



Pupil Premium Grant Action Plan 2020-21

Avanti House Primary School

Date: 2020 - 21

Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2020-21

This report provides information on how the school used the Pupil Premium (PP) in the last academic year and the impact this has had on our pupil's academic achievement and personal wellbeing. National lockdown has deterred the school from fully meeting the intended goals from 2019-2020, therefore these have been embedded into the current strategy for this academic year. 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 higher 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 pupil's 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 £1345 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 (2020-21)	420
Total number of pupils eligible for PPG (Ever 6 & Ever)	7 pupils
Amount of PPG received per pupil	£1345
Total amount of PPG received	£9,415
Total amount of PPG expenditure	£9,130

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.*

Nature of School actions Support	How is it linked 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 have we chosen the support actions/activities?	Evaluation of provision
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>Assistant Principals to continue to provide pupil conferencing (PP Conferencing) with targeted pupils, those currently attaining below age related expectations in reading, writing and maths. All pupils will have personalized targets in each of the core areas.</p>	<p>£5,000</p>	<p>A reduction in the attainment gap of KS2 PP and non-PP pupils at the end of Year 6 in reading, writing and maths.</p> <p>PP pupils at risk of not making expected progress will be monitored closely within pupil progress meetings.</p>	<p>We want to ensure that the gap does not widen between PP pupils and non-PP pupils.</p> <p>Higher proportion of pupils attaining age related expectations and above.</p>	<p>Whole school attainment in reading, writing and maths indicate that all children made at least good progress from their starting points.</p> <p>Year 6 child leaving primary education achieved greater depth in maths and expected in reading and writing.</p> <p>Despite 2 lockdowns, the gap between PP and non-PP children did not widen.</p> <p>PP children at risk of not making expected progress were tracked via pupil progress meetings, regular dialogue with progress leader and parents to identify areas of need. X2 children are now working on the cusp of expected in reading and writing.</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.</p> <p>School to work more closely with families of PP pupils to ensure they are aware of their entitlement. 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>£1,000</p>	<p>Identify specific after school clubs that will enhance and meet individual pupil needs.</p>	<p>Financial circumstances should not be a barrier to these experiences.</p> <p>Wider opportunities and experiences to use shared knowledge and experiences brought back to the classroom to enhance learning.</p> <p>Raised self-esteem and increased pupil participation.</p> <p>School and parental partnerships are effective.</p> <p>Sports and after school club provision ensure that pupils are active and healthy where healthy life choices are promoted.</p> <p>Homework club will provide access to pupils to technology who may not have it at home. A senior/middle leader will facilitate the club providing further support.</p>	<p>Due to Covid-19 restrictions and National lockdowns, the effective delivery and thus outcome of this provision was not achieved.</p> <p>School partnership with families of PP children has significantly improved with parents more aware of their entitlement, accessing support when required.</p>
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<p>Improve social and emotional skills of all pupils particularly targeting PP pupils.</p>	<p>Identified pupils to join established nurture groups for weekly sessions led by our SENCO.</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>To engage with Dramativity (12 sessions) to raise standards in reading, writing and oracy by tailoring a performing arts programme tailored to support individual needs.</p>	<p>£500</p> <p>£2250</p>	<p>Raise confidence and self- esteem.</p> <p>Pupils make accelerated progress and the gap between PP pupils and non-PP pupils begins to diminish.</p> <p>PP pupils will become more resilient and overcome barriers to learning.</p>	<p>To quickly provide the pastoral care required to develop and increase self- confidence.</p> <p>The gap diminished between non-Pupil Premium pupils and self, with specific support to address their needs.</p> <p>Pupils have clear strategies to help them when faced with difficult situations.</p>	<p>Pupil and teacher voice conducted after 8 weeks of the programme - Pupils engaged with Dramativity were found to have:</p> <ul style="list-style-type: none"> • Improved confidence • Increased participation in class activities • Enjoyed the opportunity to express themselves <p>See pupil voice link:</p>  <p>Pupil voice from Dramativity June Pup</p> <p>2 children in writing were adversely affected by school closures but made good progress in the summer term 2021. The support received during Dramativity and additional supported provided by leaders will continue in the Autumn term to further close gaps.</p>
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Catch up provision, interventions and booster groups delivered by teaching assistants (LSA's) and teachers	<p>Booster maths group in maths supporting children to close gaps.</p> <p>Year 5 Higher level reading club after school delivered by LSA's and teachers.</p> <p>Small group reading and phonics interventions delivered by LSA's and teachers.</p>	<p>£100</p>	<p>Pupils to attain ARE in reading writing and maths.</p> <p>Accelerated progress can be seen for targeted pupils.</p> <p>Reduction in the attainment gap between PP pupils and 'Others' in reading, writing and maths</p>	<p>Action research suggests that small group interventions with highly qualified staff have shown to be effective in raising attainment and accelerating progress.</p>	<p>Due to restrictions, after school boosters were not initiated during academic year 2020-2021. School day maths interventions led by senior leaders supported children who developed gaps during lockdown. All children made 100% progress. See both attainment and progress table below.</p> <p>Small group reading support in Year 3 and 4 supported children's progression driven by evidence based research led by</p>
Subsidising (up to £40 per child) uniform for pupil premium children/ poverty proofing	<p>Children are likely to maintain good attendance,</p> <p>Pupils feel included, better sense of identity thus leading to improved outcomes for children.</p>	<p>£280</p>	<p>Confidence and self-belief improve. Pupils perform better as they do not feel different or excluded.</p>	<p>Research suggests that uniform has no significant impact but within our school setting, such support will enable families to prioritise their spend and encourage them to maintain positive attitudes towards school.</p>	<p>Only 2 families accessed the provision offered to them. 1 child saw a notable improvement in attendance 78% - 93% across the academic year as a result of feeling more included by looking similar to their peers.</p>
Supporting pupil premium children in the event of a bubble/whole school lockdown	<p>Providing support to families contending with hardship.</p> <p>Providing facilities for these children to access learning from home.</p>		<p>Accessing learning remotely enabling pupil premium children to make expected progress.</p>	<p>Financial circumstances should not be a barrier to their learning.</p> <p>Strengthen school-home partnership.</p> <p>We want to ensure that the gap does not widen between PP pupils and non-PP pupils due to external factors such as food and ICT facilities.</p>	<p>Families of PP children received additional parcels of food/groceries during lockdown. Children were also provided with chromebooks so that they could access the curriculum virtually (x2 children did not attend school during lockdown). Additional WiFi support was provided for families who had limited access. These initiatives resulted in all children engaging with the virtual curriculum and were more in line</p>

