

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 House Secondary
Number of pupils in school	899 pupils (Year 7 to 11) 301 pupil (year 12 to 13) Total 1200
Proportion (%) of pupil premium eligible pupils	Years 7 to 11 (63/899) 7% Years 7 to 13 (82/1200) 7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2021
Date this statement was published	December 21
Date on which it will be reviewed	September 22
Statement authorised by	Simon Arnell
Pupil premium lead	Manoj Patel
Governor / Trustee lead	Mike Ion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65895
Recovery premium funding allocation this academic year	£10005
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	£75900

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially or academically due to their circumstances of being disadvantaged.

We strive to removing any barriers of low expectations and ensure that our pupils receive educational excellence whilst developing their character and spiritual insight in becoming a well-rounded human being.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

We aim to continue to ensure that the needs of all pupils who are disadvantaged are met rapidly and effectively so that the gaps, barriers to learning, attainment and progress is narrowed or eliminated when compared to their peers.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

All our intentions feed into a category of our school development plan and remain at the heart of our continuing journey for improvement.

Challenges

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

Challenge number	Detail of challenge
1	To expand and further develop the provisions for disadvantaged students for all year groups up to and including post 16 and to ensure that they are well prepared for Higher educational institutes including Universities.
2	All staff to utilise the strategies provided for students with additional needs or those that are disadvantaged to ensure that barriers to learning are removed thus ensuring their best life chances.
3	Outline of a detailed monitoring and tracking programme for academic, pastoral and financial outcomes so any gaps of underachievement are addressed with the intent of narrowing any gaps based on this information.
4	Ensure that all pupils whose achievement has been adversely affected because of Covid-19 are provided with additional and bespoke opportunities

	that will aid rapid and sustainable progress including the nurturing of independent learning.
5	To ensure that the quality of education for all students is maximised through the use of assessment and data and to further develop the curriculum by utilising data to inform classroom practice through Quality First Teaching.

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
Progress leads are fully aware of students next steps and how they can support this. To monitor and track at key hinge points.	Regular meeting with Progress leads with fixed criteria to measure any deviations (pastoral and academic) for all PP students. Success criteria dependent on attendance (97%), subject specific targets for PP students.
Ensure that no pupil leaves Avanti House Secondary without a place for future next steps i.e., they must be in Higher education, apprenticeship, employment or training. And to ensure that no PP or DA pupils have a reduced curriculum, and the planned curriculum builds towards addressing any gaps in pupils' knowledge and skills.	Post 16 and 8 monitoring and tracking with metric being discussed after each half term. To ensure that over 95% are on the correct course. Monitor those that could possibly swap subjects. Attendance and participation to workshops (100%).
Teachers knowing their PP and DA students through observations and learning walks. Dedicated website to access key information including assessment tracking. Staff will be developed with key learning strategies for PP and DA pupils through CPD training. Pupils can demonstrate deep engagement and high levels of concentration through interaction with their peers.	Feedback from staff over time which strategies have worked. Viewable on PP passport. Setup of dedicated website, so staff can view and monitor pupil progress.
Quality assure teaching across each subject rigorously through learning walks, observations and departmental focus and to consolidate Quality First Teaching (QFT).	Measured against Teaching Standards. Positive incline towards outstanding teaching over time.
The current curriculum meets the needs of PP and DA's pupils. All SOW are specifically planned with additional provisions made for PP pupils.	All subjects to have curriculum link to the strategies used for PP students.
To ensure that extracurricular activities continue in all areas and all PP pupils benefit from these such as DofE, CCF involvement, Theatre trips etc.	University of Northampton research increase cultural capital and engagement. EEF Toolkit - +4 months for outdoor adventure learning Monitor and tracking spreadsheet. Celebrate previous year's success.

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: £ 47818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	5
Academic improvement in all years. Focused meeting with Progress Leads in Year 11 and planned interventions across all subjects.	Rigorous monitoring and tracking of pupil progress through all faculties with regular updates on progress with a bespoke SLT link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	2 and 3
Using blended learning to support gaps caused by Covid 19 Lockdowns.	Digital technology can add up to +4 months progress (EEF, 2020)	4
Increased staffing in curriculum allows for smaller class sizes and a varied and ambitious curriculum offer.	Social Stratification Theory research. EEF suggests that high quality teaching strategies are the most effective way of supporting pupils and narrowing gaps	1 and 5

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

Budgeted cost: £ 21779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistants to support targeted interventions using data from monitoring and tracking systems.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2 and 5
New Group Reading Test (NGRT), Literacy Assessment Online	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a	2, 3 and 5

(LOA) and New Group Spelling Test (NGST) used to track pupil progress and direct to targeted and evidence-based interventions.	student-centred approach. These assessments allow us to do this, as and when our students are ready." <i>Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</i> Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.	
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.	4
Music and Dance tutoring	Expanding co-curricular experiences and skills helps to develop self-confidence in pupils and is part of our drive to raise aspirations of DA pupils.	4
CPD with Ambition Institute	Institutionally recognised body to help support teaching and learning staff to improve.	1 and 5

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

Budgeted cost: £ 6303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and Progress Leads. Barriers to attending school are identified and a personal attendance plan is completed. Curriculum support via the Inclusion Manager supports learning.	Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans. A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	1 and 5
Duke of Edinburgh's Award & CCF (Cadet Forces)	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	2 and 4

