

## Pupil premium strategy statement

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 Hall School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Phil Arnold
Pupil premium lead	Nicola Rogers and Roy Evans
Governor / Trustee lead	Carolyn Dickinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Primary – 34 pupils = £45,730 Secondary – 62 pupils = £59,210  Total = £104,940
Recovery premium funding allocation this academic year	£ 9643
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> 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

When developing our curriculum across both primary and secondary phases, we want to ensure that every child can access their full potential and be the best versions of themselves. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. It is our intention to ensure that our strategy enables all learners to feel confident in their learning and overcome any barriers they face, ensuring they are able to access a stimulating, broad and balanced curriculum which ensures they have every opportunity to succeed.

Avanti Hall School does not serve a local catchment area, with some families travelling a distance to attend the school. This should not be a barrier to the most disadvantaged and the school will support those families in ensuring that pupils can get to school prepared and ready to engage in their academic learning.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in Key Stage 1 and 2 tests, and for secondary pupils to be reaching aspirational targets based on FFT 20 scores.

To ensure these objectives can be met, the school will include, but is not limited to:

- Recruiting an intervention teacher within the primary phase to ensure that gaps in learning for disadvantaged pupils can be supported.
- Developing plans for lesson delivery to ensure teachers can use quality first teaching to ensure the most vulnerable are strategically seated to enable them to receive feedback first.
- Mentoring from teachers and teaching assistants.
- Bespoke careers advice and guidance.
- Enhanced transition for disadvantaged pupils entering in reception and for pupils moving from primary to secondary provision.
- Financial support to allow disadvantaged pupils to access educational visits and residential.
- Support with funding for individual music or LAMDA lessons.
- Support for families in purchasing and accessing the correct uniform.
- Additional teaching and learning opportunities to ensure core skills are embedded to help unlock the wider curriculum.

The key principles that underpin our strategy are:

- To develop excellent teaching for all pupils

- To ensure that wider strategies to support pupils are mapped effectively to ensure all children can achieve their maximum potential.
- Targeted academic support where needed for the most vulnerable.

## Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Gaps in writing proficiency due to lost learning and lack of exposure to the national curriculum disadvantage progress for the most vulnerable.
2 Outcomes	Poor levels of reading ability amongst the most vulnerable can pose a problem for pupils in accessing the full curriculum.
3 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
4 Pastoral	Not all pupils in receipt of the funding have access to higher and further education material outside of school.
5 Behaviour and attitudes	Poor attendance and punctuality affect pupils' attitude to learning and disrupts learning across the curriculum.

## 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
To continue to develop the curriculum to ensure that all children and their families can access the materials needed to ensure progress.	<ul style="list-style-type: none"> <li>• Each subject to have a clearly identified progress map from Reception to Year 11.</li> <li>• Attendance at parents' information events and online academic information evenings to be the same or greater for families of pupils who are in receipt of the Pupil Premium strategy.</li> <li>• Pupil premium children are making progress in line with their peers in Reading, Writing and Maths at key stage 1 and 2.</li> </ul>

	<ul style="list-style-type: none"> <li>• The percentage of pupil premium children meeting their aspirational targets at key stage 3 and 4 to be in line with their peers.</li> <li>• Lesson observations and book looks show that progress and expectations are of the highest level when reviewing work for pupil premium.</li> </ul>
Parental Engagement supports the school's aims in providing excellence and equity for all Disadvantaged Pupils.	<ul style="list-style-type: none"> <li>• All parents engage with and contribute to the school's aims and priorities.</li> <li>• Parents and carers support pupils' home-learning.</li> <li>• Parents and carers are present at formal meetings to discuss progress for their child.</li> </ul>
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<ul style="list-style-type: none"> <li>• Pupil premium pupils in the primary phase reach the school target of 55% combined measures to ensure that they are in line with their peers. - Note, this figure is below national average for this year group due to previous school's curriculum not supporting the core skills needed to access the national curriculum.</li> <li>• No gap in attainment and progress to be seen in key stage 4 outcomes for pupils, with pupils reaching their aspirational targets.</li> <li>• Enhanced intervention across all key stages to support pupils with SALT.</li> </ul>
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	<ul style="list-style-type: none"> <li>• Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</li> <li>• Attendance target 97%</li> </ul>
Disadvantaged Pupils are Reading in line or above of national expectations and develop a love for reading.	<ul style="list-style-type: none"> <li>• The curriculum is underpinned by high-level vocabulary for all subjects.</li> <li>• The teaching of phonics and whole-class reading is of a consistently high standard.</li> <li>• Pupils are immersed in vocabulary throughout the school day.</li> <li>• Events to raise the profile of reading are well planned in the school calendar.</li> </ul>

	<ul style="list-style-type: none"> <li>• All children have access to high-quality and age-appropriate texts.</li> </ul>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p>	<ul style="list-style-type: none"> <li>• For 75% to achieve DofE Bronze award.</li> <li>• 100% of PP students attend a meeting with the Careers South West officer in year 11.</li> <li>• NEET figures for PP are in line with, or lower than, national average.</li> </ul>

