

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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 Court Primary School
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	3.24%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Dravit Koorichh
Pupil premium lead	Tracey Cooper
Governor / Trustee lead (SSC Chair)	Harshal Gore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470.00 (£1,455 per child)
Recovery premium funding allocation this academic year	£3,190 (22 x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,130

## Part A: Pupil premium strategy plan

### Statement of intent

At Avanti Court Primary School our aim is to prepare and enable children to be their best, academically, spiritually and with a resilient character; to be ready to contribute to the world in which they live, making it a better place.

Avanti Court Primary School offers an exciting, flexible and broad curriculum that provides a wide range of opportunities for all pupils. We have high expectations and aspirations for all of our pupils, and we believe that every child should be equally equipped for success. We provide opportunities for the children to develop their life experiences and the ability to engage and achieve well.

Our Pupil Premium Strategy Plan aims to address the main challenges faced by our children and thus, overcome them so that the children can enjoy success in both their academic and wider endeavours. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium children are closely monitored and discussed in detail during pupil progress meetings.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school. We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life. We appropriately select and implement intervention immediately after we identify even a small disadvantage in learning or personal development. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are ambitious for all our children and every effort is made to ensure that the extra funding is used to best effect, so that it has a positive impact on children's learning success and happiness.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	<b>Low literacy skills upon entry</b> Our disadvantaged pupils have limited vocabulary knowledge; therefore, they have lower starting point in Speech and Language on entry to school. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
2	<b>PP children achieve below age related expectations in reading, writing and maths</b> Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the disadvantaged pupils is significantly below that of non-pupil premium children (below age related expectations Reading:57%,

	Writing 71%, Maths:57%)
3	<b>Our ongoing Mental health and Wellbeing</b> Discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.
4	<b>To invest in enrichment activities for all PP children</b> Pupils' wider experiences from their home life have become increasingly limited for some children.

### 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
<b>1. Low literacy skills upon entry</b>	<ul style="list-style-type: none"> <li>PP children who are not working at expected standard, make at least 1 step more than expected progress over the academic year.</li> <li>Improve reading through 1:1 and group reading for targeted children.</li> </ul>
<b>2. PP children achieve below age related expectations in reading, writing and maths</b>	<ul style="list-style-type: none"> <li>Majority of PP children to read at, or above chronological reading age.</li> <li>Majority of PP children achieve or exceed expected levels of attainment in R/W/M</li> </ul>
<b>3. Mental health and Wellbeing</b>	<ul style="list-style-type: none"> <li>Identified pupils receive expected support.</li> <li>Pupil voice to evidence impact of provision.</li> <li>Improve levels of welfare, attainment and concentration.</li> </ul>
<b>4. To invest in enrichment activities for all PP children</b>	<ul style="list-style-type: none"> <li>100% of PP pupils have access through school funding to enrichment clubs and activities.</li> <li>All pupils can attend educational visits and workshops to further enhance learning and to provide experiences beyond the classroom.</li> <li>All PP children in KS2 will be able to attend residential visits, through subsidised financial support.</li> </ul>
<b>5. Families engaged with their child's schooling and enrichment activities.</b>	<ul style="list-style-type: none"> <li>Robust communication systems enable regular contact with parents.</li> <li>Positive parental comments on surveys.</li> <li>Parents engage with school communication such as community bulletins, ClassDojos, curriculum workshops, weekly 'Parent Connect' meetings, town halls.</li> <li>All pupil premium children are offered enrichment clubs, attend educational visits, including residential visits.</li> <li>Pupil premium children attend a variety of sporting activities provided by Inspire.</li> </ul>

