



PUPIL PREMIUM

AND SUPPORT FOR DISADVANTAGED PUPILS

EVIDENCE INFORMED STRATEGY & PRACTICE BASED AROUND EEF RESEARCH



THE WAY WE DO THINGS AT AVANTI PARK

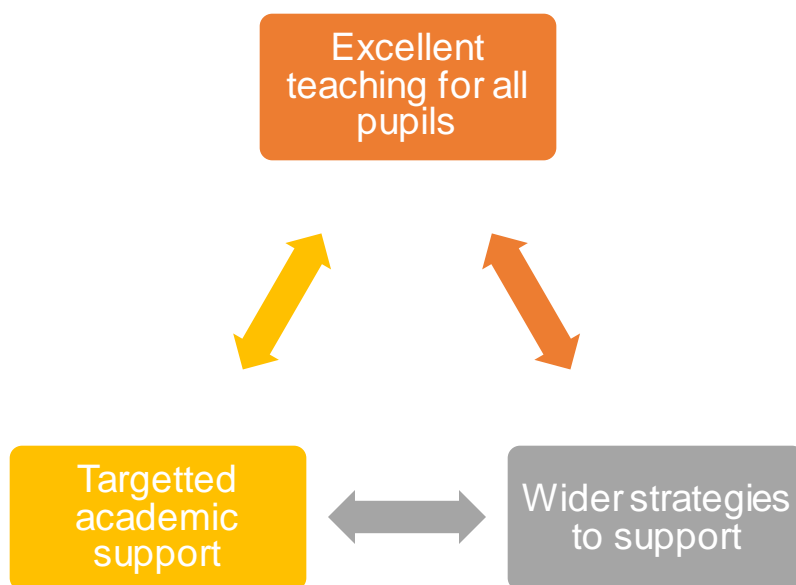
KEY GUIDANCE AND INFORMATION FOR ALL STAFF, PARENTS AND CARERS

PP SPENDING PLAN LOCATED ON THE SCHOOL WEBSITE UNDER CURRICULUM - PUPIL PREMIUM

CURRICULUM OFFER

OUR MORAL COMPASS AND INTENT

OUR PRINCIPLES OF SUPPORT



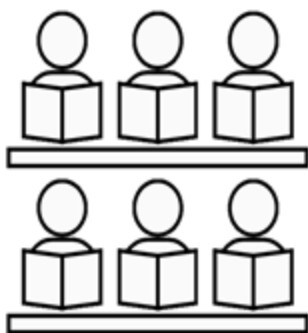
“ **EXCELLENCE** - In terms of providing an outstanding support package for all pupils regardless of prior attainment or current performance.

EQUITY - In terms of ‘**levelling the playing field**’ for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their peers.”

OUR SCHOOL COHORT

FUNDING AND BREAKDOWN FOR THE 2020-2021 COHORT

To be eligible for pupil premium the pupil must satisfy one of the following criteria: be currently in receipt of free school meals (FSM), have been in receipt of free school meals within the last 6 years (FSM Ever6), have been adopted from care (Post-LAC), and finally children who are currently looked after (LAC). There is also a service child premium for children with parents who are currently serving in the military. For each FSM and FSM Ever6 pupil the school receives £1345(Primary) & £995 (Secondary) per academic year. For each LAC and Post-LAC pupil the school receives £2345 per academic year. For each service child we receive £310



We now have 58 DPs' currently on role from YR – Y8.



This equates to roughly 25 % of our school population.



This will attract approximately £70,000.



There are 31 boys in the cohort and 27 girls

PUPIL PREMIUM STRATEGY

THE IMPLEMENTATION OF OUR PROVISION

LEADERSHIP STRUCTURE - The school has a Disadvantaged Pupil Lead who is accountable for Pupil Premium spend and provision. We have Pupil Premium Champions who act as advocates for disadvantaged pupils. They track and support those pupils with the greatest need.