## 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: £ 14365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers involved in a research based CPD and monitoring model that supports an instructional coaching model to develop practice and ensure that strategies are practised regularly to support pupils in classrooms.</p>	<p>The EEF Guide to Pupil Premium states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” In addition, as a school we have seen higher levels of accelerated progress for ‘disadvantaged’ pupils in classes where teaching and learning is deemed to be of a high standard.</p>	<p>1 2 4</p>
<p>Work with ARK Mathematics Mastery to embed Teaching for Mastery across all year groups</p>	<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>Compared to traditional curricula, fewer topics are covered in more depth, and greater emphasis is placed on problem solving and on encouraging mathematical thinking. To help schools and teachers make this shift there is training and in-school support, an online toolkit for teachers, and collaboration amongst teachers delivering the approach.</p>	<p>2</p>

Priority feedback	Teachers focus live marking and teaching led learning discussions on 'disadvantaged' pupils primarily.	1 2 4
Create a range of middle leadership positions to ensure that curriculum can better serve pupils in receipt of Pupil Premium funding.	Multiple research articles on the impact of effective middle leaders on developing curriculum models and support all pupils in reaching that academic potential.  - Towards a theoretical model of middle leadership in schools  John De Nobile - 2017.	1 2

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

Budgeted cost: £ 51,789.90 and £9643 recovery funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of teacher to support intervention for identified pupils who are showing significant gaps in writing, maths and reading in Years 2,6 and 7.  Recruitment of LSAs to support specific intervention for upper school pupils to ensure that core skills in English and Maths are mastered to ensure access to the wider curriculum.	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
ECT enrolment on Ambition Insitute's pathway, support mentors and tutors to ensure that ECTs in KS2,3 and 4 access high quality support from school and	The ECF has been developed to ensure that Early Career Teachers have the time, support and training to focus on learning the things that make the most difference in the classroom.	1 2

through national provider.		
Targeted small group interventions for reading within primary phases to ensure pupils in receipt of the Pupil Premium funding are able to catchup gaps, particularly following the pandemic.	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
Peer mentoring programme. Identified pupils in Year 10 support and mentor Year 2 pupils following training.	The EEF state that mentoring builds confidence and helps develop resilience and raise aspirations. Mentoring programme has been highly successful at OPS over previous years and has resulted in improved outcomes for all pupils taking part.	4
Dedicated Teaching Assistants to support targeted interventions using data from NGRT, GL assessment and teacher tracking.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1 2
Review and implementation of an effective reading programme within the primary phase to support pupils in developing a love of reading.	Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015)	2
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	4

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

Budgeted cost: £ 21 515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of second student welfare advisor to work with families to target PA figures and secure improvement in attendance of pupil	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4 5

premium children and develop working practices with families and agencies to support families.		
Speech and Language Link	'Disadvantaged' pupils who have been provided with speech and language link interventions have made good progress and gaps have narrowed across KS1. However, oracy continues to be a cause for concern across KS2 as pupils grapple with the more complex concepts and vocabulary of the KS2 curriculum.	2 3 5
Attendance officer recruitment and training.	The attendance of PP students to school is significantly below National expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.	4 5
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Officer and phase leaders arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	5
Expansion of safeguarding team, with further level 3 training provided to ensure that digital media and risk of online abuse is focused to one role to support the safety of the most vulnerable within the school.	Following the lockdowns, ensuring that pupils in receipt of the pupil premium funding are kept safe and are educated to ensure they know and are protected from harmful trends on social media can safeguard their mental health and attitude towards school.	5
Work with external agencies including CAMHS, Kooth and MASH to support pupils and families	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	5

**Total budgeted cost: £104,940**

## 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.

Aim	Outcome
Development of educational resources.	<p>Creation of food hamper scheme during lockdowns to provide for families in crisis and work with agencies to ensure needs were met.</p> <p>Resources and revision material provided for the most in need to support during final exam season and end of KS2 preparation.</p> <p>Resources for department areas to ensure curriculum could be accessed for all pupils.</p>
To develop learning mentors to support disadvantaged pupils.	Training for staff to ensure that they can support with interventions for PP pupils, particularly within Early Help identification and signposting to support within the local area.
Enrichment	Support for pupils in accessing external enrichment was in place throughout the year. For example, peripatetic music lesson, D of E entry and other financial support for offsite workshops and events.
Access to uniform	All pupils were given uniform as part of the introduction of the new policy, however extra uniform was provided for pupil premium pupils to ensure they were supported.
Lightning Squad	To support pupils in engaging in core topics and catch up on lost learning, the school utilised Lightning Squad to ensure that enhanced support could be put in place for the most in need pupils.

