

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	0.95 % (4 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	1 st November 2023
Date on which it will be reviewed	1 st November 2024
Statement authorised by	Lalita Joshi
Pupil premium lead	Anjali Pant
Governor / Trustee lead (SSC Chair)	Hari Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5380
Recovery premium funding allocation this academic year	£108.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£5488

Part A: Pupil premium strategy plan

Statement of intent

At Avanti House Primary School, our mission is deeply rooted in the Avanti ethos, which emphasizes the development of each person into a well-rounded human being through intellectual, moral, and spiritual growth, with the ultimate goal of making the world a better place. Just as the Avanti ethos guides our values, our approach to Pupil Premium funding is a testament to our unwavering commitment to this holistic vision.

Our aim, echoing the Avanti ethos, is to ensure that all pupils, regardless of their background, have the opportunity to reach their full potential, attain well, and achieve good outcomes. We believe that every child should not only value their education but also be driven by a desire to learn and excel, regardless of their individual circumstances. This commitment extends to both challenging our high-attaining students and providing unwavering support to those with additional needs to help them achieve their very best.

We recognize the unique challenges faced by vulnerable pupils in our school, whether they have a social worker, are young carers, or encounter other difficulties. The strategies outlined in this statement are designed to cater to their needs, irrespective of whether they are classified as disadvantaged. To ensure that every child, especially those classified as disadvantaged, is given the opportunity to excel, we have adopted a multifaceted approach that is responsive to common challenges and individual needs. Our methodology is rooted in rigorous diagnostic assessments, ensuring that our actions are driven by empirical data, not assumptions about the impact of disadvantage.

To achieve these goals effectively, we have committed to the following principles:

Challenge: We challenge our disadvantaged pupils by setting high expectations for their academic progress, ensuring that they are appropriately supported to excel.

Early Intervention: We proactively identify the point of need and intervene early to provide the necessary support and guidance to vulnerable pupils.

Whole School Responsibility: We have fostered a culture of shared responsibility among all staff, ensuring that the outcomes of disadvantaged pupils are a collective concern. We raise expectations for what every child can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Social, mental, speech and language and emotional barriers to learning, including low self worth and emotional regulation.
2	Assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among some disadvantaged pupils. 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 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.
4	Financial circumstances act as a barrier for children to engage with school trips, external enrichment activities, residential trips etc
5	Internal assessments indicate that maths and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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
Most disadvantaged children to reach age related expectations in reading, writing and maths	<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.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics	<p>There will be systemic approach to the needs of individual children:</p> <ul style="list-style-type: none"> Who have ILP's Who are on monitoring on SEND register <p>This could include</p> <ul style="list-style-type: none"> Access to NLP4 Kids Forest school and/or nurture club Personalised learning plans Counselling

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
To reduce the effect of the local socioeconomic gaps	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> • Opportunities for pupil leadership • Representing the school in competitive sport • All disadvantaged pupils will attend a trip to a popular destination, to widen knowledge and experiences to be inline with their peers. Eg museum trip, or cultural trip, linked to learning a skill or growing knowledge • All disadvantaged pupils will take part in a specialist club or music tuition • Increased number of pupils learning a musical instrument, fully funded
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 2 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.	<ul style="list-style-type: none"> • Confident speakers during assemblies • Pupils are more able to access learning and make progress in line with non PP pupils. • Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing reading fluency and improve oral language skills and communication through CUSP reading.	<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"> • Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) • 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>) <p>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>)</p>	1,2,5

Developing teacher expertise in maths, use of manipulatives and maths mastery	<ul style="list-style-type: none"> □ Ofsted reports suggest that although manipulatives are used in some primary schools to support teaching and learning they are not used as effectively or as widely as they might be. □ Maths Mastery states that 95% of head teachers say that mastery improved attainment. □ Ofsted- good practice in mathematics highlighted the importance of a robust and progressive policy that all staff across the school have knowledge. 	1,2,5
<p>Developing teachers' skills to enhance the teaching offer for all children.</p> <p>Staff CPD on high quality feedback and metacognition from Avanti Institute CPD.</p>	<ul style="list-style-type: none"> • Through the use of Avanti Institute's 12 Teaching habits which are based on cognitive science • 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. • Supporting the Attainment of Dis-advantaged Pupils (<i>DFE, 2015</i>) suggests high quality teaching as a key aspect of successful schools. • <i>Rosenshine's Principles In Action</i>. Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019 • Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion. Impact Issue 8 Spring 2020 • Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019 	2,5
NLP4KIDS specialist providing training for teachers and LSAs 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
Staff training on high quality feedback, Marking review and training on target led feedback for writing	<ul style="list-style-type: none"> • Research evidences that when feedback is given to the learner about the learner's performance relative to learning goals or 	1,2

	outcomes, it shows improvement in students' learning- EEF	
CPD-Oracy and language acquisition	<ul style="list-style-type: none"> 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 	1, 2, 5
Behavioural and emotional needs addressed through counselling and wider curriculum experiences	<ul style="list-style-type: none"> The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 	1,3,4