CHAMPION PROGRAMME - This is the main initiative that all colleagues in the school are working together on. This addresses attendance, progress, behaviour and attitudes to learning. Every disadvantaged pupil has a champion who they will meet with each half-term. This allows us to identify and break down individual barriers to learning for each pupil across all subjects in an effective way. The mentoring is used to 'level the playing field' by providing additional support in accessing the curriculum and plug any gaps in knowledge.

PUPIL PASSPORTS AND CHECK-IN'S- Each disadvantaged pupil has a Pupil Passport produced for them. The passport looks at individual barriers to learning, teaching and learning preferences, behaviour for learning and their personal aspirations. Pupil Passports are used to better understand the pupils, to support the process and to allow teachers to scaffold effectively for individual need.

PERSONAL DEVELOPMENT PROMISE - This is a bucket list of experiences that all pupils will successfully complete by the time they leave Avanti Park. These are both enrichment and academic experiences. This is to widen life experiences and improve attitudes towards school and self. This is based on research from Head, Heart and Hand by Peter Hyman. This strategy is used to help improve cultural capital and to equip all pupils with the skills, experiences and values needed to take the next step in their education.

PUPIL PREMIUM CHAMPIONS

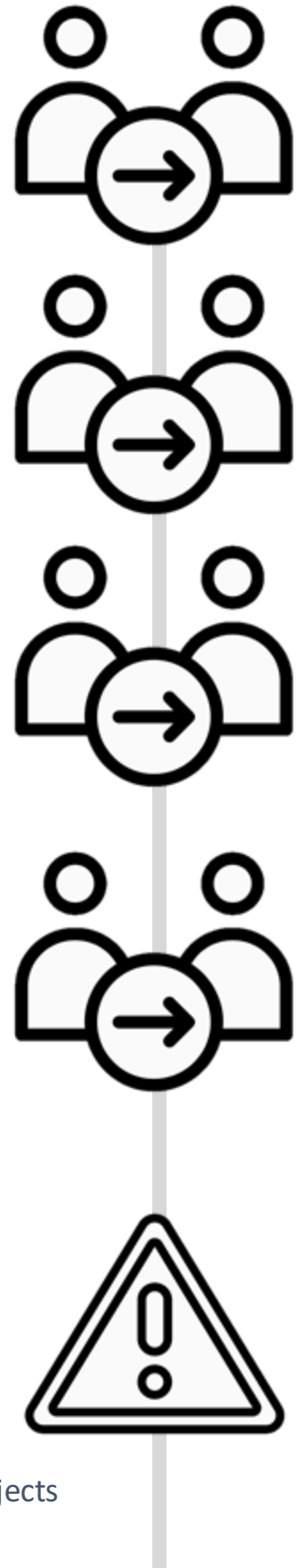
The non-negotiables: What you are expected to do

YOUR ROLE AS A CHAMPION:

- ✓ Your main role is to help identify and overcome barriers to learning inside and outside the classroom.
- ✓ Meet with your allocated pupils every half-term – updating the Pupil Passport using the online meeting template on Provision Mapping.
- ✓ Check that your pupil is doing what has been agreed as their target.
- ✓ If your mentee is progressing against their targets praise them. Praise and success is the biggest motivator.
- ✓ (KS3) Help organise your mentee and manage their time.
- ✓ If you need advice or support, please communicate with the pupil's Phase Lead and Pupil Premium Lead.

FLAGS TO CONSIDER

- 1 Below 90% attendance
- 2 Negative behaviour incidences on Arbor
- 3 Low Attainment behind their peers
- 4 Subjects furthest away from target
- 5 Consider performance (progress and attainment) in core subjects





PUPIL NAME	FORM/CLASS	TEACHER/TUTOR	DATE
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Attendance and Punctuality – Check on Arbor and compare against school average	Behaviour for Learning – anything to report? (Check on Arbor and speak with class teacher)
What has gone well this half-term? (Specifics)	What do you need to focus on to move your learning forwards? (Specifics)

Targets (academic, behaviour, attendance etc)	Met?	Need more help?

Class Teacher/Tutor/DP Champion – to contact and inform parents or pupil's targets and progress against standards

