

Pupil premium strategy statement – Avanti House Secondary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 School
Number of pupils in school	906 pupils (Year 7 to 11) 283 pupil (year 12 to 13) Total 1189
Proportion (%) of pupil premium eligible pupils	(=78/1189) = 6.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 (Year 3)
Date this statement was published	December 2023
Date on which it will be reviewed	October 2023
Statement authorised by	Simon Arnell
Pupil premium lead	Sebastian Button
Governor / Trustee lead	Nitesh Gor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,310
Recovery premium funding allocation this academic year	£6339.75
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	£74,649.75

Part A: Pupil premium strategy plan

Statement of intent

Avanti House Secondary aims to cultivate well-rounded individuals through intellectual, moral, and spiritual development, ultimately contributing to a better world.

Our three-year pupil premium strategy prioritizes creating an inspiring and inclusive learning environment with outstanding teaching. Our goal is to ensure no child is left behind, either socially or academically, due to their disadvantaged circumstances.

We are committed to overcoming barriers of low expectations, ensuring our pupils achieve educational excellence while developing their character and spiritual insight.

Our Pupil Premium Plan addresses the primary obstacles our children face by using rigorous tracking, careful planning, and targeted support to provide every child with opportunities for academic success.

Quality first teaching is central to our approach, supported by regular communication with key leaders to ensure tailored support and resources for disadvantaged students. Research shows this method effectively closes the attainment gap while benefiting all learners. We aim to sustain and improve non-disadvantaged pupils' attainment alongside their disadvantaged peers.

All teaching staff will be involved in data analysis and pupil identification to understand strengths and weaknesses across the school fully.

We will use robust diagnostic assessments and routine whole-school data evaluations throughout the year to ensure optimal progress and outcomes for disadvantaged students.

Our intentions are integral to our school development plan and our ongoing improvement journey.

The approaches we focus on provide a cohesive sequence of actions to support disadvantaged and vulnerable learners across the curriculum. To ensure effectiveness, we will:

- Provide whole school CPD and a collective approach to interpreting key data sets, actively supporting disadvantaged students, and working 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 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,789.85

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 2023/24, 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.	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: £ 10,922.25

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: <ul style="list-style-type: none"> • 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 10 and 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
LAMDA	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: £ 18,937.65

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.	<p>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.</p> <p>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</p>	2
Inclusion University Day	Attendance of inclusion day to understand how to get support when at university as well as application processes to ensure all students are aspirational and have access to the same level of support and understanding	2,4

Continuous support to provide laptops and devices to PP pupils, especially those in KS3 and KS4.	Evidence shows that access to an electronic device inside and outside of school levels the playing field for all students. Without support students would not be able to access all of the support available.	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: £74,649.75

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 2022 to 2023 academic year.

- The Attainment 8 gap between DA and non DA has decreased with a gap of -0.1
- The Progress 8 gap between DA and non DA has reversed; the gap now sits at +0.31(+1.24 overall)
- 10 out 11 (91%) DA pupils achieved Grade 4's in English and 11 out 11 (100%) in Maths
- Average point score in Maths was +0.54 in Maths, -0.04 in English and +0.41 in Combined Science compared to other pupils.
- Disadvantaged pupils were above national progress by +1.24
 - PP pupils had extra support from the library after school facilitated by a member of staff
 - 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 evaluation of this progress is based on a number of factors which include effective identification of need and reducing barriers to learning. This may include specific subject intervention or support to access homework and additional support where required. As evidenced in schools across the country, despite provisions in place as above staff and student absences were most detrimental to our disadvantaged pupils, however the overall attendance for disadvantaged pupils has increased from 92.96% to 93.19% this is well above the national average and the consistency of students attending school and engaging is a testament to the relationships built with both students and parents.

Throughout the school year 'pupil 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
National tutoring Programme	The Catch up Academy
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 re- sources 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.