% of non-PP met ARE.</p>
5	<p>Wellbeing/emotional and self-confidence issues</p> <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>
6	<p>Lower cultural capital</p> <p>Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.</p>

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
Higher attendance for all our disadvantaged students	94% + attendance
<p>Improve overall attainment for core subjects</p> <ul style="list-style-type: none"> - Improved maths attainment for disadvantaged pupils at the end of KS2. 	<p>Achieve national average for attainment of all pupils nationally.</p> <ul style="list-style-type: none"> • Improved maths attainment for disadvantaged pupils at the end of KS2. KS2 maths outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard is in line with national figures.
Improve the vocabulary deficit and reading comprehension	<p>Observations, diagnostic analysis and student attainment will show that:</p> <ul style="list-style-type: none"> • Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas. • Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. • All students will be able to access ideas and knowledge beyond their starting points

<p>Improve the self -regulation skills of our disadvantaged pupils.</p>	<p>Observations and student attainment will show that:</p> <ul style="list-style-type: none"> • All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. • Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects. • They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.
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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: £4,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Avanti Trust CPD package Closing the Gap PP pathway	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. <i>Example evidence:</i> Effective feedback: + 6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4
Training for all teaching assistants in effective use of additional adults in the classroom.	EEF Teaching and Learning toolkit effectiveness https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 3, 4

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

Budgeted cost: £17,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
£2250 RWI Phonics support – specialist coach to ensure high quality	High quality phonics provision: + 5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 1-1 tuition approach	2, 3, 6

Fresh Start CPD for delivery of robust KS2 reading intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
<p>£10,679</p> <p>Delivery of small group interventions by the Teaching Assistant based on gaps analysis from diagnostic assessments</p> <p>Interventions on sentence structures (CUSP), early reading, spelling and phonics (Nessy) and maths fluency (Ark Maths meetings, Times Table Rockstars).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>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.</p>	2, 3, 4, 5,
Work with ARK Maths Mastery to embed teaching for Mastery across the year groups	<p>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.</p> <p><i>Example evidence:</i></p> <p>Mastery Teaching approach: + 5months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4

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

Budgeted cost: **£28,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enrichment Pots £3,700 (37x£100)</p>	<p>Providing pupils and parents with a bespoke enrichment pot, allows them to have some ownership over how the funding for their child is spent. They can decide how to spend the money to support their child's individual needs. This may be to attend alternative clubs, to support with the cost for school trips or to purchase school uniform. Feedback from parents has been positive and they have appreciated the financial assistance so that our disadvantaged pupils are able to have the same opportunities as their peers.</p>	<p>4, 5</p>
<p>Trip Subsidy £5,550 (37 x £150 per family)</p>	<p>Providing disadvantaged families with financial support in order for pupils to engage with enrichment, team-building and collaborative opportunities such as Year 6 camp has been proven as a successful strategy. It has allowed the children to access activities along with their peers that might not have been able to happen without financial support. Feedback from pupils, parents and staff about the year 6 camp has shown to be beneficial for supporting children's SEMH needs and has helped to prepare them for the transition to secondary schools.</p>	<p>4, 5</p>
<p>Breakfast Club £3,500 (5 days per week)</p> <p>Recognised by the EEF as an effective strategy to increase progress and attainment.</p>	<p>Providing a morning Breakfast Club (5 days a week) provides our disadvantaged pupils with a nurture opportunity and a 'soft' entry to school. Taking time to develop social skills with other children, having a healthy breakfast and the chance to prepare for the day, works to build up confidence and resilience. Previous experience of this in school had overwhelmingly positive feedback from pupils, parents and staff. Children were more settled and ready for learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 4</p>
<p>Attendance support EWO package</p> <p>£12,550</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>1, 4</p>
<p>Contributing towards music lessons and after-school</p>	<p>EEF tiered model and menu of choices.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 5, 6</p>

extracurricular activities.		
Contributing towards uniform expenses.		

