



Pupil Premium Grant Action Plan 2019-20

Avanti House Primary School

Date: 2019 - 20

Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2019-20

This report provides information on how the school used the Pupil Premium (PP) in the last academic year and the impact this had on our pupil's academic achievement and personal wellbeing. It also shows how we made sure that the provision for this group of pupils was of consistently high quality so that each action funded by PP should lead to improvements in pupils' development and learning and enable them to achieve high standards. In our school, we are ambitious for all our pupils and have high expectations of all. Every effort is made to ensure that the extra funding is used to best effect so that it makes a strong impact on pupils' learning, success and happiness.

Specific barriers to education that our pupils face

- Low literacy and or numeracy
- Low self-confidence, aspirations and resilience.
- Poor attendance and punctuality
- Social and emotional difficulties and challenges
- Insufficient family engagement with their schooling.

Overview of PPG expenditure and outcomes for pupils

- Nature of additional support
- How is it linked with access to school curriculum and learning?
- How much was spent
- What are the outcomes for pupils?
- Reasons for decision on specific strategy

Pupil Premium Strategy

Funding is allocated at a rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. An overview: Number of eligible pupils and Pupil Premium Grant Review for Current Year

Total number of pupils on roll Sep (2019-20)	417
Total number of pupils eligible for PPG (Ever 6 & Ever)	8 pupils
Amount of PPG received per pupil	£1320
Total amount of PPG received	£10,560
Total amount of PPG expenditure	£14,508

Strategic Plan for the Year ahead: Overview and Planned expenditure and expected outcomes

At Avanti House Primary School, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential. When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the barriers to learning faced by Pupil Premium pupils in the context of our school. Each child entitled to PPG is unique in their situation and our response to their needs must reflect this.


With this in mind we aim to use the funding to build the capacity and expertise to enable us to provide a personalised programme of support in order to allow each child to reach his/her full potential.


The progress and attainment of all pupils at Avanti House Primary School (AHPS) is carefully tracked and analysed in order to draw conclusions and develop action plans. Historically pupils at AHPS achieve and attain well. Our objectives are two fold in using PPG where necessary to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not, but also to provide opportunities for PPG pupils to reach higher levels of attainment in line with those not entitled to PPG.


In order to diminish the gaps, we look at best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close the gaps for the most disadvantaged are through:


- *Improving the quality of provision across the curriculum, in particular the quality of teaching in classrooms – we do this by (a) ensuring our staff are well-trained and have adequate time to carry out their roles and (b) ensuring good support in each class to rapidly address any underachievement.*
- *Carefully considered interventions and activities to target specific needs – we do this by having additional teaching and support staff who can deliver bespoke interventions for particular groups.*
- *Increasing enjoyment of and participation in all aspects of school life – we will do this by further subsidising a range of activities and clubs.*


Evaluation of Pupil Premium Interventions 2019-2020

Year Group Key Stage	School Action	Objective	Impact	Evaluation / Comments
KS2	To give targeted support to identified pupils, in KS2, to reach the expected standard and maintain expected or better progress across reading writing and maths.	<p>To continue to ensure that quality first teaching is consistently embedded across the school.</p> <p>To strategically deploy two Assistant Principals to work with targeted pupils, those currently attaining below age related expectations in reading, writing and maths.</p> <p>Identified as a specific group with individual work scrutiny (given low numbers)</p>		<p>Progress of disadvantaged pupils across the school</p> <p>Maths – 100% made expected progress 26% made greater than expected progress</p> <p>Reading – 100% made expected progress 26% made greater than expected progress</p> <p>Writing – 100% made expected progress 13% made greater than expected progress</p> <p>All Disadvantaged pupils made progress on par with whole school across reading, writing and maths. 2 children have made accelerated progress in reading has meant that 2/3 pupils working below in reading and maths are now working at ARE, closing previous gaps.</p> <p>This is a significant improvement from previous years.</p>

<p>Whole school</p>	<p>All pupils who are eligible for the pupil premium grant will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Broaden PP pupils' interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers.</p> <p>Ensure that all pupils can attend educational visits to enrich learning and life experiences, therefore increasing their cultural capital. School to work more closely with families of PP pupils to ensure they are aware of their entitlement.</p> <p>Further support is provided through online learning platforms. In addition to this the school is delivering a lunch time homework club to support pupils who do not have access to technology at home.</p>		<p>Children were given the option to engage in clubs after school based on their preferences. Opportunities for PP pupils to attend after school clubs were publicized and included in all communication to families however due to Covid-19 restrictions and subsequent lockdown such experiences could not be delivered from Spring 2 onwards.</p> <p>Disadvantaged children were further supported during lockdown via google classroom and where appropriate were engaged in additional zoom calls to support their learning.</p>
---------------------	---	--	--	---

