



## Pupil Premium Grant Expenditure Report 2019/20

**School Name: Avanti House Secondary**

## Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2019-20

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>	2019/20	<b>Total PP Budget</b>	64515	<b>Date of most recent Internal Review</b>	September 2019
<b>Total Number of Students</b>	1085	<b>Number of students eligible for PP</b>	60	<b>Date of next recent Internal Review</b>	October 2020

2. Current attainment 2019 Year 11 Cohort			
	<u>Students not eligible for PP</u>	<u>Students eligible for PP (your school)</u>	<u>National</u>
Progress 8	0.68	0.34	0.13
Attainment 8	59.2	54.6	50.3
Grade 5+ / En/Ma	64%	50%	50%
Achieving Eng Bacc	63%	38%	28%
Entering Eng Bacc	88%	68%	45%

### **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.

### **3. Barriers to future attainment (for students eligible for PP)**

<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 with particular focus on Open element	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-Persistent 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>2019-1920</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 progress of pp students and to ensure	<ul style="list-style-type: none"> <li>Combination of teacher focus on PP strategies within lessons, and targeted intervention support</li> </ul>	<ul style="list-style-type: none"> <li>Evidence suggests that pupils make more progress in productive learning environments where they are challenged and supported.</li> </ul>	<ul style="list-style-type: none"> <li>TLRs in Teaching and Learning across all departments will have a responsibility for monitoring PP pupils. They will all be made aware of the individuals of concern in terms of behaviour.</li> <li>At each progress check, Pp pupils in departments will be monitored and</li> </ul>	HOD's RMO/VBA	PR1 takes place the end of each term. PR2 will be used to identify specific gaps and key

their progress is positive and gaps are narrowed.	<p>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>	<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>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.</p> <ul style="list-style-type: none"> <li>Regular communication between Maths department and TFA/Inclusions team.</li> <li>Student feedback on assessments and the reports on attitudes to learning.</li> </ul>		areas to focus.
	<ul style="list-style-type: none"> <li>Improve the literacy of all pp students</li> </ul>	<ul style="list-style-type: none"> <li>Sutton document improving literacy improves overall student outcomes. Students are more able to access materials across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Early stage EAL student supported through small group literacy and TA support. Study skills workshops and clubs before and after school</li> <li>Employment of specialist English support for small groups and intervention-</li> </ul>	Head of English and SENCO.	
	Tuition Activities for Core-intensive support		<ul style="list-style-type: none"> <li>Support in the revision and tuition by external support for Saturday school.</li> </ul>	HOD	
	Extend the use of the library before and after school.				
<b>Budgeted Cost-Staffing costs for literacy/core subjects/English/ TLR</b>					<b>£11574</b>

<b>2. Targeted Support.</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 standards and achievement through personalised intervention and support for pp students	<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>	Pastoral team and curriculum leads, HOD's	Student progress through the collection of data. This also will include behaviour and rewards
B Promote regular attendance of students through tracking and monitoring target 96%	<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>	Andrea Kahn as head of Inclusion and progress leads.  Attendance monitoring from initial attendance team.	Attendance of individuals improved in year (although group average at 94%)
<b>Budgeted Cost</b>					<b>£42108</b>
<b>Staffing of attendance and tracking/Associate PPM/Teaching and Learning Team/Resources</b>					
<b>3. Other Approaches</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 Ensure finance is not a barrier for	School trips and resourcing grants	Student equality in opportunities to enable	Supporting pp student's with finance to enable them to purchase resources ( ie art resources, books etc)	Andrea Kahn	The numbers of students- full

participation in school activities	Supporting students to develop an in-depth interest in a subject or activity. 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		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.  Monitoring and participation of HAPS students and other students who are pp in whole school activities		participation in enrichment activities- student satisfaction and strong attitude to learning and school. Engagement and self confidence.
C Specific D of E support	Involvement and participation in Duke of Edinburg scheme and the newly formed combined cadet force		Support and active encouragement to participate in the Duke of Edinburgh scheme which will benefit the social and emotional learning.		
Careers Guidance	Ensure students receive careers guidance		Careers guidance on next steps is taken independently		
<b>Budgeted Cost</b>					<b>£10 655</b>

Appendix-Key Evidence.

## KS4 Pupil groups performance 2019

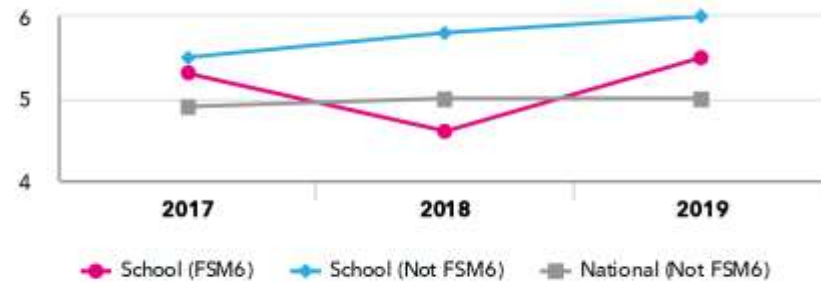
			Actual results			Pupil progress		
		Pupils	Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)
<b>Pupil Premium</b>	FSM (in last 6 years)	7	5.5 <span style="color: green;">+</span>	86%	43% <span style="color: green;">+</span>	+0.35	+20%	+14%
	Not FSM (in last 6 years)	136	6.0 <span style="color: green;">+</span>	83% <span style="color: green;">+</span>	62% <span style="color: green;">+</span> <span style="color: green;">↑</span>	+0.69 <span style="color: green;">+</span>	+5%	+29% <span style="color: green;">+</span>
<b>FSM</b>	FSM	4	6.7	100%	75%	+0.89	+25%	+45%
	Not FSM	139	5.9 <span style="color: green;">+</span>	83% <span style="color: green;">+</span>	60% <span style="color: green;">+</span> <span style="color: green;">↑</span>	+0.67 <span style="color: green;">+</span>	+5%	+28% <span style="color: green;">+</span>
<b>FSM Ever</b>	FSM (ever)	12	5.3 <span style="color: green;">+</span>	92% <span style="color: green;">+</span>	33%	+0.46	+22%	+6%
	Not FSM (ever)	131	6.0 <span style="color: green;">+</span>	82% <span style="color: green;">+</span>	63% <span style="color: green;">+</span> <span style="color: green;">↑</span>	+0.70 <span style="color: green;">+</span>	+4%	+31% <span style="color: green;">+</span>



# Disadvantaged pupils

## KS4 attainment for disadvantaged pupils 2019

Attainment 8 (Overall)



## KS4 progress for disadvantaged pupils 2019

Progress 8 (Overall)

