

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 Park School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	Sep 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Abigail Atkins
Pupil premium lead	Luke McKinley & Jennifer McMillan
Governor / Trustee lead	Carolyn Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,965.00
Recovery premium funding allocation this academic year	£9,280.00
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	£93,245.00

Part A: Pupil premium strategy plan

Statement of intent

At Avanti Park School, our approach to supporting those pupils in receipt of pupil premium centres around three principles of support:

- **Excellent teaching for all pupils**
- **Wider Strategies to support**
- **Targeted academic support**

Our approach to support all disadvantage pupils centres around two key principles.

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.

This strategy serves as the roadmap to achieving these aims and for supporting all pupils in receipt of pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Lack of historic exposure to the national curriculum (Avanti Park School and the majority of the current cohort attended the now closed Steiner Academy Frome wherein there was no formal teaching until the age of 7 and no evidence of coherent or challenging curriculum in place)
2	Lost Learning time due to Covid-19 and its wider implications on schooling.
3	Reading proficiency – levels of reading are below the national average and in year groups, below that of their peers not in receipt of pupil premium.
4	Gaps in mathematical understanding – due to Covid-19, previous varying teaching proficiency levels and the lack of historic input, some pupils have significant gaps in their learning/.
5	Parental Engagement – Where not evident, this hinders the ability of the school to support the pupil's continued learning at home.

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
<p>Quality of Education and standard of teaching supports all learners and ensures accelerated progress for Disadvantaged Pupils.</p>	<ul style="list-style-type: none"> • Working with Ambition Institute to ensure all relevant staff (including new staff) have received paid-for training to provide effective teaching and learning. • Staff feel empowered to use evidence informed ideas to develop their practice. • Learning Walks illustrate how teaching scaffolds and challenges all learners, meeting varying needs and providing the appropriate support. • Disadvantaged Pupils attainment is in line with the national average for Reading, Writing and Mathematics.
<p>Disadvantaged Pupils attainment and progress in mathematics is in line with the national average.</p>	<ul style="list-style-type: none"> • Work with ARK Mathematics Mastery to embed Teaching for Mastery across all year groups. • Teachers have enhanced mathematical subject knowledge. • Resources used to support learning are of a consistently high quality. • Pupil's learning illustrates a clear progression in mathematical thinking with opportunities provided to deepen understanding.
<p>All Disadvantaged Pupils are supported both academically and pastorally to be successful and achieve their potential.</p>	<ul style="list-style-type: none"> • Development of Disadvantaged Pupil Champions (in line with the schools DP Approach) to track progress and attainment for DP pupils. • Disadvantaged Pupils are mentored by targeted staff members and are supported through meetings and 1:1 support.

	<ul style="list-style-type: none"> • Staff have an enhanced and clear understanding of each pupil and are well-equipped to support.
Parental Engagement supports the school's aims in providing excellence and equity for all Disadvantaged Pupils.	<ul style="list-style-type: none"> • All parents engage with and contribute to the school's aims and priorities. • Parents and carers support pupil's home-learning. • Parents and carers are present at formal meetings to discuss progress for their child.
Disadvantaged Pupils are Reading in line or above of national expectations and develop a love for reading.	<ul style="list-style-type: none"> • The curriculum is underpinned by high-level vocabulary for all subjects. • The teaching of phonics and whole-class reading is of a consistently high standard. • Pupils are immersed in vocabulary throughout the school day. • Events to raise the profile of reading are well planned in the school calendar. • All children have access to high-quality and age-appropriate texts.

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

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with Ambition Institute to ensure all relevant staff (including new staff) have received paid-for training to provide effective teaching and learning.</p>	<p>EEF research illustrates the benefits to all pupils, including those in receipt of pupil premium for the development of quality first teaching and the impact this has on pupil outcomes. .</p> <p>Championing evidence informed practice and CPD for staff focusing on cognitive science have proven to lead to an improvement in the quality of teaching and as a result learning.</p>	<p>1, 2, 3 & 4</p>
<p>Work with ARK Mathematics Mastery to embed Teaching for Mastery across all year groups</p>	<p>The Ark Mathematics Mastery programme is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts.</p> <p>Compared to traditional curricula, fewer topics are covered in more depth, and greater emphasis is placed on problem solving and on encouraging mathematical thinking. To help schools and teachers make this shift there is training and in-school support, an online toolkit for teachers, and collaboration amongst teachers delivering the approach.</p>	<p>2 & 4</p>