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reciprocal Reading interventions – English Lead and 2 LSAs to attend Reciprocal Reading training	<ul style="list-style-type: none"> Education Endowment Foundation (EEF) research found that children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading, the measure of attainment chosen for the trial. EEF results found signs of promise for Reciprocal Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap. 	2,5
Maths Interventions	<ul style="list-style-type: none"> Reasoning challenges to strengthen their understanding of mathematical concepts (<i>Whiterose 2020</i>) Teachers to engage with the most up-to-date thinking from the Maths hub, utilising the in-house expertise of Maths hub lead and EY/KS1 lead. EEF T & L toolkit, teacher subject knowledge EEF T & L toolkit, mastery teaching 	2,5
SENDCo to support pupils who are PP and also SEN. SENDCo to co-ordinate and monitor impact of interventions	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a full time SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	1,3,4

Purchase of standardised diagnostic assessments NFER	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,5
Writing: develop teacher pedagogy through action research, focused in raising attainment in writing CPD for staff	EEF T& L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley	2,5
Self regulation, continue with implementation of the zones of regulation, Social and emotional learning,	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional skills interventions in education are shown to improve Social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1,3,4

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

Budgeted cost: 2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a life skills 12 week programme of NLP4 Kids- 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>£1800</p>	<p>An NLP4 KIDS 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.</p> <p>This programme will be delivered across Autumn and Spring term.</p>	1
<p>Counselling sessions – one to one and group sessions through 'Counterpoise'</p>	<p>The EEF has found that social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	1,3,4
<p>Subsidised school trips including residentials</p> <p>£150 for each child</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 residentials can also develop independence skills and autonomy and not be disadvantaged due financial circumstances.</p>	4
<p>Subsidised enrichment clubs and school uniform</p> <p>£50 for uniforms, £ 50 for clubs each child</p>	<p>Each family to be offered £50 for uniform, £50 to be spent on after school clubs and three quarters of the trip fees for the residential trips (Year 5 and 6) or any other trips and in school workshops/events.</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, Research suggests that uniform has no</p>	3

	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.	
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Total budgeted cost: approximately £5300

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 2022 to 2023 academic year.

Intended Outcome	Review of Outcome
All disadvantaged children make good progress from their starting points.	<p>The overall academic performance in reading, writing, and mathematics demonstrated that every student made a minimum of commendable progress based on their initial assessments.</p> <p>Pupils eligible for pupil premium, who were at risk of falling behind in their expected progress, were closely monitored through pupil progress meetings, consistent communication with the progress leader, and engagement with parents to pinpoint specific areas where they required support.</p>
Children develop more confidence in sharing their opinions, performing and contributing more to classroom discussions.	<p>Economically disadvantaged students actively participated in school clubs, with two complimentary slots reserved for any child interested in after-school activities. Furthermore, external educational trips, encompassing workshops and residential visits, received additional financial support, ensuring inclusivity for all students. The school's collaboration with families of students eligible for pupil premium has markedly enhanced, with parents becoming more informed about their entitlements and seeking support as needed. This resulted in three out of six families receiving assistance to enable their children to engage in after-school clubs, where two students consistently participated in one activity during all three term</p>
Children learn to better understand themselves, their emotions and communicate this effectively to others	<p>Pupil and teacher voice conducted after 8 weeks of the programme shows increased confidence, emotional regulation and self discipline. Effective CPD, in particular developing one staff member to train in mental health and emotional difficulties, helped develop staff confidence and ability to support children with social and emotional barriers.</p>

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 talents	Children who participated in counseling and NLP4 Kids sessions experienced a boost in their self-confidence, with three out of four of them taking on the role of pupil leaders and effectively supporting their peers. Additionally, two Year 6 students were appointed as whole school subject leaders, a significant achievement that greatly enhanced their self-esteem.
Subsidising (up to £40 per child) uniform, trips and clubs for pupil premium children/ poverty proofing	Three families utilized the uniform assistance provided while three children participated in residential trips. The other three enjoyed local excursions to broaden their experiences. Additionally, half of the six children took part in after-school clubs, with some of these clubs being offered at a reduced cost.
Parental Support	Parental workshops and coffee mornings were organized to help parents become more familiar with the teaching strategies used in school. These initiatives played a crucial role in building a strong partnership between schools and parents, which significantly benefit students' education. The "Come Read with me" sessions, in particular, are a wonderful way to strengthen the parental bond with their children and support their learning. Understanding the strategies used in school for reading empowered parents to assist their children with their reading skills at home.

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
NLP4KIDS - a programme that addresses common problems that schools and pupils face. These include subjects such as exam stress, bullying, communication skills and respect.	NLP4KIDS
Counselling	Counterpoise