

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 Gardens School
Number of pupils in school	309
Number of Pupil Premium pupils in school	45 pupils – 16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022- 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025- upd. March 2025
Statement authorised by	Harry Penny
Pupil premium lead	Matthew Newman and Nicola Rogers
Governor / Trustee lead	Mike Younger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,690
Recovery premium funding allocation this academic year	£0
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	£67,690

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

At Avanti Gardens School, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

All students will develop a greater awareness of their learning and their personal strengths and weaknesses. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning, to the point where it is habitual.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence: At present our attendance gap for our Pupil Premium pupils is 12%. Many are at risk of falling into the 'persistent absenteeism' category.
2	Gaps in Writing – In Reception, 57% of the 7 disadvantaged pupils met the expected standard in Writing whereas, 84% non-PP met the expected standard. In Year 6, 38% of 8 disadvantaged children achieved the expected standard for writing as opposed to 57% for non-PP.
3	Gaps in maths – In Reception, 57% of the 7 disadvantaged pupils met the expected standard in number whereas, 75% non-PP met the expected standard. In Year 6, 50% of 8 disadvantaged children achieved the expected standard for maths whereas 47% of 15 non-PP met the expected standard.
4	SEND – 2023-24 18% of PP children with SEND achieved the combined ARE. This was an increase of 4%. However, 33% of non-PP children with SEND achieved the combined ARE.
5	Lower cultural capital: Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but for some what they believe is possible is limited due to their life experience to date.

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
Higher attendance for all our disadvantaged students	97% + attendance for our disadvantaged children.
Improve overall attainment for writing in all year groups	Attainment for disadvantaged children in writing across the school is in line with the rest of their peers or above.
Improve overall attainment for Maths in all year groups	Attainment for disadvantaged children in maths across the school is in line with the rest of their peers or above.
Improve overall attainment in core subjects for PP pupils with SEND.	<p>A higher % of PP children with SEND achieve the expected standard across the school.</p> <p>A reduction in the number of children who require a phonics intervention at the end of KS1.</p> <p>Data shows an increase in the reading and spelling ages of PP children who have accessed the intervention for KS2.</p>
Increase in number of PP children attending after school clubs and extra-curricular activities including trips.	<p>Data shows that more pupils with PP are attending extra curricular activities and trips.</p> <p>All PP children have been offered the opportunity to attend an after school club.</p>

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CUSP curriculum package (training, implementation and resources)	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. 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.	1, 2, 3, 4
Trust wide teaching and learning strategy that supports quality first teaching and effective CPD for all staff.	https://avanti.org.uk/institute/teacher-toolkit/	1, 2, 3, 4
Work with ARK Maths Mastery to continue work on implementation of teaching for Mastery across the year groups.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning 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. 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.	1, 3, 4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of PP champion to support pupil progress, attainment, attendance and barriers to learning.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
Delivery of small group interventions by the Teaching Assistant based on gaps analysis from diagnostic assessments	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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.	1, 2, 3, 4

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support EWO package £8,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	1
Trip Subsidy - We offer all PP families a 50% subsidy for trips and pay 100% of a PP child's	Providing disadvantaged families with financial support in order for pupils to engage with enrichment, team-building and collaborative opportunities such as Year 6 camp has been proven as a successful strategy. It has allowed the children to	1, 5

place on a residential trip.	access activities along with their peers that might not have been able to happen without financial support. Feedback from pupils, parents and staff about the year 6 camp has shown to be beneficial for supporting children's SEMH needs and has helped to prepare them for the transition to secondary schools.	
<p>Breakfast Club (5 days per week)</p> <p>Recognised by the EEF as an effective strategy to increase progress and attainment.</p>	<p>Providing a morning Breakfast Club (5 days a week) provides our disadvantaged pupils with a nurture opportunity and a 'soft' entry to school. Taking time to develop social skills with other children, having a healthy breakfast and the chance to prepare for the day, works to build up confidence and resilience. Previous experience of this in school had overwhelmingly positive feedback from pupils, parents and staff. Children were more settled and ready for learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 5
<p>PP students to have a space paid for in extra-curricular activities.</p> <p>Uniform support available to all PP families.</p>	<p>EEF tiered model and menu of choices.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 5
Specific Learning Difficulties / Dyslexia Post-Graduate training.	The PGCE in SPLD qualifies an individual to become a Specialist teacher for pupils with dyslexia.	2, 4