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

Budgeted cost: £27,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition: Children have been identified for small group interventions around literacy and numeracy. Two part-time Covid-19 Catch up intervention teachers have been hired on a year's contract to support the interventions. Both are working in conjunction with the class teachers to identify gaps in learning and plans interventions accordingly</p>	<p>EEF research relating to the impact of targeted academic support and the effective use of TA's and HLTA's to support pupil progress and attainment.</p>	<p>1, 2, 3, & 4</p>
<p>1:1 Intervention programmes: A range of interventions and targeted learning has been developed by the catch-up HLTA. The HLTA will also have access to resources such as Toe by Toe, Nessy reading and spelling, The HLTA will decide which pupils require access to the various interventions in</p>	<p>EEF research relating to the impact of targeted academic support and the effective use of TA's and HLTA's to support pupil progress and attainment.</p>	<p>1, 2, 3 & 4</p>

conjunction with the class teachers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Disadvantaged Pupil Champions (In line with the schools DP Approach) to track progress and attainment for DP pupils.</p>	<p>In June 2019, we published a new guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their pupils.</p> <p>The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.</p> <p>Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</p>	1, 2, 3, 4 & 5
<p>To provide disadvantaged pupils with enrichment opportunities and experiences to develop cultural capital.</p>	<p>Peter Hyman's work in 'Head, Heart and Hand', Mary Myatt's 'The Curriculum: Gallimaufry to coherence: From Gallimaufry to Coherence' and Teaching Walkthru's by Tom Sherrington all describe the importance and necessity of experiential learning and the role this plays in developing cultural capital in pupils.</p>	1, 2 & 5

Total budgeted cost: £92,000.00

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.

Review: last year's aims and outcomes

Aim	Outcome
Development of high-quality educational resources	Through the purchase of hard and online resources, our curriculum offer has supported pupil accessing a diverse and rich learning experience. Additional resources to support the development of specific subject areas and the learning environment have also supported all pupils, including those with additional needs.
To develop learning mentors to support disadvantaged pupils	Staff identified to support pupils have ranged from LSA's supporting pupils on a 1:1 basis as well as small group targeted support. For 2021-22, our approach now includes the specific designation of Disadvantaged Pupil Champions who work 1:1 will assign pupils to track progress.
Enrichment	Although hindered and constrained by the necessary Covid-19 restrictions, we have been able to rapidly expand our enrichment offer, expanding our provision to include wraparound care, breakfast club, peripatetic lessons for music and a wide-range of after-school clubs.

Pupil premium Attainment: Autumn 2020 – Summer 2021

Autumn Data

AO L	All				Boys				Girls				SEN				Pupil Premium			
Co-hort Size:	% 16 – 26	% 22- 36	% 30- 50	% 40- 60	% 16 – 26	% 22- 36	% 30- 50	% 40- 60	% 16 – 26	% 22- 36	% 30- 50	% 40- 60	% 16 – 26	% 22- 36	% 30- 50	% 40- 60	% 16 – 26	% 22- 36	% 30- 50	% 40- 60
PS ED	6.3	9.4	59.5	22.9	3.3	10.0	65.0	21.6	0.0	10.0	60.0	30.0	22.2	66.6	11.1	0.0	0.0	0.0	0.0	100
PD	0.0	7.85	54.7	31.25	0.0	7.5	60.0	32.5	0.0	10.0	55.0	35.0	0.0	33.3	66.7	0.0	0.0	0.0	0.0	100
CL	0.0	7.3	62.5	23.9	0.0	10.0	63.3	26.6	0.0	3.3	73.3	23.3	0.0	50.0	50.0	0.0	0.0	0.0	0.0	100
LIT	3.1	6.25	68.75	17.2	5.0	5.0	82.5	12.5	0.0	15.0	55.0	30.0	16.65	16.65	66.65	0.0	0.0	0.0	100	0.0
MA T	0.0	9.4	65.65	17.75	0.0	12.5	67.5	20.0	0.0	5.0	75.0	20.0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	100
UT W	0.0	7.3	76.03	15.65	0.0	6.6	83.3	10.0	0.0	10.0	76.6	13.3	0.0	44.4	55.5	0.0	0.0	0.0	100	0.0
EA D	0.0	7.8	75.0	10.95	0.0	5.0	86.7	8.3	0.0	15.0	65.0	20.0	0.0	16.65	83.35	0.0	0.0	0.0	100	0.0

Year Group	COHORT	Phonics %PASS	READING		WRITING		MATHS		COMBINED	
			Attainment		Attainment		Attainment		Attainment	
			%EXS+	%GDS	%EXS+	%GDS	%EXS+	%GDS	%EXS+	%GDS
1	2	0%	0%	0%	0%	0%	0%	0%	0%	0%
2	3	0%	0%	0%	0%	0%	0%	0%	0%	0%
3	9		18%	9%	0%	0%	46%	0%	0%	0%
4	16		6%	0%	0%	0%	0%	0%	0%	0%
5	6		30%	20%	20%	0%	20%	0%	20%	0%
6	6		14%	0%	0%	0%	0%	0%	0%	0%

