



## Pupil Premium Grant Expenditure Report 2018/19

**School Name: Avanti House Secondary**

## Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2018-2019

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.

1. Summary Information					
<b>School</b>	Avanti House Secondary School				
<b>Academic Year</b>	2018/19	<b>Total PP Budget</b>	£56100.	<b>Date of most recent Internal Review</b>	September 2018
<b>Total Number of Students</b>	950	<b>Number of students eligible for PP</b>	51	<b>Date of next recent Internal Review</b>	October 2019

2. Current attainment 2018 Year 11 Cohort			
	<u>Students not eligible for PP (national Average)</u>	<u>Students eligible for PP (your school)</u>	<u>National</u>
Progress 8	0.75	0.1	-0.02
Attainment 8	49.8	45.7	50.1
Grade 5+ / En/Ma	49.4%	38%	50.1
Achieving Eng Bacc	25.6%	50%	28.5
Entering Eng Bacc	43%	50%	42.8

### Other Evidence of Impact based upon IDSR.

- Progress 8 was in the top quintile (20%) for at least two years for all pupils, high prior attainers and **disadvantaged** pupils.
- Ebacc P8 for PP was 0.6
- Science element for Ebacc was 0.9
- Languages element was 1.6
- Humanities element was 0.2

**Key Strategies for raising standards and achievement.**

- Identification of PP students in seating plans allowing specific challenges and engagement through questioning and specific challenge.
- Marking first policy-PP student's books should be marked first with targeted feedback.
- Identification for aspirational career and further education opportunities to inspire in particular if they have the potential to be the first in the family to attend University.
- PP students will never be moved down a set unless there are exceptional circumstances that staying in a set would damage progress.
- Specific allocation of resources and the opportunity to attend revision sessions that have costed in English.
- All controlled assessments where possible students are supported to ensure that the minimum grade is the TAG with appropriate support.
- Mentoring programme for Year 11 disadvantaged students with a senior member of staff. Including career and post 16 advice-encouraged to remain in education and if appropriate the post 16 courses at Avanti House.
- Identification of PP cohort by HOD's and Senior staff in review of standards meeting and exam review.
- Attendance is key in the mentoring and monitoring-target of 96% achieved.
- Book reviews and work scrutiny must have a PP presence in the sample from each level of prior attainment.

<b>3. Barriers to future attainment (for students eligible for PP)</b>	
<b>In-school barriers (issues to be addressed in school, such as poor literacy skills)</b>	
A.	Progress of all student eligible for pp in English and open element to match Mathematics
B.	Develop and support pupils in early stages of literacy, English as an addition language
<b>External Barriers (Issues which also require action outside school, such as low attendance.)</b>	
A.	Ensure excellent attendance and punctuality is maintained by pp students
B.	Creation of external opportunities for pp students

<b>4. Desired Outcomes (desired outcomes and how they will be measured)</b>		
A	Improve the progress of pp students and to ensure there is no gap between pp and non pp students to prevent gender gap.	There is no gap presently between pp students and non pp students. The aim is to improve the outcomes for in particular boys pp
B	Improve the attendance of pp students-currently 3% gap.	Reduce the gap between pp and non pp students
C	Further improve progress in English for all students with specific focus on PP and the open element of progress 8	Further improve from .31 in English and 0.04 in the open element

<b>5.Planned expenditure</b>					
<b>Academic Year</b>	<b>2017-18</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>1.Quality of Teaching for all.</b>					
<b>Desired Outcome</b>	<b>Chosen Action/approach</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>Evidence and Impact</b>
A) improve attainment and rates of	<ul style="list-style-type: none"> <li>Combination of teacher focus on PP</li> </ul>	<ul style="list-style-type: none"> <li>Evidence suggests that pupils make more progress in</li> </ul>	<ul style="list-style-type: none"> <li>TLRs in Teaching and Learning across all departments will have a responsibility for monitoring PP</li> </ul>	HOD's RMO/VBA	PR1 takes place the end of each term.

