

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	631
Proportion (%) of pupil premium eligible pupils	3.1 (20 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
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	£30,807.44 (20 chn)
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£30,807.44

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

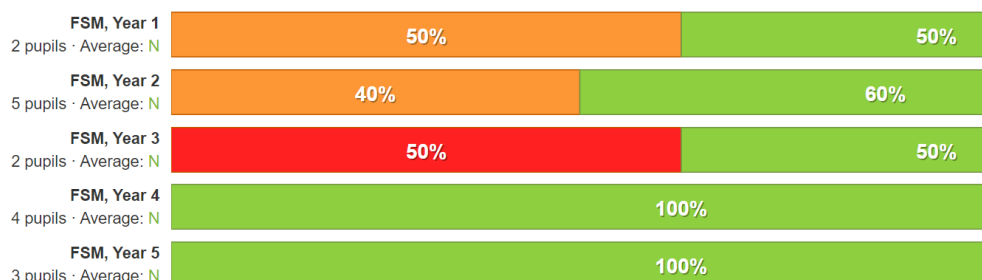
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Early Intervention of children with Speech and language difficulties Develop early identification and early intervention using a SaLTA/SaLT for EYFS (WellComm screening and Love to Communicate)
2	Lower outcomes in the core subjects Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the Pupil Premium pupils is

below that of non-pupil premium children.

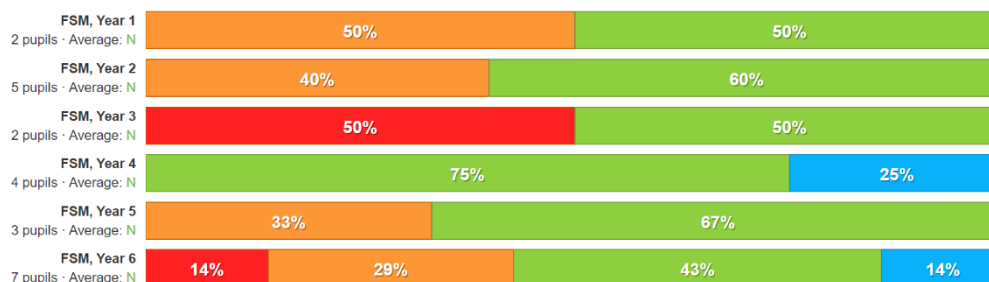
Reading

Legend Well below Just below Expected Above No data



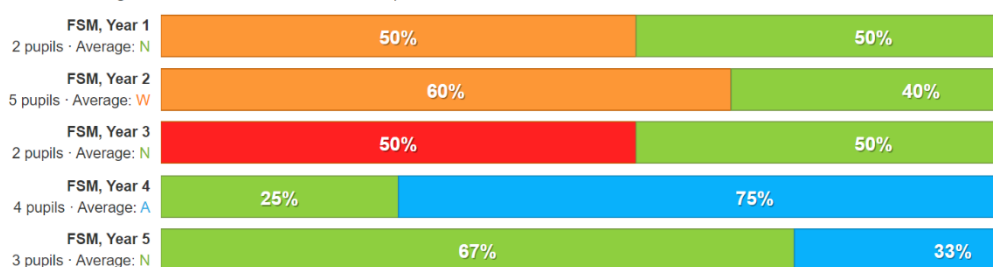
Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



3

Mental health and Wellbeing

Our ongoing discussions with pupils and their families show that several families require additional pastoral intervention, including social, emotional, and mental health support.

4

Attendance

Low attendance for Pupil Premium children caused by a range of factors has a negative impact of attainment and progress as well as their social and emotional development.

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
1. To have a firm understanding of communication and language needs for the youngest and most vulnerable children in order to identify needs and provide early intervention as well as train staff.	<ul style="list-style-type: none"> For all reception children to be screened and identified early so that staff have the tools to support need and aid progress through high quality training via the SaLT/SaLTA. Children will develop their skills in language and communication more rapidly.

<p>2. Reading, writing & Maths – skills raised through QFT as well as interventions, enabling children to achieve well, so that children achieve or exceed expected levels of attainment in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> • Majority of PP children to read at, or above chronological reading age. • Majority of PP children achieve or exceed expected levels of attainment in R/W/M
<p>3. Social and emotional difficulties and cultural challenges are reduced.</p>	<ul style="list-style-type: none"> • Children feel safe and supported. • Difficulties and challenges are overcome, resulting in behaviour being outstanding. • Additional support available for all that need it (e.g resources / devices as required). • Children are confident and aspirational enabling children to learn
<p>4. To improve and maintain good attendance for all PP children</p>	<ul style="list-style-type: none"> • The average attendance of Pupil Premium children is at least 97%. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. • Punctuality and attendance have a positive impact on learning and wellbeing

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, training and SEND)

