

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 House Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	1.4% (6 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2022
Date this statement was published	08 th October 2021
Date on which it will be reviewed	04 th January 2022
Statement authorised by	Lalita Joshi
Pupil premium lead	Dravit Koorichh
Governor / Trustee lead	Kekshan Salaria

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8,070
Recovery premium funding allocation this academic year	£ 0
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	£ 8,070

Part A: Pupil premium strategy plan

Statement of intent

At Avanti House Primary, we have an innate desire to ensure that every child, irrespective of their socio-economic and financial background, have irresistible opportunities to learn and make progress. We recognise that children from disadvantaged families face various challenges underpinned by financial restraints due to low income, however our inclusive approach to providing an enriching curriculum assures all families that all children have an equal right to engage in what is on offer and can do so. This is achieved by offering a plethora of learning opportunities that provides a broad and balanced approach to developing the ‘whole child’. Here at Avanti House Primary, we do not see financial circumstances as a reason for underachievement thus endeavour to create opportunities for all children who need additional academic support to have this in order to thrive. All our children have access to a range of enrichment clubs including art, music and drama to develop themselves and pursue their interests, therefore our strategy identifies the needs and addresses any barriers caused by financial restraints. We exist to help each child to become the best versions of themselves and in doing so, make the world a better place.

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?*
- How does your current pupil premium strategy plan work towards achieving those objectives?*
- What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional well-being presents barriers to our disadvantaged children. This has become significantly more apparent due to the 2 national lockdowns. These challenges are hindering the progress of these children whose parents have been further affected by the pandemic.
2	Some disadvantaged children are EAL learners who are not exposed to the rich English language in the home setting presenting as a barrier to progress in R and W.

3	Some disadvantaged children have persistent SEND needs, support via SENDCO and outside agencies to recognise and implement strategies for improvement and support.
4	Some families have requested support for their child to attend enrichment clubs, which are now being run post Covid restrictions as they are unable to sustain the financial commitments.
5	Financial circumstances act as a barrier for children to engage with school trips, external enrichment activities, residential trips etc

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
All disadvantaged children make good progress from their starting points.	<ul style="list-style-type: none"> • Most children reach the expected standard in R, W and M. • Children working below national expectations in core subjects have closed the gap
Children develop more confidence in sharing their opinions, performing and contributing more to classroom discussions.	<ul style="list-style-type: none"> • Pupil voice/survey before the 12-week programme, 6 weeks in and at 12 weeks • Staff voice at 6 weeks and at 12 weeks • Teacher formative assessments in oracy and writing indicate an improvement in skills
Children learn to better understand themselves, their emotions and communicate this effectively to others.	<ul style="list-style-type: none"> • Pupil voice/survey before the 12 week programme, 6 weeks in and at 12 weeks • Staff voice at 6 weeks and at 12 weeks • Case study on 4 children who struggle with emotions to be tracked, measure an improvement in incidences that are recorded.
Raise self-esteem of children who would otherwise be unable to attend enrichment activities. These children have the opportunity to develop new skills and pursue their interests.	<ul style="list-style-type: none"> • Pupil voice • Parent voice

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing teachers' formative assessment skills to enhance the teaching offer for all children	<ul style="list-style-type: none"> • The school, as part of the Avanti Schools Trust is implementing a set of principles of instruction (<i>Rosenshine Principles</i>) supporting the development of formative assessment in the classroom. Evidence suggests that disadvantage children can often feel 'invisible'. • <i>Sutton Trust--- Feedback +8</i> • <i>Sutton Trust---Oral Language Interventions +5</i> • Supporting the Attainment of Disadvantaged Pupils (<i>DFE, 2015</i>) suggests high quality teaching as a key aspect of successful schools. 	2
CAMHS specialist providing training for teachers to apply simple strategies for children struggling with emotions	<ul style="list-style-type: none"> • Strong evidence illustrates that classroom practitioners could benefit from having a better understanding of the various traumas that children experience and the effects of these on their well-being including how they learn. 	1 and 2
Training on Autism and ADHD by the Centre for Autism and ADHD	<ul style="list-style-type: none"> • Specialist practitioners sharing their experience with teachers and LSAs to support children with SEND needs who are also disadvantaged 	3

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:2:1 tutoring offer to disadvantaged pupils in R, W and M	<p>Additional support provided to children, in particular EAL learners to reinforce their understanding through a series of strategies:</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary (<i>A Focus on Oracy Supports the Acquisition of Vocabulary Many research studies point to the fact that children from disadvantaged families enter school with much lower language levels than pupils from more affluent households exposed to higher levels of language. A limited vocabulary has been shown to impact educational attainment. EEF+ 6 months</i>) • Consolidating prior learning through retrieval practice (<i>Research evidence suggests that when feedback is given to the learner about the learner's performance relative to learning goals or outcomes, it shows improvement in students' learning-EEF+6</i>) • Reasoning challenges to strengthen their understanding of mathematical concepts (<i>Whiterose 2020</i>) • Provide knowledge and skills sheets for parents to follow up with their child at home <ul style="list-style-type: none"> • Sutton Trust: Small Group Tuition +4 • Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) 	2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with Confidence through Creativity. A drama club that develops a child's confidence through oracy and literacy activities.</p>	<p>Children have engaged with this club since April 2021. Pupil and teacher voice conducted after 12 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 See pupil voice link: 2 children in writing were adversely affected by school closures but made good progress in the summer term 2021. The support received during Dramativity will continue during the Autumn term to further close gaps and support with raising emotional well-being and confidence. 	<p>1</p>
<p>Providing a life skills 12 week programme - focussing on:</p> <ul style="list-style-type: none"> • Managing anxiety • Balancing mood • Thoughts, feelings, behaviours • Conflict resolution • Friendship • Social skills • Motivation • Confidence/self esteem 	<p>A CAHMS Specialist has been commissioned to provide this 12 week programme. Evidence using a building resilience scale CYRM-R, measuring resilience in young people suggests that over the 12 week programme, children (particularly girls) were more confident to share their experiences and ideas regarding mental well-being and managing emotions using CBT techniques. Some children shared that they had become more attune with themselves and were developing skills in articulating their feelings and knowing how to self-regulate. This programme will be delivered across Autumn term,</p>	<p>1</p>
<p>Subsidising school trips including residential</p>	<p>Children are able to engage with enrichment activities that their peers are taking part in – developing their knowledge, skills and experiences. Children attending residential can also develop independence skills and autonomy and not be disadvantaged due financial circumstances.</p>	<p>5</p>
<p>Subsidise enrichment clubs and school uniform</p>	<p>Each family to be offered £40 for uniform and £100 to be spent on either after school clubs or the residential trip (Year 5 and 6).</p>	<p>4</p>

	<p>Evidence is clear for children who are supported in this area become more engaged, enhanced learning opportunities for children and parent and school partnerships strengthen,</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>	
--	--	--

Total budgeted cost: £8,000

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.

See Pupil Premium Action Plan Evaluation 2020-2021 on the school website.

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
Confidence through Creativity	Hullabaloo
Life Skills Programme	Shapes of Tomorrow