<p>progress of pp students and to ensure their progress is positive</p>	<p>strategies within lessons, and targeted intervention support outside of lessons (but still with subject specialist)</p> <ul style="list-style-type: none"> <li>Ensuring that aspirations of PP pupils are high and they are supported within lessons to achieve these goals.</li> </ul>	<p>productive learning environments where they are challenged and supported.</p> <ul style="list-style-type: none"> <li>The rationale behind keeping interventions with a subject specialist is based on our own school evidence of finding this to be a more successful approach than removing the pupil from the lesson for intervention.</li> </ul>	<p>pupils. They will all be made aware of the individuals of concern in terms of behaviour.</p> <ul style="list-style-type: none"> <li>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 or Head of KS and strategies will be put in place to address the existing gap.</li> <li>Regular communication between Maths department and TFA/Inclusions team.</li> </ul>		
<p>B</p>	<p>Improve the literacy of all pp students</p>	<p>Sutton document improving literacy improves overall student outcomes. Students are more able to access materials across the curriculum</p>	<p>Early stage EAL student supported through small group literacy and TA support.</p> <p>Employment of specialist English support for small groups and intervention</p>	<p>Head of English and SENCO.</p>	
<p><b>Budgeted Cost-Staffing costs for literacy/core subjects/English/HAPS TLR</b></p>					<p><b>£28000</b></p>
<p><b>2. Targeted Support.</b></p>					
<p><b>Desired Outcome</b></p>	<p><b>Chosen Action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff Lead</b></p>	<p><b>Evidence and Impact</b></p>

<p>A Improve standards and achievement through personalised intervention and support for pp students</p>	<ul style="list-style-type: none"> <li>• Revision classes and Saturday schools</li> <li>• Collaboration between the pastoral and curriculum staff</li> </ul>	<ul style="list-style-type: none"> <li>• The desire to create opportunities for all students to personalise the learning through assessment and tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday revision for GCSE students</li> <li>• Saturday school</li> <li>• Early stage EAL students small group literacy</li> <li>• Holiday revision provided by external speakers</li> <li>• Online tutoring such as GCSE pod</li> <li>• Support with tuition</li> </ul>	<p>Pastoral team and curriculum leads, HOD's</p>	<p>Student progress through the collection of data. This also will include behaviour and rewards</p>
<p>B Promote regular attendance of students through tracking and monitoring target 96%</p>	<ul style="list-style-type: none"> <li>• Daily monitoring.</li> <li>• First day calling— Family involvement.</li> <li>• Intervention through form tutor and pastoral team (weekly focused meeting)</li> </ul>	<ul style="list-style-type: none"> <li>• This is based upon improving parental involvement</li> <li>• Attendance below 90% has a specific impact on progress of all learners in particular pp</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of attendance and prioritisation of pp students</li> <li>• Attendance and punctuality letters</li> <li>• Attendance officer and pastoral teams contact students when there are unexplained absence</li> <li>• Budget for rewards</li> </ul>	<p>Andrea Kahn</p>	<p>Attendance of individuals improved in year (although group average at 94%)</p>
<p><b>Budgeted Cost</b> <b>Staffing of attendance and tracking/Associate PPM/Teaching and Learning Team/Resources</b></p>					<p><b>£20000</b></p>
<p><b>3. Other Approaches</b></p>					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Evidence and Impact
<p>A Ensure finance is not a barrier for participation in school activities</p>	<p>School trips and resourcing grants Supporting students to develop an in-depth interest in a subject or activity.</p>	<p>Student equality in opportunities to enable</p>	<p>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</p>	<p>Andrea Kahn</p>	<p>The numbers of students-full participation in enrichment activities-</p>

	These activities can also improve self- confidence and support social and friendship groups. PP student's take part in school trips as much as non pp students. Participation in trips and activities contribution to a student's participation and self esteem		support is usually 50% of the trip cost, however this is assessed on an individual basis.  Monitoring and participation of HAPS students and other students who are pp in whole school activities		student satisfaction and strong attitude to learning and school. Engagement and self confidence.
<b>Budgeted Cost</b>					<b>£10000</b>
<b>2. Current attainment 2017 Year 11 Cohort</b>					

<b>6. Review of Expenditure</b>					
<b>Previous Academic Year</b>		<b>2016-17</b>			
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>	
First quality teaching is the key to ensuring no gap between pp students and non pp students in the first set of results for Avanti house secondary	Specialist English tutor employed to working with student in literacy Capacity for staff to share best practice and co teaching in mathematics	Students may significantly above national progress and progress 8. Exclusions were below nation averages	This is a very successful strategy as the data strongly suggest students make good progress, in particular Maths and English	£35000	
Specialist staffing	Specialist staffing employed to work with pp students in the SEN area	Pp students make good progress	More targeted support for literacy in this area to enable access to the curriculum.	£15700	

Revision classes and tuition and Saturday school	Holiday sessions for GCSE students Some provided internally and externally	Students may significantly above national progress and progress 8. Exclusions were below nation averages	This was well attended	£1014
A range of activities made available to pp student's such as music tuition and resources for duke of Edinburgh	Financial support available for: uniform music lessons, school equipment, trips, revision materials, taxis to external agencies			£2509.67