

Pupil premium strategy statement – Avanti House Secondary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Pupil data
School name	Avanti House Secondary
Number of pupils in school	907 pupils (Year 7 to 11) 327 pupil (year 12 to 13) Total 1234
Proportion (%) of pupil premium eligible pupils	(=78/1234) = 6.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 (Year 2)
Date this statement was published	December 2023
Date on which it will be reviewed	October 2023
Statement authorised by	Simon Arnell
Pupil premium lead	Manoj Patel
Governor / Trustee lead	Nitesh Gor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,010
Recovery premium funding allocation this academic year	£11150
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	£76160

Part A: Pupil premium strategy plan

Statement of intent

Avanti House Secondary exists to help each person become a well-rounded human being through intellectual, moral, and spiritual growth, and so to make the world a better place.

Our priority and focus for our three-year pupil premium strategy 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.

Quality first teaching is at the heart of our approach, with regular communication with all key leads to ensure all our disadvantaged students are targeted with appropriate and individualised support and access to resources. Research demonstrates that this approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all groups of learners at our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged 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.

We will routinely make use robust diagnostic assessment, and routine assessment of whole school data throughout the academic year to ensure optimum progress and outcomes for all disadvantaged students.

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

The approaches we have chosen to focus on provide a coherent sequence of actions to support all disadvantaged and vulnerable learners to succeed in all areas of the curriculum. To ensure they are effective we will:

- Provide whole school CPD and a collective approach to ensure that all can interpret key data sets and take an active role in providing support and interventions for disadvantaged students and work effectively as a team to raise expectations.
- Revisit in class subject specific teaching strategies for PP / vulnerable students across the curriculum
- Review curriculum planning and provision with a key focus on literacy.

Challenges

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

Challenge number	Detail of challenge
1	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 and 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.
2	Pupil premium students may not have the financial resources to support and access enrichment and additional study (e.g., trips, study guides) which complement the broad and balanced curriculum aspiration we have for all students. We aim to ensure disadvantaged students have access to a range of extracurricular and cultural capital opportunities.
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	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.

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
Attainment and progress for disadvantaged pupils across the curriculum is in line or above their target grade and at KS3, with a particular focus on EBacc subjects.	At the end of each year cycle whole school pupil data shows sustained progress of good / exceptional for this group of learners and attainment in line with their target grade.
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 18 monitoring and tracking with metrics being discussed after each data point and 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%).
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.
Pupil premium attendance will be in line with non-pupil premium students.	Increased and sustained attendance for pupil premium students will be monitored and any absences will be followed up by

	Pastoral Leads and the attendance team in order to maintain attendance and reduce any persistence absence that may arise.
Improve wellbeing, self-esteem and enrichment opportunities for all disadvantaged students.	Increased and sustained levels of wellbeing will be: Tracked and monitored by Progress Leads. Qualitative data from student voice, student and parent surveys and tutor/ Heads of Year observations will also be analysed. An increase in participation in enrichment activities, particularly among disadvantaged students will continue to be endorsed.
The current curriculum meets the needs of PP and DA's pupils. All SOW is specifically planned with additional provisions made for PP pupils.	All subjects to have curriculum link to the strategies used for PP students.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38391

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.	1
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. This academic year 2022/23, we will focus on literacy across the curriculum to devise key strategies and implement targeted interventions across the school. It will be led and implemented first in English to help raise attainment for disadvantaged students.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,3
Academic improvement in all years. Focused meeting with Progress Leads	Rigorous monitoring and tracking of pupil progress through all faculties with regular updates on progress with	3 and 4

in Year 11 and planned interventions across all subjects.	a bespoke SLT link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	
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 4
Training will be provided for staff to ensure assessments and consequent whole school data is analysed and acted upon correctly by all members of staff at all levels. To include CATs, GL and FFT assessments and analysis. Implementation of SISRA to support leaders to closely monitor and track whole school data and acted upon appropriately by all members of staff.	Standardised tests allow reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: £ 11150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum based interventions and financial support for specific learning resources	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. Levels of parental engagement are consistently associated with improved academic outcomes.	1, 2 and 4
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.	1 and 3

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.	2
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.	2

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

Budgeted cost: £ 25593

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Coordinator role	A well-managed assessment and finance plan for the year.	1, 2, 3, and 4
Improve enrichment opportunities and uptake (including outdoor activities, arts, culture capital and trips) for all disadvantaged students.	Extracurricular activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation. University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning Disadvantage starts before school – 2/5 attainment gap before a child is 5. A child's birth becomes its destiny. 'The Matthew Effect' suggests the disadvantaged will get more disadvantaged over time. Cultural Capital: disadvantaged	2
Continuous support to provide laptops and devices to PP pupils, especially those in KS3 and 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.	1 and 2
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
Financial support for uniform	There are a range of approaches which aim to improve school attendance. Levels of parental engagement are consistently associated with improved academic outcomes	2 and 3

Total budgeted cost: £ £65,010

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 2021 to 2022 academic year.

- The Attainment 8 gap between DA and non DA has increased with a gap of -1.6
- The Progress 8 gap between DA and non DA has increased with a gap of -0.78
- 10 out 14 (71%) PP pupils achieved their Grade 4's in English and Maths
- Average point score in Maths was +0.54 in Maths, -0.04 in English and +0.41 in Combined Science
- Disadvantaged pupils were above national progress 8 by +0.54
- All data is from FFT.
- The following aims from last year took place:
 - PP pupils had extra support from the library after school facilitated by a member of staff
 - "Catch-up" fund was carefully deployed in Maths, Science, English, Spanish and French via NTP.
 - Targeted intervention took place on a regular basis
 - Revision guides were issued and monitored
 - Regular "well-being" phone calls and emails checks were made
 - Mentoring and coaching by CCF lead took place with positive outcomes for PP

Our assessment of the reasons for these outcomes' points primarily to COVID-19 and post-COVID absence impact, which disrupted all of our subject areas to varying degrees. As evidence in schools across the country, despite provisions in place as above, partial closures as well as staff and student absences were most detrimental to our disadvantaged pupil, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

Throughout the school year 'pupil premium' and 'recovery premium' funding supported leaders in providing further targeted support to disadvantaged students, those with SEND and students with safeguarding concerns. Through our whole school monitoring, evaluation and review cycle we have ensured that quality first teaching, targeted support and wider support strategies have been implemented effectively.

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
16-19 catch up for KS5 pupils that did not achieve a Grade 4 in English and Maths	Strive Tutors
Inspire Scholars Programme	The Brilliant Club

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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. We also set aside part of the Pupil premium funding to subsidise uniform costs that all Pupil premium families can access.