<p>Whole School</p>	<p>Improve social and emotional skills of all pupils particularly targeted PP pupils.</p>	<p>Identified pupils to join established nurture groups for weekly sessions led by our SENCO.</p> <p>Continue to engage with NLP4kids to provide individual support to identified pupils. Additional meditation and mindfulness sessions to be delivered for pupils who struggle to remain calm and regularly feel anxious.</p> <p>To ensure a specific member of staff is able to monitor and support pupils and families through potentially difficult times as required.</p>		<p>Counselling sessions in place run by NLP4kids for targeted vulnerable pupils were completed prior to national lockdown. Positive impact was seen as a result of this programme. The children engaged developed more confidence, were able to better articulate their learning. Furthermore, children built on their self-esteem. Individual children are now using strategies to control their emotions in different scenarios.</p> <p>During lockdown, members of the Leadership Team (DSL) supported vulnerable families by providing food parcels and vouchers (via the Government voucher scheme). Laptops were provided for children who requested additional support to access online learning.</p>
---------------------	---	---	--	--

<p>Key Stage 2</p>	<p>Increase the attainment of PP pupils currently working at age related to achieve greater depth.</p>	<p>Principal to oversee a programme of specific support for individual pupils.</p> <p>The redeployment of support staff and middle leaders to provide additional support where required. Interventions will be tracked and measured.</p>		<p>Progress of disadvantaged pupils across the school</p> <p>Maths – 100% made expected progress 26% made greater than expected progress Reading – 100% made expected progress 26% made greater than expected progress Writing – 100% made expected progress 13% made greater than expected progress</p> <p>A programme of specific individual support commenced in Spring 2 overseen by the Leadership Team however due to lockdown this initiative was not completed. This will resume from September 2020 using a different tracking system (Arbor).</p> <p>LSA interventions with specific vulnerable children were tracked and evidenced through careful planning and annotation, dialogue with class teachers has ensured that children have made at least good progress.</p>
--------------------	--	--	--	--

<p>Whole school</p>	<p>Catch up provision, interventions and booster groups delivered by teaching assistants (LSA's) and teachers</p>	<p>Year 5 booster maths group after school delivered by LSA's and teachers.</p> <p>Year 5 Higher level reading club after school delivered by LSA's and teachers.</p> <p>Writing interventions after school delivered by LSA's and teachers.</p> <p>Maths interventions after school delivered by LSA's and teachers.</p> <p>Small group reading and phonics interventions delivered by LSA's and teachers.</p>		<p>Boosters commenced in Spring 1, all children narrowed gaps in core subjects with at least good progress being made. Boosters continued during lockdown virtually as class teachers and LSAs supported children via zoom with 1:2:1 sessions and whole class sessions.</p> <p>Pupil voice reflects that children continued to respond to a rigorous programme of learning via google classroom and were excited about their specific groups e.g. The Higher Level reading club allowed for children to develop their analytical skills by critically analyzing the books that they had read. Pupil voice suggests that they were engaged and enthusiastic about reading. Due to lockdown, these children were not formally assessed but teacher assessment confirms that good progress was made.</p> <p>Progress of disadvantaged pupils across the school Maths – 100% made expected progress 26% made greater than expected progress Reading – 100% made expected progress 26% made greater than expected progress Writing – 100% made expected progress 13% made greater than expected progress</p> <p>Attainment of disadvantaged pupils across the school Maths – 100% at ARE or more Reading – 100% at ARE or more Writing – 100% at ARE or more</p>
---------------------	---	---	--	---

Progress – Pupil Premium 2019-20

Number of pupils in brackets in the Year group	R	1	2 (1)	3 (1)	4 (3)	5 (1)	6 (1)
Expected Progress or better – number of pupils			M - 1 R - 1 W - 1	M - 1 R - 1 W - 1	M-3 R - 3 W - 3	M - 1 R - 1 W - 1	M - 1 R - 1 W - 1

M = Maths R = Reading W = Writing