Total budgeted cost: £49, 765

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish this data due to the effects of COVID-19 for this academic year; COVID-19 has had a significant impact on the education system so because of this it is more difficult to interpret these results on their own. Due to the historical nature of the school – this is a new school and therefore we have no prior data or historical data – this also makes analysis more complicated.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations, the data trends in every class show that Non-PP are performing higher than PP eligible pupils.

Our analysis suggests that the reason for this is primarily the historical nature of the school – most of the children sitting the assessments lacked exposure to the National Curriculum until the Avanti Trust took over the now closed Steiner School in 2019 and were then met with the challenges that COVID-19 brought on. This has led to significant gaps in children's knowledge and understanding with little time to close these before the first formal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is high. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Teaching

The investment in improving teaching and learning from the Ambition Institute took a turn in the middle of the year when the school turned its attention to more pressing in house CPD. A new foundation curriculum was purchased (Curriculum Maestro) and teacher's workload was reduced giving a greater time for the focus of high-quality planning to be on the core subjects. With a change in leadership, there is still work to be done for there to be a shared understanding and language around what effective, quality first teaching looks like.

A new early reading lead has had a positive impact on the phonics screening results in KS1 with a 96% pass rate in June 2022. This is promising data and signifies that with robust phonics teaching all children have a better chance at success.

We have identified that Ark Maths needs further implementation and have commissioned an external deep dive in Maths for the Autumn term in order to develop the approach into 22-23. The mastery approach gives all children the opportunity to achieve success, and that is why we believe with further work it will help disadvantaged children to make significant progress in their Maths. The new Assistant Principal now takes ownership of the Maths curriculum and will continue to drive improvement across the school through ARK specific CPD that will work on closing gaps and deepening conceptual understanding in Maths.

A new resource has been put in place since September 2022 (CUSP Unity Schools) to teach the National Curriculum. This will provide quality, ambitious resources, including a rich literature spine, to support the learning of all children.

Targeted support

Small group and 1:1 tuition proves to be successful when implemented carefully and focussed on the specific gaps of our children. Newly appointed phase leaders are working alongside the senior leadership team and class teachers to ensure that additional adults are used effectively. Changes in leadership, support staff and staff absence have impacted the effectiveness of interventions and therefore targeted academic support remains a key part of our strategy.

Wider strategies

Absence among disadvantaged pupils was 4.55% higher than their peers in 2021/22 and Persistent absence for all children in 2021/22, not including covid related absences, was high – 27.59%. We recognise, the continued need for strategies to be in place to address absenteeism and why raising attendance for all children is still a focus of our current plan.

We plan to address parents' misconceptions around attendance including how important social time and interactions are at this stage of development. We will provide accurate information about how their child is attending in comparison to their peers.

Our Thrive trained Pastoral Lead was intended to support **all** disadvantaged pupils academically and pastorally to be successful and achieve their potential. However, due to capacity and time, there was little, measurable impact. Reflecting on this, we have chosen to focus only on SEND disadvantaged children to be supported closely by our Thrive practitioner with a view to train up another HLTA in the coming year.

Our strategy to provide disadvantaged pupils with enrichment opportunities has proved successful with the range of enrichment offers rapidly expanded since the necessary constraints brought on by COVID-19. We will continue to offer subsidised access for those that are eligible to close this gap.

Our analysis means that we are not at present on course to achieve the outcomes that we set out to achieve in our 2021/2022 strategy and so have reviewed our plan. We have made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Further information (optional)

In planning our new pupil premium strategy for 2022/2023, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. The Assistant Principal, leading on pupil premium, has attended professional development with the advisor for improving outcomes for disadvantaged pupils for the Unity Schools Partnership, Marc Rowland, which has enabled us to put in place a more effective strategy for the coming years.

We have used the advice from the review, the work with Marc Rowland and the research provided from the EEF to help us to design an implementation strategy which will have the most impact on our pupils.

We will continue to use the EEFs implementation guidance to support us to evaluate the approach and adjust our plan to secure better outcomes for all our pupils.