with submitting homework once they returned to school.

Avanti House Primary School - Attainment - 01 Sep 2020 - 31 Aug 2021

Students in Pupil Premium

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National Expectations	Maths				Reading			Writing			
	Working Below	Working Towards	Expected Standard	Above Expected Standard	Working Towards	Expected Standard	Above Expected Standard	Working Below	Working Towards	Expected Standard	Above Expected Standard
All students	14.3% (1)	14.3% (1)	28.6% (2)	42.9% (3)	14.3% (1)	71.4% (5)	14.3% (1)	14.3% (1)	28.6% (2)	42.9% (3)	14.3% (1)
Year 3 (2020/2021)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	100% (1)
Year 4 (2020/2021)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)
Year 5 (2020/2021)	33.3% (1)	33.3% (1)	0% (0)	33.3% (1)	33.3% (1)	66.7% (2)	0% (0)	33.3% (1)	33.3% (1)	33.3% (1)	0% (0)
Year 6 (2020/2021)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)

Avanti House Primary School - Progress - 01 Sep 2020 - 31 Aug 2021

Students in Pupil Premium

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	Maths			Reading			Writing		
National Expectations	Less than expected progress	Expected progress	Expected and more than expected progress	Less than expected progress	Expected progress	Expected and more than expected progress	Less than expected progress	Expected progress	Expected and more than expected progress
All students making expected progress (2020/2021)	-	100% (4)	43% (3)	14% (1)	86% (5)	14% (1)	28% (2)	71% (4)	14% (1)