Year Group	COHORT	English							Maths							English and Maths												
		AS	FT	FF	FFT	FF	4+	5+	7-9%	AS	FT	FFT	FFT	FF	4+	5+	7-9%	FFT Aspire Targets						4+	5+	7-9%		
		Working at average	Aspirational	FT 50	FF 20	FF 20	%	%	%	Working at average	Aspirational	FFT 50	FFT 20	FF 20	%	%	%	% grade 4+ E+M			% grade 5+ E+M			%	%	%		
		Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	Aggregated Target	FFT 50	FFT 20	FF 20	FFT 50	FFT 20	FF 20	FFT 50	FFT 20	FF 20	
7	7	3.7	4+	No data				28.6% (2)	28.6% (2)	14.3% (1)	3.7	5-	No data				71.5% (5)	28.6% (2)	14.3% (1)	No data						28.4% (2)	28.4% (2)	14.2% (1)
8	4	3.5	4-	3+4-	4			25% (1)	25% (1)	0%	3	3	3-	3	3+	0%	0%	0%	19%	32%	44%	4%	8%	14%	25% (1)	0%	0%	
11	8	2.8	6-	3+	4-	4		25% (2)	12.5% (1)	0%	3.1	6-	3-	3	3+	37.5% (3)	25%	0%	25%	34%	42%	10%	15%	20%	0%	0%	0%	

Summer Data

AOL	All			Boys			Girls			SEN			PP		
Cohort Size:	% 1	% 2	% 3	% 1	% 2	% 3	% 1	% 2	% 3	% 1	% 2	% 3	% 1	% 2	% 3
PSED	9.17	63.2	27.57	12.7	60.3	26.96	0	70.8	29.2	46.67	53.33	0	16.67	44.44	38.89
PD	3.45	79.3	17.25	4.75	80.95	14.3	0	75	25	0	100	0	0	66.67	33.34
CL	11.4	74.7	13.8	15.8	65.1	19.0	0	100	0	40.0	53.4	6.67	16.67	66.67	16.67
LIT	17.25	75.85	6.9	23.8	66.65	9.5	0	100	0	20.0	80.0	0	8.34	83.34	8.34
MAT	5.15	86.25	8.6	7.15	83.3	9.55	0	93.75	6.25	40.0	60.0	0	16.67	66.66	16.67
UTW	8.03	77.0	14.93	11.1	76.23	12.7	0	100	0	26.67	66.67	6.67	16.67	66.66	16.67
EAD	12.05	70.7	17.2	16.65	71.45	11.9	0	68.75	31.25	20	80	0		83.34	16.67

PP	COHORT	Phonics	READING		WRITING		MATHS		COMBINED	
		%PASS	Attainment		Attainment		Attainment		Attainment	
			%EXS+	%GDS	%EXS+	%GDS	%EXS+	%GDS	%EXS+	%GDS
1	1	0%	100%	0%	0%	0%	100%	0%	0%	0%
2	3	0%	66%	0%	66%	0%	33%	0%	33%	0%
3	10		60%	20%	30%	0%	30%	%	20%	0%
4	19		63%	0%	37%	0%	37%	0%	21%	0%
5	9		0%	22%	11%	0%	56%	0%	22%	0%
6	5		40%	0%	0%	0%	0%	0%	0%	0%

P P	C O H	English						Maths						FFT Aspire Targets												
		AP S W o r k i n g a t a v e r a g e	FF T A s p i r e A g g r e g a t e d T a r g e t	F F T 5 0	F F T 2 0	F F T 5	4 + %	5 + %	7 - 9 %	AP S W o r k i n g a t a v e r a g e	FF T A s p i r e A g g r e g a t e d T a r g e t	F F T 5 0	F F T 2 0	F F T 5	4 + %	5 + %	7 - 9 %	% grade 4+ E+M						4 + %	5 + %	7 - 9 %
																		% grade 4+ E+M			% grade 5+ E+M					
																		F F T 5 0	F F T 2 0	F F T 5	F F T 5 0	F F T 2 0	F F T 5			
7	8	5	5-	No data		6 3 %	3 8 %	1 3 %	3.6	5-	No data		5 0 %	3 8 %	1 3 %	No data available		5 0 %	2 5 %	1 3 %						
8	5	4.3	5-	3 -	3 +	2 0 %	2 0 %	0 %	2.6	4-	2 +	3 -	3	0 %	0 %	0 %	9 %	1 6 %	2 3 %	2 %	4 %	6 %	0 %	0 %	0 %	

1	8	5	6	4	4	4	5	3	1	4.5	6-	3	3	4	6	5	1	3	4	5	1	1	2	6	6	0
1				-			0	8	3			+	-	3	0	0	3	0	1	1	0	7	4	3	3	%
							%	%	%					%	%	%	%	%	%	%	%	%	%	%	%	%
							((((((((((((((((
							4	3	1					5	4	1								5	5	

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
Mathematics Mastery	ARK
Ambition Institute CPD Strand	Ambition Institute