



Avanti Court: 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 Court Primary School
Number of pupils in school	682 including Nursery as of October 2021 663 Reception-Yr 6
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Deborah Walters
Pupil premium lead	Amy Sivadasan
Governor / Trustee lead	Kekshan Salaria

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£712 (3 of 12 th allocations)
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	£23577



Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieve excellence so that our pupils become well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment
2	Attendance and punctuality
3	Emotional Wellbeing and Mental Health
4	Lack of finances for enrichment activities
5	Loss of learning due to the pandemic

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
Improve pupil levels of attainment and outcomes for disadvantaged pupils	PP students to achieve, or exceed expected levels of attainment in Reading, Writing and Maths
Improve literacy and oracy levels, so that pupils are able to access the whole curriculum and develop as confident speakers	Majority of PP read at, or above, chronological reading age. Majority of PP students achieve, or exceed expected levels of attainment in Reading, Writing and Maths Majority of PP access LAMDA and receive accred-



	itation in 2022.
Improve the attendance and punctuality of pupil premium pupils	PA rate for PP will be lower than national averages. PP students will achieve, or exceed, attendance percentages in line with national averages. Increased parental engagement demonstrated through improvements in attendance rates EWO and school intervention effective
Provide effective support to pupils with Social Emotional Mental Health problems through ELSA	Identified pupils receive effective ELSA support Intervention show impact Pupil voice evidences impact of the provision Improvement of attendance rates Improvement of attainment
Enhance opportunities for enhancing ‘cultural capital’ through enrichment and experience.	100% of pupil premium pupils have access through school funding to enrichment clubs and activities weekly. All pupil premium pupils in Year 6 have access the residential through financial support. All pupil premium pupils in Year 5 and 6 visit Universities to enhance learning.
Loss of learning as a result of the pandemic	All pupil premium pupils are given access to after school tutoring led by HLTAs in Maths and English Levels of attainment improve Attendance improves Self-belief improves



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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development linked to quality first teaching in Reading, Writing and Maths- developing teacher's practice to ensure daily quality first teaching- Rosenshine's Principles £1000	Professional development training needs to take place to ensure Teachers and TAs are able to deliver the Rosenshine's principles of instruction effectively: Sutton Trust- Feedback +8 Sutton Trust-Oral Language Interventions +5	1,2,5
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching-Rosenshine £1000	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,5
Using blended learning to support gaps in English and Maths £2000	Using blended learning to support gaps caused by Covid 19 Lockdowns. Digital technology can add up to +4 months progress (EEF, 2020)	1,2,5
Strategy meetings for year leads with the Assessment Lead and HT £2500	Rigorous monitoring and tracking of pupil premium outcomes and the identification of next steps at mastery level. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1,5
CPD-Oracy and language acquisition £500	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	1,2,5
Effective Feedback through 1:2 conferencing in Year 6 £1000	Research evidences that when feedback is given to the learner about the learner's performance relative to learning goals or outcomes,	1,2,3,5



	it shows improvement in students' learning-EEF+6	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Conferencing by HLTAs 1500	Sutton Trust feedback +8 Sutton Trust Mentoring + 1	1,2,3,5
Providing a range of range of TA interventions/ training and support for TAs £4000	Sutton Trust-Oral Language Interventions+5 Sutton Trust Phonics Interventions +4 Sutton Trust Comprehension Strategies +5 EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2,3,5
Small group/1:1 tuition £2500	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)	1,2,3,5
Books, revision guides and online programmes provided to students as part of the catch up strategy £300	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	1,3,4,5
Teach and test academic vocabulary through dialogic activities: explicitly extending pupils 'spoken vocabulary Through structured questioning to develop reasoning skills Through purposeful, curriculum focused dialogue and interaction and intervention by Teaching Assistants and Teachers £1000	The EEF indicates that language interventions with frequent sessions over a sustained period and those that are delivered one-to-one have larger impacts-+6 EEF	1,2,3,5



Homework interventions and parental engagement linked to reading. £500	Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare Support Officer- Emotional interventions £850	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Sutton Trust- Social and emotional learning +4	1,2,3,5
Additional Educational Welfare Officer Support for pupil premium families-attendance £1000	Tailor school communications linked to attendance to learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Sutton Trust-Parental Involvement +3	1,2,3,5
Curriculum Workshops for all parents- pupil premium parents targeted £500	Tailor school communications linked to participation in academic workshops to their individual child's learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Support parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home. Sutton Trust Parental Involvement +3	1,2,5
Enriched curriculum opportunities- subsidised trips/residential and visitor experiences £1500	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Sutton Trust Arts Participation +3 If cost were a factor for Pupil Premium pupils and they were unable to attend educational visits due to costing this would im-	2,4,5



