



**Pupil Premium Grant Action Plan 2018-19**  
**Evaluation of 2018-19**

**Avanti House Primary School**

**Date: 2018 - 19**

# Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2018-19

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

Funding is allocated at a rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years.

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

Total number of pupils on roll Sep (2018-19)	420
Total number of pupils eligible for PPG (Ever 6)	7 pupils
Amount of PPG received per pupil	£1320
Total amount of PPG received	£9240

## 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?
<b>Lower attaining and SEND Pupils in Year 6 eligible for the pupil premium are to reach the expected standard and maintain expected or better progress across reading writing and maths.</b>	<p>To continue to ensure that quality first teaching is consistently embedded across the school.</p> <p>To employ an experienced teacher to work with targeted pupils currently below age related expectation in reading, writing and maths. Implementing immediate feedback on learning.</p> <p>Identified as a specific group with individual work scrutiny (given low numbers)</p>	£2000	<p>A reduction in the attainment gap of Year 6 PP and non PP pupils at the end of Year 6 in reading, writing and maths.</p> <p>PP Children at risk of not making expected progress will be monitored closely at pupil progress meetings.</p>	<p>We want to ensure that the gap doesn't widen between PP pupils and non PP pupils.</p> <p>Lower attaining pupils are making progress but we want to see accelerated progress so that they can move towards working at age related expectation.</p> <p>Narrowing the gap of PP pupils and NPP pupils within the school and nationally.</p>
<b>All children who are eligible for the pupil premium will be supported to engage in</b>	Broaden PP children's interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers.	£300	Children may develop an interest in an activity they have not previously had access to.	<p>Financial circumstances should not be a barrier to these experiences.</p> <p>The learning surrounding schools trips is</p>

<p><b>a wide range of enrichment opportunities and financial support will be provided to ensure engagement</b></p>	<p>Ensure that all children can attend visits not usually covered within the curriculum, to enrich learning and life experiences.</p> <p>PP lead to work more closely with families of PP children to ensure they are aware of their entitlement.</p>			<p>valuable and is an important part of the curriculum.</p> <p>Sports and after school club provision ensure that children are active and healthy and healthy life choices are promoted.</p>
<p><b>Improve social and emotional skills of targeted PP pupils.</b></p>	<p>Targeted pupils to join established nurture groups for weekly sessions.</p> <p>Continue to offer friendship groups, counselling and one to one support for pupils and parents of PP pupils.</p> <p>To ensure a specific member of staff is able to monitor and support children and families through potentially difficult times as required.</p>	<p>1000</p>	<p>Raise confidence and self-esteem.</p> <p>PP make accelerated progress and the gap between PP children and no PP children closes.</p> <p>PP pupils will become more resilient and overcome barriers to learning.</p>	<p>Any issues picked up early, rectified and home/school links highly effective. The gap diminished between non-Pupil Premium children and self, with specific support to address their needs.</p>
<p><b>Increase the attainment of PP children currently working at age related to achieve greater depth.</b></p>	<p>Deputy Head teacher to oversee a programme of support for those children in KS2 with appropriate, measurable interventions.</p>	<p>£1000</p>		<p>We want to ensure PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We also want to show progress within the depth and mastery of the bands.</p>
<p><b>Catch up provision, interventions and booster groups delivered by teaching</b></p>	<ul style="list-style-type: none"> <li>Year 5 booster maths group after school delivered by LSA's and teachers.</li> <li>Year 5 Higher level reading club</li> </ul>	<p>£3000</p>	<p>Children reach minimum of ARE in reading writing and maths.</p> <p>Accelerated progress can be</p>	<p>Small group interventions with highly qualified staff have shown to be effective in raising attainment and accelerating progress.</p>


<b>assistants (LSA's) and teachers</b>	after school delivered by LSA's and teachers. <ul style="list-style-type: none"><li>• KS2 booster writing interventions after school delivered by LSA's and teachers.</li><li>• KS2 booster maths interventions after school delivered by LSA's and teachers.</li><li>• Small group reading and phonics interventions delivered by LSA's and teachers.</li></ul>		seen for targeted pupils.  Reduction in the attainment gap between PP pupils and 'Others' in reading, writing and maths	
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## Evaluation of Pupil Premium Interventions 2018-19