Budgeted cost: £8,307.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics program Little Wandle to secure stronger phonics	<p>Little Wandle is a DfE validated phonics programme</p> <p>A robust approach to teaching synthetic phonics (CPD online training, rapid 'Catch-Up' and SEND resources)</p>	1,2
Support via assessments and intervention and training for staff to impact on daily and weekly support for those identified with weaker speech and language skills.(GL assessments WELLCOMM)	<p>SEND support and training led by SENCO for children on the cusp, SEND and disadvantaged children.</p> <p>Early intervention helps children in EYFS to keep up with the curriculum and close gaps in learning.</p> <p>Developing speaking and listening will positively impact all children.</p>	1,2
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 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 and improved tracking of disadvantaged children	<p>CPD – Teachers and LSA (Foundational habits)</p> <p>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. To be achieved by quality assuring our universal offer, CPD targeting practice for staff and children's needs, better tracking of pupil voice and discussions at Pupil Progress meetings.</p>	<p>1,2,3</p> <p>1,2,3</p>

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
HLTA	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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school tutoring	<p>HLTA targeted academic support (after school tutoring x 1 a week) and further HLTA targeted academic support (after school tutoring 2:45- 3:10) twice a week.</p> <p>https://educationendowmentfoundation.org.uk/news/becky-francis-national-tutoring-programme?utm_source=/news/becky-francis-national-tutoring-programme&utm_medium=search&utm_campaign=site_search&search_term=national%20tutoring</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"> • Additional 1:1 reading sessions • High quality and diverse texts bought for reading corners <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>CLPE Reading for Pleasure 2021 0.pdf</p>	1,2
<p>HLTAs/TAs – teaching across the week, working with focus children in specific year groups</p>	<p>Consistent use of familiar HLTAs/TAs in specific year groups (4,5 and 6) to raise attainment.</p> <p>https://educationendowmentfoundation.org.uk/news/new-eeef-guide-making-a-difference-with-effective-tutoring</p>	

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

Budgeted cost: £10,500

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>	3,4
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	3
PP children to work with school Chaplain (SLT to oversee caseload in Autumn 2)	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2, 3, 4

<p>Pupils will have funded access to enriching experiences.</p> <p>For example: Free club access x 1 term for peripatetic music services</p> <p>Subsidized/free trip access, including Year 5 and 6 residential</p> <p>Priority given to join teams for competitive leagues (football, tag rugby)</p>	<p>The positive impact of wider curricular access, sports and other enrichment is well documented.</p> <p>Environmental Enrichment as a Positive Behavioral Intervention Across the Lifespan - PMC (nih.gov)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3 and 4
<p>Referrals (via school with parental support) to SEATss Social, Emotional and Mental Health specialist teacher</p>	<p>SEATss to plan and deliver workshops with current year 6 (parents and children) cohort to provide strategies to children to regulate their own mental health.</p>	3,4
<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. For example Makaton training (Inset held 20.11)</p> <p>Release time for staff to deliver parent workshops for their subject areas to improve home/school engagement.</p>	1,2,3

Total budgeted cost: £30,807.44

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year:

Pupil premium strategy outcomes

Whilst all PP children made at least 1 step expected progress over the academic year in the core subjects, data suggests that our interventions were more successful in upper key stage 2 possibly due to the HLTA interventions held after school for these children. Therefore this remains a key priority for the current academic year. Through introduction of our new assessment gathering tool, Insight, and the introductions of trackers for our SEND pupils, robust analysis of PP data will enable us to ensure that PP children attain in line with their peers.

Referrals made to the chaplain for support and more robust recognition and referral to outside agencies (SEATss) have enabled school to create a robust provision to support children with their SEMH needs. CPD held for teachers for safeguarding raised awareness of Adverse Childhood Experiences (ACES) to staff and has improved our pastoral universal offer.

Pastoral support via the Chaplain arm has had a positive impact on children's social and emotional literacy. Those children who engaged with the provision have shared that they have learnt new tools and strategies to help them understand their feelings and manage them. Whilst this is a new project, the positive outcomes that children, staff and parents have witnessed means that it remains a priority for this academic year.

Termly reminders to parents about eligibility and claiming support for pupil premium have enabled us to raise awareness of entitlement for our school community. School continues to offer support to parents of PP children for enrichment clubs and educational visits including residential trips.

Improvement in parental communication via the use of Class Dojos, curriculum workshops, parent CONNECT meetings, town halls with the principal and SEND coffee mornings, as well as daily SLT duties at the gates have enabled us to foster positive and informative relationships with 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
White Rose Maths online	White Rose Maths
CUSP Scheme of Work	Curriculum with Unity Schools Partnership
Plan Panion for maths and reading	Planpanion Ltd
Curriculum Vision online	Curriculum Visions