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions- (1:1 and groups)	Ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives.	1, 2
Inclusion lead to team plan and teach with teachers	SEND support and training by TC – Interim SENCO	1,2
Referral to the local authority (SALT referrals)	Developing speaking and listening will positively impact on standards	1,2
In-class support – Quality First Teaching	CPD – Teachers and LSA (Foundational habits)	1,2,3
	To have a higher percentage of PP children in KS1 and KS2 who meet the expected standard in R/W/M that meet or surpass the national average	1,2,3
Inclusion Lead (TC) Inclusion Assistant (MH)	Tracking of individuals, their learning and progress as well as their attendance, additional support, challenge sessions, in place for them and the opportunities/ enrichment they are involved in. Support children and families through potentially challenging times as required. Provide the support to cater for their unique needs. Visible and available for daily discussions and support for both children and parents.	1,2,3,4
Assistant SEN support	Staff deployed strategically to work with targeted children. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3,4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring	<p>HLTA targeted academic support (after school tutoring x 2 a week)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/becky-francis-national-tutoring-programme?utm_source=/news/becky-francis-national-tutoring-programme&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=national%20tutoring">https://educationendowmentfoundation.org.uk/news/becky-francis-national-tutoring-programme?utm_source=/news/becky-francis-national-tutoring-programme&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=national%20tutoring</a></p>	1,2,3
<p>High quality books in book corners to read and take home. Priority given to in-class reading. For example:</p> <ul style="list-style-type: none"> <li>• Additional 1:1 reading sessions</li> <li>• High quality and diverse texts bought for reading corners</li> </ul> <p>£250</p>	<p>Facilitating and encouraging a culture of books and reading is shown to lift attainment of PPG pupils. The impact is a lasting one:</p> <p><a href="#">CLPE Reading for Pleasure 2021_0.pdf</a></p>	1,2
<p>HLTAs – teaching across the week, working with focus children in specific year groups</p>	<p>Consistent use of familiar HLTAs in specific year groups (4,5 and 6) to raise attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring</a></p>	

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

Budgeted cost: £12,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bi-weekly meetings with the EWO.	<p>Discussions on those below required % and targeted support.</p> <p>Letters home and visits as required.</p> <p>Holidays in term-time not authorised.</p> <p>Greater engagement from ‘harder to reach families’, improve punctuality and attendance.</p> <p>Closing Gaps Early, EEF, 2017. The focus throughout is on narrowing gaps at school starting age between children from different social backgrounds – essential to breaking the cycle of disadvantage and making progress on social mobility.</p>	1,2,3
Uniform	<p>Subsidies from the school to ease costs for PP families.</p> <p>‘Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	3
PP children to work with school Chaplain	<p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Self-awareness: expand children’s emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p>Social awareness: use stories to discuss others’ emotions and perspectives.</p> <p>Relationship skills: role play good communication and listening skills.</p> <p>Responsible decision-making: teach and practise problem solving strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 2, 3, 4

<p>Pupils will have funded access to enriching experiences.</p> <p>For example: Free club access £5,000</p> <p>Subsidized/free trip access, including Year 5 and 6 residential £3,000</p> <p>Priority given to join teams for competitive leagues (football, tag rugby) £500</p> <p>Music lessons</p> <p>LAMDA lessons</p>	<p>The positive impact of wider curricular access, sports and other enrichment is well documented.</p> <p><a href="#">Environmental Enrichment as a Positive Behavioral Intervention Across the Lifespan - PMC (nih.gov)</a></p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>3 and 4</p>
<p>School Workshops</p>	<p>Supporting the training of staff to deliver learning to the highest standard. E.g SEND training from SEATss and LA via insets and workshops.</p> <p>Release time for staff to deliver parent workshops for their subject areas to improve home/school engagement.</p>	<p>1,2,3</p>
<p>Books and resources</p>	<p>Supporting home learning as well as providing books (free to PP children).</p> <p>Curriculum is broadened (CUSP) to include exciting links, increasing pupil engagement and excitement which will include access to educational trips on workshops in school.</p>	<p>1,2,3</p>

**Total budgeted cost: £32,130**

## 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:

Impact for the previous academic year is not well supported by summative data due to the difficulties faced by the school with reduced leadership capacity and a lack of comprehensive data analysis/input from the summer term at the end of the academic year. As a result, it is difficult to assess whether our PP children made progress in their attainment during the last academic year.

The school provided financial support for four PP children from Year 5 to attend the school residential to the Vedanta in Lincolnshire, enabling them to have equal access to enriching experiences. These children enjoyed a wealth of extra-curricular activities which enabled them to develop interactions with peers and an ability to build positive relationships with each other.

The children were able to take part in activities that they might not otherwise have encountered previously: for example, water rafting and riding wobble boards. One PP child who attended said 'I loved meeting other adults who were not from our school and enjoyed participating in water activities'. In this way, we have supported a child to broaden their horizons and raise their aspirations to try new things with new people.

Another PP child said 'I had an opportunity to talk to children from school that I didn't know very much before – they are hoping to go to the same secondary school as me'. This supports children to develop the confidence and build their sense of inclusion in our school community.

### 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
Mymaths	Online home learning support
Timestable Rockstars	Online home learning support
CGP books to support Tuition	CGP