

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Avanti Fields				
Academic Year	2018-2019	Total PP budget	£4675	Date of most recent PP Review	NA
Total number of pupils	68	Number of pupils eligible for PP	5	Date for next internal review of this strategy	04.19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	NA	
Attainment 8 score average	NA	
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Support pupils in improving their basic skills – numeracy, literacy, English as an additional language,	
B.	Develop student skills in revision, retention and recall	
C.	Raise aspirations for PP students	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Ensure excellent attendance and punctuality is maintained by pp students	
E.	Creation of external opportunities for pp students	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Narrow gaps and ensure that PP there is no gap between pp and no pp students	Progress at each data drop shows no gap in progress for pp and their peers
B.	Maintain excellent attendance	There is currently no gap in attendance – maintain this
C.	PP student enrichment in extra and super curricular is in line with non pp peers	Ensure PP students engage in at least one enrichment activity per week

## 5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment and rates of progress of pp students and to ensure their progress is positive in Ebacc subjects	Ensure no gaps in progress in English, maths, science, history, geography, Spanish	Evidence suggests that meeting individual needs and individualised learning has a positive impact on student progress. Success in the Ebacc subjects will open doors for students in the next stage of their education, Post 16.	a) Personalised planning for learning for each pp student in each ebacc subject  At each progress check, PP pupils in departments will be monitored and compared to non-PP. Where any underachievement is identified, this will be raised with HoD and strategies will be put in place to	NKH	Feb 2019 April 2019 June 2019
Improve the literacy of all pp students	Improve reading age of PP students who are below chronological reading age	Sutton document improving literacy improves overall student outcomes. Students are more able to access materials across the curriculum.	EAL student supported through small group literacy and TA support.  Personalised literacy targets and teacher input through planning for learning	ABA	March 2019 June 2019
<b>Total budgeted cost</b>					£3000

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Prevent or narrow any gaps in progress through personalised intervention and support for pp students	Ensure that there is no gap in progress between PP and non PP in English and Maths	Small group work and reading intervention strategies have a good impact on improving student progress ( Educational Endowment fund)	One to one or small groups support in numeracy and reading for targetted students.  Close monitor of progress through regular testing	NKH	Feb 2019 April 2019 June 2019
regular attendance of students through tracking and monitoring target 97%	Daily monitoring. First day calling— Family involvement.	Attendance below 90% has a specific impact on progress of all learners in particular pp	Monitoring of attendance and prioritisation of pp students Attendance and punctuality letters Attendance officer and pastoral teams contact students when there are unexplained absence Budget for rewards	LB	March 2019 June 2019
<b>Total budgeted cost</b>					<b>£475</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure finance is not a barrier for participation in school activities	PP student's take part in school trips as much as non pp students. –  Monitoring and participation of HAPS students and other students who are pp in whole school activities  School trips and resourcing grants Supporting students to develop an in-depth	Student equality in opportunities to enable personal growth. . These activities can also improve self-confidence and support social and friendship groups. Participation in trips and activities contribute to a student's participation and self-esteem by developing student knowledge, experiences and cultural capital.	Supporting pp student's with finance to enable them to purchase resources ( ie art resources, books etc)  Supporting pp student's with finance to enable them to take part in trips and activities. School financial support is usually 50% of the trip cost, however this is assessed on an individual basis.	ERT	Feb 2019 April 2019 June 2019

	interest in a subject or activity		Monitoring and participation of HAPS students and other students who are pp in whole school activities Measure student satisfaction and strong attitude to learning and school.		
Ensure each pp student has a clear understanding of their strength, ambitions and steps to success		The NFER have identified meeting the needs of individual student as a key building block for promoting progress, understanding their ambitions and their barriers to success so that they can form part of action planning.	External career advisor mentoring Personalised action plan and “ my futures” plan	LB	April 2019 June 2019
				<b>Total budgeted cost</b>	<b>£ 1200</b>
				<b>Overall budgeted cost</b>	<b>£ 4675</b>