Total budgeted cost: £63,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

It is important to note that as a school our percentage of PP numbers (13%) is lower compared to the national average; in this instance the number of students analysed is a smaller proportion of the school's cohort.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations, the data trends in every class show that Non-PP are performing higher than PP eligible pupils.

This is primarily the historical nature of the school – most of the children sitting the assessments lacked exposure to the National Curriculum until the Avanti Trust took over the now closed Steiner School in 2019 and were then met with the challenges that COVID-19 brought on. This has led to significant gaps, particularly in UKS2, in children's knowledge and understanding with little time to close these before the first formal assessments.

Due to a high proportion of SEND and PA in our Year 6 cohort, those that met the expected standard was 39% (an increase of 14% from the previous year). Out of the 8 PP students, 3 of them achieved the expected standard in RWM. 50% (4) of these were SEND and progress was made for these students in line with their Individual Learning Plans.

Our internal data also suggests that the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is high. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Teaching

The investment in improving teaching and learning from the Avanti Schools Trust is underpinned by the Avanti Teacher Toolkit (<https://avanti.org.uk/institute/teacher-toolkit/>). This alongside the adoption of CUSP for all core and foundation subjects was purchased with the sole intention of delivering a rich and broad curriculum.

These two elements combined have the sole intention of raising the profile of QFT at Avanti Gardens School. The CUSP resource has been trialled since May 2023, and put into full implementation from September 2023 in order to teach the National Curriculum. This goes a long way to provide quality, ambitious resources, including a rich literature spine, to support the learning of all children.

Phonics training for all staff was delivered effectively in 2023/24. Our reading lead continues to have a positive impact on the phonics screening results in KS1 with a 93% pass rate in June 2023. This, alongside the 96% pass rate from 2022, is promising data and signifies that with robust phonics teaching all children have a better chance at success.

From last year's external deep dive into Maths from ARK there was an increased focus on scaffolding upwards to ensure that all children can access and achieve the same objectives. This has led to CPD being provided to teachers around strategies for scaffolding effectively and this will continue to be developed next year. ARK continues to work alongside the Assistant

Principal in finding effective ways for teachers to hone their craft in the Maths Mastery curriculum, a great focus was given in CPD training to reducing the cognitive load during guided and independent practice as well as the focus on vocabulary which is an area that has been identified as being an area of weakness during pupil voice discussions.

Targeted support

Small group and 1:1 tuition proves to be successful when implemented carefully and focussed on the specific gaps of our children. Newly appointed phase leaders worked alongside the senior leadership team and class teachers to ensure that additional adults are used effectively. This year the school utilised the MITA project.

Wider strategies

Absence among disadvantaged pupils was 12.1% higher than their peers in 2023/24 and Persistent absence for all children in 2023/24 was high – 25.9%. Due to this ongoing challenge, an Assistant Principal now leads on all attendance matters both academic and pastoral. She is supported by a newly appointed Attendance Assistant.

We recognise the continued need for strategies to be in place to address absenteeism and why raising attendance for all children is still a focus of our current plan as well as it being one of the main objectives written into this year's school's action plan.

We plan to address parents' misconceptions around attendance including how important social time and interactions are by utilising the Education Welfare Support Service. We commission work alongside this service, including assessments and working directly with families. We will provide accurate information about how their child is attending in comparison to their peers – given in the number of days lost and the impact this can have on their progress. The Assistant Principal has a clear attendance strategy in place.

Our strategy to provide disadvantaged pupils with enrichment opportunities has proved successful, expanding alongside the growing number of after school clubs the school now offers. Our in-house breakfast Club continues to be well attended and will be offered to all disadvantaged families for 2023/24.