Use PASS from GL assessment to review student happiness and mental health.	To be able to respond quickly to the needs of pupils.	2
Continuous support to provide laptops and devices to PP pupils, especially those in KS4.	Evidence shows that the pandemic and resulting school closures widened the attainment gap between PP and their peers. This was in part due to lack of devices and resources at home for PP pupils.	4 and 5
External School careers guidance (one day a week on site bespoke student planning).	Wellbeing support is of crucial importance for the overall health of a student as well as to support their academic achievements.	1 and 4
PP Coordinator role	A well-managed assessment and finance plan for the year.	1, 2, 3, 4 and 5

Total budgeted cost: £ 75900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- The Attainment 8 gap between DA and non DA is small at -0.2
- The Progress 8 gap between DA and non DA is positive at +0.01.
- The trend at Avanti House over last 3 years shows a narrowing of the gap between DA and non DA in both Attainment 8 and Progress 8 (see Figure 1 below)
- Progress 8 gap for Higher prior attaining pupils is at -0.07 and +0.12 for middle attainers. (see Figure 2)
- All data is from FFT.
- The following aims from last year were considered to be a success:
 - PP pupils had extra support from the library after school facilitated by a member of staff
 - “Catch-up” fund was utilised in Maths, Science, English, Spanish and French.
 - Targeted intervention took place on a regular basis
 - Revision guides were issued and monitored
 - Blended lessons were conducted with positive PP participation.
 - Regular “well-being” phone calls were made
 - Mentoring and coaching by CCF lead took place with positive outcomes for PP

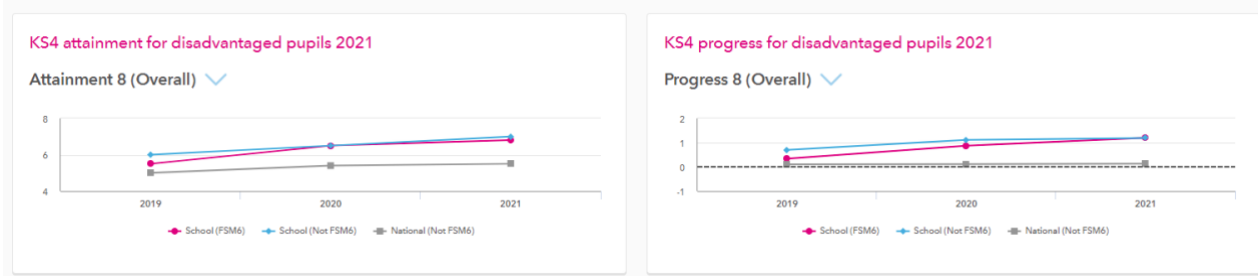


Figure 1

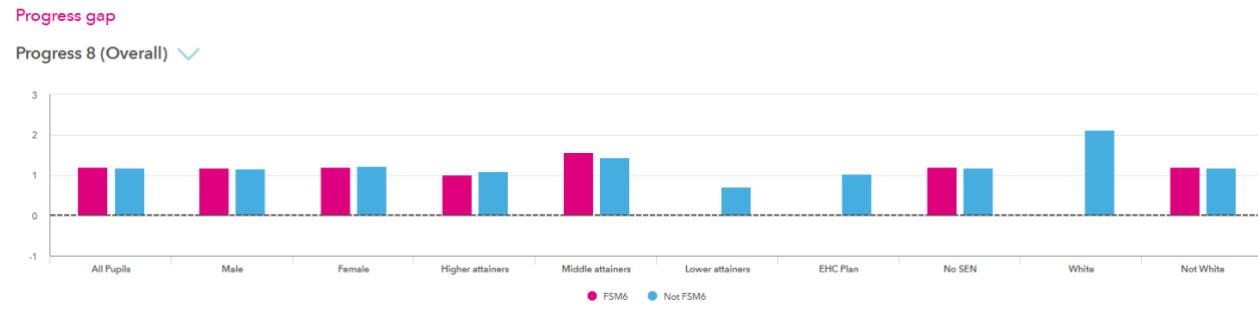


Figure 2

Attainment & progress

Pupils	Attainment			Progress					
	Attainment 8 (Overall)			Progress 8 (Overall)					
	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap			
Summary	All Pupils	10	170	6.8	7	-0.2	1.2	1.19	0.01
Gender	Male	4	90	6.3	6.7	-0.4	1.19	1.15	0.04
	Female	6	80	7.2	7.4	-0.2	1.21	1.23	-0.02
FFT Prior Attainment	Higher attainers	6	82	7.3	7.9	-0.6	1.02	1.09	-0.07
	Middle attainers	3	60	7	6.6	0.4	1.56	1.44	0.12
	Lower attainers	-	15	-	4.3	-	-	0.72	-
SEN Group	EHC Plan	-	2	-	4.4	-	-	1.03	-
	No SEN	10	168	6.8	7.1	-0.3	1.2	1.19	0.01
Ethnic Group	White	-	1	-	7.3	-	-	2.13	-
	Not White	10	169	6.8	7	-0.2	1.2	1.18	0.02

Table 1

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	na
What was the impact of that spending on service pupil premium eligible pupils?	na

Further information (optional)

For Pupil Premium, spending, we also allocate a small amount throughout the year on subject specific interventions. Departments can request funding but must show the rational and evidence base for the funding request. Previous applications have included new software, access to online learning like GCSE Pod and SENACA learning. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards and trips.