



Pupil Premium Grant Action Plan 2017-18

Evaluation of 2017-18

Avanti House Primary School

Date: 2017-18

Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2017 - 18

This report provides information on how the school used the Pupil Premium (PP) in the last academic year and the impact this had on our pupil's academic achievement and personal wellbeing. It also shows how we made sure that the provision for this group of pupils was of consistently high quality so that each action funded by PP should lead to improvements in pupils' development and learning and enable them to achieve high standards. In our school, we are ambitious for all our children and have high expectations of all. Every effort is made to ensure that the extra funding is used to best effect so that it makes a strong impact on children's learning, success and happiness.

Specific barriers to education that our children face

- Low literacy and or numeracy
- Low self-confidence, aspirations and resilience.
- Poor attendance and punctuality
- Social and emotional difficulties and challenges
- Insufficient family engagement with their schooling.

Overview of PPG expenditure and outcomes for pupils

- Nature of additional support
- How is it linked with access to school curriculum and learning?
- How much was spent
- What are the outcomes for pupils
- Reasons for decision on specific strategy

Pupil Premium Strategy

An overview: Number of eligible pupils and Pupil Premium Grant Review for Current Year

Total number of pupils on roll Sep (year)	360
Total number of pupils eligible for PPG (Ever 6 & Ever)	6 pupils
Amount of PPG received per pupil	£1320
Total amount of PPG received	£7920

Strategic Plan for the Year ahead: Overview and Planned expenditure and expected outcomes

At Avanti House Primary School, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential. When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the barriers to learning faced by Pupil Premium pupils in the context of our school. Each child entitled to PPG is unique in their situation and our response to their needs must reflect this.

With this in mind we aim to use the funding to build the capacity and expertise to enable us to provide a personalised programme of support in order to allow each child to reach his/her full potential.

The progress and attainment of all pupils at Avanti House School is carefully tracked and analysed in order to draw conclusions and develop action plans. Historically pupils at Avanti House achieve and attain well. Our objectives are two fold in using PPG where necessary to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not, but also to provide opportunities for PPG pupils to reach higher levels of attainment in line with those not entitled to PPG.

In order to narrow the gaps, we look at best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close the gaps for the most disadvantaged are through:

- *Improving the quality of provision across the board, in particular the quality of teaching in classrooms – we do this by (a) ensuring our staff are well-trained and have adequate time to carry out their roles and (b) ensuring good support in each class to rapidly address any underachievement.*

- Carefully considered interventions and activities to target specific needs – we do this by having additional teaching and support staff who can put on specific interventions for particular groups.*
- Increasing enjoyment of and participation in all aspects of school life – we will do this by further subsidising a range of activities and clubs.*

Nature of School actions Support	How is it linked with pupil access to school curriculum and learning to raise achievement?	How much will be spent?	Impact on pupils: What will be the outcomes for pupils?	Reasons why have we chosen the support actions/activities?
Improved progress for high attaining pupils	We will provide training for teachers and teaching assistants in practices to provide stretch and encouragement for those groups of pupils.	£420	Improved progress for high attaining pupils.	We want to ensure PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We also want to show progress within the depth and mastery of the bands.
Improved progress for lower attaining and SEN pupils				
Social, emotional and behaviour	To ensure a specific member of staff is available to monitor and support children and families through potentially difficult times as required.	£1000	Behaviour in the school well monitored and improvements put in place. Positive attitudes promoted and encouraged.	Children’s emotional development needs to be supported in order for them to be fully successful in their learning.
Buying into external services to support vulnerable PP pupils and their families	Free school meals check in service to ensure all of the funding to which pupils are entitled to is secured. Counselling service to provide emotional support to vulnerable pupils and families		Pupils who require 1:1 Will have a member of staff directly responsible for their welfare.	To ensure issues are picked up early, rectified and home/school links are more effective. Gaps diminished between non-pupil and PP children, with specific support to address their needs.
Catch up provision, interventions and booster groups	A range of interventions delivered across the school which include: <ul style="list-style-type: none"> Employment of part time 	£6000	Children reach minimum of ARE in reading writing and maths.	Small group interventions with highly qualified staff have shown to be effective in raising attainment and accelerating

delivered by teaching assistants (LSA's) and teachers	<p>teacher to allow for smaller teaching groups in Year 5 maths and English.</p> <ul style="list-style-type: none"> • Year 5 booster maths group after school delivered by LSA's and teachers. • Year 5 Higher level reading club after school delivered by LSA's and teachers. • KS2 booster writing interventions after school delivered by LSA's and teachers. • KS2 booster maths interventions after school delivered by LSA's and teachers. • Small group reading and phonics interventions delivered by LSA's and teachers. 		<p>Accelerated progress can be seen for targeted pupils.</p> <p>Reduction in the attainment gap between PP pupils and 'Others' in reading, writing and maths</p>	<p>progress.</p>
Provision for enrichment programmes to support pupils' wider educational needs	<p>Broaden PP children's interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers.</p> <p>Ensure that all children can attend visits not usually covered within the curriculum, to enrich learning and life experiences.</p>	£500	<p>Children develop an interest in an activity they have not previously had access to.</p> <p>All Year 5 children have ability to attend the residential.</p>	<p>Trips support children's understanding of the wider world and life opportunities.</p> <p>Sports and After School Club sports provision ensures that children are active and healthy and healthy life choices are promoted.</p>