Year Group Key Stage	School Action	Objective	Impact	Evaluation / Comments												
Year 6	Lower attaining and SEND Pupils in Year 6 eligible for the pupil premium are to reach the expected standard and maintain expected or better progress across reading writing and maths.	<p>To continue to ensure that quality first teaching is consistently embedded across the school.</p> <p>To employ an experienced teacher to work with targeted pupils currently below age related expectation in reading, writing and maths. Implementing immediate feedback on learning.</p> <p>Identified as a specific group with individual work scrutiny (given low numbers)</p>		<p><b>Progress of disadvantaged pupils across the school</b></p> <p><b>Maths</b> – 85% made expected progress    71% made greater than expected progress  <b>Reading</b> – 100% made expected progress    57% made greater than expected progress  <b>Writing</b> – 72% made expected progress    42% made greater than expected progress</p> <p><b>Progress of disadvantaged pupils across Year 6</b></p> <p><b>Maths</b> – 80% made expected progress    80% made greater than expected progress  <b>Reading</b> – 100% made expected progress    60% made greater than expected progress  <b>Writing</b> – 80% made expected progress    25% made greater than expected progress</p> <p>Disadvantaged pupils within Year 6 made progress on par with whole school across reading, writing and maths. Accelerated progress in reading has meant that 2/3 pupils working below in reading are now working at ARE. Accelerated progress in maths has meant that 3/3 pupils working below in maths are now working at ARE.</p> <p>In writing 3/5 pupils began the year working below ARE and ended the year below ARE.</p> <p><b>% of pupils working at Age Related Expectation</b></p> <table border="1"> <thead> <tr> <th></th> <th><u>Whole School</u></th> <th><u>Pupil Premium</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>86%</td> <td>100%</td> </tr> </tbody> </table> <p>PP pupils are working on par with whole school cohort for reading and are working significantly above whole school in maths. In writing PP pupils are below whole school % for ARE. Writing is to be a focus for 2019-20.</p>		<u>Whole School</u>	<u>Pupil Premium</u>	Reading	86%	86%	Writing	80%	57%	Maths	86%	100%
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				<p>This is a significant improvement across reading writing and maths for PP pupils from 2017-18 age related data. End of year writing % for 2018-19 is the same as it was for 2017-18.</p>
Whole School	<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement</p>	<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> <p>PP lead to work more closely with families of PP children to ensure they are aware of their entitlement.</p>		<p>Pupil premium pupils received funding to support with the cost of class visits. Provided a positive impact on opportunities for pupils. Pupils learning was enriched by educational visits in line with class topics and a wide variety of additional learning experiences were provided across the school. All our children attended trips throughout the year, no child was ever excluded because of money.</p> <p>Opportunities for PP pupils to attend after school clubs were publicised and included in all communication to families.</p> <p>The inclusion of PP pupils in clubs was added to the after school club agreements the school held with club leaders.</p> <p>Further work to be undertaken to track specific PP pupils within the afterschool club programme.</p>
Whole School	<p>Improve social and emotional skills of targeted PP pupils.</p>	<p>Targeted pupils to join established nurture groups for weekly sessions.</p> <p>Continue to offer friendship groups, counselling and one to one support for pupils and parents of PP pupils.</p> <p>To ensure a specific member</p>		<p>Nurture sessions were in place led by SENCO, Principal and Deputy Principal and counselling sessions in place run by NLP4kids for targeted vulnerable pupils. As a direct result of the nurture and counselling sessions focusing on building confidence and self-esteem. The school saw positive results in fewer incidents of poor behaviour for targeted pupils. The school also saw positive results in engagement in learning for targeted pupils. The school saw positive results in pupil wellbeing for targeted pupils.</p>



		<p>of staff is able to monitor and support children and families through potentially difficult times as required.</p>		<p>Leadership team continued to work to provide support to children and families through potentially difficult times.            Whole school attendance improves to <b>97.4 % for 2018-19</b>            Attendance of PP was above whole school at <b>97.9% for 2018-19</b>            Free school meals check in service was offered and publicised to families.            Uptake by families was very low.</p>																								
<p>Key Stage 2</p>	<p>Increase the attainment of PP children currently working at age related to achieve greater depth.</p> <p>Catch up provision, interventions and booster groups delivered by teaching assistants (LSA's) and teachers</p>	<p>Programme of support for those children in KS2 with appropriate, measurable interventions which is data lead from Target Tracker assessment summary.</p> <p>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</p>		<p><b>Performance of Disadvantaged pupils 2017-18 compared to 2018-19</b></p> <table border="1" data-bbox="1070 523 1984 756"> <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>PP 2017-18</th> <th>PP 2018-19</th> <th>PP 2017-18</th> <th>PP 2018-19</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>60%</td> <td>86%</td> <td>42%</td> <td>57%</td> </tr> <tr> <td><b>Writing</b></td> <td>60%</td> <td>57%</td> <td>42%</td> <td>28%</td> </tr> <tr> <td><b>Maths</b></td> <td>60%</td> <td>100%</td> <td>28%</td> <td>57%</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		PP 2017-18	PP 2018-19	PP 2017-18	PP 2018-19	<b>Reading</b>	60%	86%	42%	57%	<b>Writing</b>	60%	57%	42%	28%	<b>Maths</b>	60%	100%	28%	57%
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### Progress – Pupil Premium 2018-19

**AHPS expects 6 steps progress per year from Y1-Y6**

Number of pupils in brackets in the Year group	R	1	2	3(1)	4	5 (1)	6 (5)
Expected Progress or better – number of pupils				M - 1 R - 1 W - 0		M - 1 R - 1 W - 1	M - 4 R - 4 W - 5

M = Maths R = Reading W = Writing

### Age Related Expectation – Pupil Premium 2018-19

Number of pupils in brackets in the Year group	R	1	2	3 (1)	4	5 (1)	6 (5)
Working at Age Related Expectations – number of pupils				M - 1 R - 1 W - 1		M - 1 R - 1 W - 1	M - 5 R - 4 W - 2

M = Maths R = Reading W = Writing