	<p>pact learning particularly at curriculum entry points. Sutton Trust-Collaborative Learning Experiences +5</p>	
<p>Before school care/ breakfast club and after school care £1000</p>	<p>Sutton Trust- Extending the School Day +2</p>	<p>2,3,4</p>
<p>Providing uniform for pupil premium pupils/ poverty proofing £1000</p>	<p>Sutton Trust-Uniform +0 However as a school, we have evidence to indicate that uniform is a barrier. Therefore, providing uniform to pupil premium pupils when successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline impacts pupil's self-esteem and confidence.</p>	<p>2,3,5</p>
<p>Emotional Literacy Support Assistant to offer emotional support to PP children £2000</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Sutton Trust- Social and emotional learning +4</p> <p>Sutton Trust-Behaviour intervention +3 Social and emotional learning +4</p>	<p>1,2,3</p>
<p>Pupil premium individual parent meetings/regular communication led by as- sessment lead and class teachers on progress and attainment- DHT £1000</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Sutton Trust-Parental Involvement +3</p>	<p>1,2,4,5</p>
<p>Cultural Art and Diversi- ty Workshops £1500</p>	<p>Research indicates that involvement with the arts encourages a positive attitude to learning and increased well-being.</p> <p>Sutton Trust- Arts Participation +2</p>	<p>2,3,4,5</p>
<p>Deliver after school wider reading sessions for pu- pils £400</p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight</p>	<p>1,2,3,4,5</p>



	into the world view of others (The Reading Agency 2015).	
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Total budgeted cost: £ 28050 *the school will use £4473 from the main budget to supplement the pupil premium funding)*





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.

<u>Evaluation of Pupil Premium Interventions 2020-2021</u>				
Year Group	Item/Project	Objective	Impact	Comment
Whole School	Welfare Support Officer	Supporting pupils who have social, emotional, behavioral barriers in order to raise confidence and self-esteem. To foster positive learning behavior. To support families to improve attendance		There is a small percentage of children being supported regularly for emotional concerns. Impact has been good- parental feedback has been positive. Emotional Literacy Support Assistants (ELSA) have supported a small number of children throughout COVID lockdown and also returning back to school. The impact has been positive-see CIN meetings and behaviour logs for evidence
Yr 1-6	Pupil conferences by HLTAs	All pupils have personalised targets in each of the core areas. PP Pupils achieve in core subjects. HLTA and pupil meet 1:1 to discuss their targets, areas for improvement and what/who would be able to help them. Parents consulted.		Summer 2021 Data Math Attainment: 86% working at ARE (18/21 pupils) 24% pupils working above ARE (5 pupils) Writing Progress: 86% of pupils working at ARE (18/21 pupils) and 10% of pupils (2/21) working above ARE Reading Progress: 95% working at ARE (20/21 pupils) 24% of pupils (5 pupils) working above ARE in reading
Whole School	Professional development linked to quality first teaching in Reading,	Linked to maths and English teaching and Learning CPD- developing teachers practice to		Across the school in maths 86% achieved ARE (Summer 2021) Math Attainment:



	Writing and Maths-developing teacher's practice to ensure daily quality teaching for both TAs and teachers	ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives		<p>86% working at ARE (18/21 pupils) 24% pupils working above ARE (5 pupils)</p> <p>Writing Progress: 86% of pupils working at ARE (18/21 pupils) and 10% of pupils (2/21) working above ARE</p> <p>Reading Progress: 95% working at ARE (20/21 pupils) 24% of pupils (5 pupils) working above ARE in reading</p> <p>Provision is strong because of effective deployment of TAs, training on questioning, differentiation, targets, effective writing strategies, oral strategies to develop language acquisition Pupil progress meetings- 3 week turnaround, action plans followed through.</p>
Whole school PP pupils	Curriculum Workshops for all parents- PP pupil parents targeted	Raise achievement in both Maths and English Attendance improves School and parental partnerships effective		<p>Parent Feedback after workshops indicates that parents value the opportunities to learn and support their children.</p> <p>PP parents given laptops to use during school closure and also data SIM cards to help them access learning at home.</p>
Whole School	Pupil Progress Meetings	All staff well informed of key actions to support pupils. Pupils receive clear targeted Intervention that is focused and helps to raise achievement in Maths, Reading and Writing. Identified pupils to make accelerated progress.		<p>Math Attainment: 86% working at ARE (18/21 pupils) 24% pupils working above ARE (5 pupils)</p> <p>Writing Progress: 86% of pupils working at ARE (18/21 pupils) and 10% of pupils (2/21) working above ARE</p>



				Reading Progress: 95% working at ARE (20/21 pupils) 24% of pupils (5 pupils) working above ARE in reading
Whole school	Providing a range of proven TA led Interventions: training and support for TAs	Pupils make accelerated progress and attain age appropriate levels in reading and maths. Improved confidence and self-belief.		Math Attainment: 86% working at ARE (18/21 pupils) 24% pupils working above ARE (5 pupils) Writing Progress: 86% of pupils working at ARE (18/21 pupils) and 10% of pupils (2/21) working above ARE Reading Progress: 95% working at ARE (20/21 pupils) 24% of pupils (5 pupils) working above ARE in reading
Whole School	Enriched curriculum opportunities - subsidised trips and visitors	Curriculum is broadened to include exciting links, increasing pupil engagement and excitement		Positive impact on pupil behavior and attendance. 90% of pupils accessed online learning during school closure and majority of pupils took part in online interventions during this period. Attendance was at 76.6%. Due to Covid restrictions- no trips took place.

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
My Maths
Deepening Understanding



AVANTI COURT
Excellence · Virtue · Devotion

Bug Club
Times Table Rock Stars