Evaluation of Pupil Premium Interventions 2017-18

Year Group Key Stage	School Action	Objective	Impact	Evaluation / Comments
Whole School	<p>Improved progress for high attaining pupils</p> <p>Improved progress for lower attaining and SEN pupils</p>	<p>We will provide training for teachers and teaching assistants in practices to provide stretch and encouragement for those groups of pupils.</p>		<p>Across the school, disadvantaged pupils have made excellent progress.</p> <p>Maths – 100% made expected progress 33% made greater than expected progress</p> <p>Reading – 100% made expected progress 50% made greater than expected progress</p> <p>Writing – 100% made expected progress 50% made greater than expected progress</p> <p>Progress of higher attaining disadvantaged pupils All made expected progress (6 steps) across Maths, reading and writing. Maths 1 / 4 (25%) pupils made more than 6 steps progress Reading 1 / 4 (25%) pupils made more than 6 steps progress Writing 2 / 4 (50%) pupils made more than 6 steps progress</p> <p>Progress of SEN/Lower attaining disadvantaged pupils All made expected progress (6 steps) across Maths, reading and writing. Maths 1 / 2 pupils made more than 6 steps progress Reading 1 / 2 pupils made more than 6 steps progress Writing 1 / 2 pupils made more than 6 steps progress</p> <p>Provision is improving due to effective deployment of LSA's and weekly INSET training on areas including phonics, differentiation, marking and feedback, plenaries, how to support pupils in making progress during the lesson.</p>
Whole School	<p>Social, emotional and behaviour</p> <p>Buying into external services to support</p>	<p>To ensure a specific member of staff is available to monitor and support children and families through potentially difficult times as required.</p> <p>Free school meals check in service to ensure all of the</p>		<p>Free school meals check in service as attend by 7 families and was successful in supporting 3 families with an application for PPG.</p> <p>Leadership team worked to provide support to children and families through potentially difficult times. Individual work on building confidence and self-esteem saw positive results.</p> <p>Whole school attendance improves to 97.3 % for 2018-18 Attendance of PP 97.4% for 2018-19</p>

	vulnerable PP pupils and their families	funding to which pupils are entitled to is secured. Counselling service to provide emotional support to vulnerable pupils and families																										
Key Stage 2	Catch up provision, interventions and booster groups delivered by teaching assistants (LSA's) and teachers	<p>A range of interventions delivered across the school which include:</p> <ul style="list-style-type: none"> • Employment of part time teacher to allow for smaller teaching groups in Year 5 maths and English. • Year 5 booster maths group after school delivered by LSA's and teachers. • Year 5 Higher level reading club after school delivered by LSA's and teachers. • KS2 booster writing interventions after school delivered by LSA's and teachers. • KS2 booster maths interventions after school delivered by LSA's and teachers. <p>Small group reading and</p>		<p>Performance of Disadvantaged pupils in KS2 against rest of school 2017-18</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Working at expected standard or better</th> <th colspan="2">Working above expected standard</th> </tr> <tr> <th>Disadvantaged</th> <th>School</th> <th>Disadvantaged</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>71%</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>66%</td> <td>33%</td> <td>30%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>71%</td> <td>17%</td> <td>39%</td> </tr> </tbody> </table> <p>Booster clubs are well attended and provide further support for pupils who may not be supported at home.</p>		Working at expected standard or better		Working above expected standard		Disadvantaged	School	Disadvantaged	School	Reading	60%	71%	33%	40%	Writing	60%	66%	33%	30%	Maths	60%	71%	17%	39%
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		phonics interventions delivered by LSA's and teachers.		
Whole School	Provision for enrichment programmes to support pupils' wider educational needs	Broaden PP children's interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers. Ensure that all children can attend visits not usually covered within the curriculum, to enrich learning and life experiences.		Pupil premium pupils received funding to support with the cost of class visits. Provided a positive impact on opportunities for pupils. Further work needs to be done in engaging with families to develop good partnerships to ensure they are taking up the funding support for after school clubs provided by the school.

Progress – Pupil Premium

AHPS expects 6 steps progress per year from Y1-Y6

Number of pupils in brackets in the Year group	R	1	2 (1)	3	4 (1)	5 (4)	6
Progress – number of pupils			M - 1 R - 1 W - 1		M - 1 R - 1 W - 1	M - 4 R - 4 W - 4	

Age Related Expectation – Pupil Premium

Number of pupils in brackets in the Year group	R	1	2 (1)	3	4 (1)	5 (4)	6
Age Related			M - 1		M - 1	M - 2	

Expectations – number of pupils			R - 1 W - 1		R - 1 W - 1	R - 2 W - 2	
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There were 6 pupils receiving the pupil premium funding grant from EYFS to Year 5 during the 2017-18 academic year.

Maths – 100% made expected progress 33% made beyond expected progress

Reading – 100% made expected progress 50% made beyond expected progress

Writing – 100% made expected progress 50% made beyond expected progress