2020/2021 school context

Attainment

All primary pupils

YE AR	CO HO RT	EYFS	Phoni cs	READING		WRITING		MATHS		COMBINED	
		%GL D	%PAS S	Attainment		Attainment		Attainment		Attainment	
				%EX P+	%GD S	%EXP +	%GDS	%EXP+	%GDS	%EXP+	%GDS
R	11	81	n/a		0		0		0		
1	21	n/a	18	27	9	50	0	45	0	18	0
2	27	n/a	61	42	0	35	4	73	0	30	0
3	21	n/a	n/a	56	26	9	0	69	4	4	0
4	25	n/a	n/a	52	4	17	0	52	4	11	0
5	16	n/a	n/a	56	25	19	0	37.5	0	5	0
6	17	n/a	Na	68.5	21.1	5	0	72.6	15.8	5	0

All primary Pupil Premium pupils

DIS	Coh ort	EYF S	Phoni cs	Reading	Writing	Maths	Combined
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		%G LD	%Pass	Attainment		Attainment		Attainment		Attainment	
				%Exp+	%GDS	%Exp+	%GDS	%Exp+	%GDS	%Exp+	%GDS
R			n/a								
1	3	n/a	0	0	0	0	0	33	0	0	0
2	2	n/a	0			0	0	0	0	0	0
3	7	n/a	n/a	29	0	0	0	29	0	0	0
4	2	n/a	n/a	50	0	0	0	0	0	0	0
5	8	n/a	n/a	25	0	0	0	12.5	0	0	0
6	3	n/a	n/a	33	0	0	0	0	0	0	0

#### All secondary pupils

Yr Group	CO H	ENGLISH						MATHS						E+M		
		FFT Target	FF T Ac tu al	Dif f	4+ %	5+ %	7- 9%	FFT Target	FFT Act ual	Dif f	4+ %	5+ %	7- 9%	4+%	5+%	7- 9%
7	36	5.2	3.7	-1.5	n/a	n/a	n/a	4.8	4.7	-0.1	n/a	n/a	n/a	n/a	n/a	n/a
8	33	4.9	3.6	-1.3	n/a	n/a	n/a	4.5	4.3	-0.2	n/a	n/a	n/a	n/a	n/a	n/a
9	27	4.6	3.4	-1.2	n/a	n/a	n/a	4.8	4.9	0.1	n/a	n/a	n/a	n/a	n/a	n/a
10	32	5	4.5	-0.5	67.7	48.3	12.9	4.5	3.7	-0.8	46.4	25	4	35.7	10.7	0

11	22	5.3	4.9	-0.4	80.9	52.3	9.5	5.1	4.7	-0.4	76.1	52.3	9.5	66.6	23.8	0
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### Secondary Pupil Premium pupils

DIS	CO H	ENGLISH						MATHS						E+M		
		FFT Targ et	FFT Act ual	Dif f	4+ %	5+ %	7- 9%	FFT Targ et	FFT Act ual	Dif f	4+ %	5+ %	7- 9%	4+%	5+%	7- 9%
7	14	4.4	3.5	-0.9	n/a	n/a	n/a	4.3	3.8	-0.5	n/a	n/a	n/a	n/a	n/a	n/a
8	9	4.8	3	-1.8	n/a	n/a	n/a	4.3	No data on arb or		n/a	n/a	n/a	n/a	n/a	n/a
9	10	4.9	3.1	-1.8	n/a	n/a	n/a	4.6	No data on arb or		n/a	n/a	n/a	n/a	n/a	n/a
10	10	4.6	3.7	-0.9	11	33	11	4.4	2.3	-2.1	0	0	0	0	0	0
11	6	4.8	4.2	0.6	16.7	16.7	33.4	4.8	4.2	-0.6	16.7	16.7	33.4	17	17	34

Commentary:

The progress for disadvantaged pupils is improving. With good attendance of our most vulnerable during lockdown, and targeted support to encourage specific families to attend school, some pupils had a more personalised and bespoke curriculum. This enabled gaps to be addressed and has supported some of the progress seen for disadvantaged pupils.

Numbers of pupils that are disadvantaged have remained very similar throughout the academic year.

1 Sept 2020 - 31 Aug 2021

<b>Year Group</b>	<b>Attendance</b>	<b>Pupil Premium Attendance</b>	<b>non-Pupil Premium attendance</b>
<b>Whole School</b>	<b>91.20%</b>	88.10%	92.30%
Reception (2020/2021)	91.0%		91.0%
Year 1 (2020/2021)	92.6%	97.0%	91.9%
Year 2 (2020/2021)	95.4%	89.2%	96.0%
Year 3 (2020/2021)	91.7%	91.6%	91.8%
Year 4 (2020/2021)	95.5%	95.8%	95.4%
Year 5 (2020/2021)	90.4%	87.0%	93.8%
Year 6 (2020/2021)	90.0%	86.9%	91.0%
Year 7 (2020/2021)	89.9%	90.4%	89.4%
Year 8 (2020/2021)	92.7%	90.5%	93.4%
Year 9 (2020/2021)	89.2%	86.6%	91.0%
Year 10 (2020/2021)	85.9%	79.9%	88.9%

## Externally provided programmes

Programme	Provider
Mastery mathematics	Ark