

Avanti Meadows Primary School



**AVANTI MEADOWS**  
PRIMARY SCHOOL

**Pupil Premium  
Strategy Statement**

**2024-25**



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## School Overview

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

Detail	Data
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupil	12.25%
Academic years that our current pupil premium strategy plan covers (3-year plan)	2022-25
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Sally Allan, Executive Principal
Pupil premium lead	Alison McCulloch, Hub Inclusion Lead
School Stakeholder Committee (SSC) lead	Laura Summers

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,320
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 50,320</b>

## Part A: Pupil premium strategy plan

### Statement of Intent

At Avanti Meadows, our intention is that all students, irrespective of their background or the challenges they face, make outstanding academic progress across a broad and balanced curriculum. We aim to ensure that all staff know our disadvantaged students and provide for them so that our disadvantaged and non-disadvantaged students thrive. We also provide opportunities for students beyond the curriculum to enrich their educational experience and enhance their cultural capital.

At the heart of our approach is high quality teaching, where we aim to recruit, retain and train subject expert teachers. At Avanti Meadows, high quality teaching is research led, modelled and co-constructed to ensure impact for all. We understand that adaptive planning is both challenging and responsive to individual needs and is critical to supporting students to make progress. This has the greatest impact on closing the disadvantage attainment gap and at the same time benefits our non-disadvantaged students.

The intention that non disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers is detailed in the intended outcomes below. Our approach is responsive to the common challenges our students face. And as a result, can see in our strategy that we recognise the wider needs of young people. This includes the additional challenges disadvantaged students may come up against in relation to mental health and wellbeing and material needs.

## Challenges

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

Challenge number	In-school challenges
1	<b>Progress</b> – Disadvantaged students are not making the same level of progress as their non-disadvantaged peers, when comparing current grades to their target band.
2	<b>Cultural Capital</b> – Our disadvantaged students do not experience and develop knowledge of the wider world as regularly as their non-disadvantaged peers, as seen through their contributions across the curriculum. We wish to further promote their involvement in co-curricular activities and engagement in trips.
3	<b>Wellbeing</b> – For a small number of our disadvantaged students, there are concerns around their overall wellbeing and mental health. Through pastoral discussions and observations of students and their families, we have identified social and emotional issues, such as low self-esteem and a need for an improved resilience and self-regulation.
Challenge number	External challenges
4	<b>Attendance</b> – There is a significant gap in attendance when comparing disadvantaged pupils to their non-disadvantaged peers. This results in a loss of learning time and impacts on progress of education excellence, character formation and spiritual insight.

### Intended Outcome

This explains the outcomes we are aiming for by the end of our current strategy plan (2022-25), and how we will measure whether they have been achieved.

Strategic Aims and Outcomes	
Intended outcomes	Success criteria
<b>Progress</b> – Students eligible for Pupil Premium will make as much progress as their non-disadvantaged peers.	Disadvantaged students who are not making progress in line with their target band will have the opportunity to partake in one to one and/or small group tuition to support their academic progress. Teachers have access to resources necessary to support pupil premium students to make expected progress.
<b>Cultural Capital</b> – Increased exposure for disadvantaged students of experiences that assist cultural development and wider thinking.	All students participate in at least one co-curricular activity a week and one educational trip and/or residential trip each year. All students will experience a rewards assembly once a week.
<b>Wellbeing</b> – Internal support and signposting in place for students with wellbeing concerns.	All students with wellbeing concerns are identified and appropriate support and provision is in place. Improved wellbeing of students with concerns.
<b>Attendance</b> – Students eligible for Pupil Premium will attend school in line with their non-disadvantaged peers.	Students eligible for Pupil Premium to have reached the school's attendance target of ....  Attendance will be closely monitored and prioritised by the Attendance Officer. Early help support in place for those in need.

### 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.

Planned expenditure		
Academic year	2024-25	
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.		
i. Teaching (for example, CPD, recruitment and retention)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated member of staff for Pupil Premium	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> The DfE states that pupil premium spending is most effective when schools use a tiered approach. The PP Co-ordinator will lead on this approach to ensure that the challenges faced are being addressed to reduce them	1,2,3,4
Literacy and numeracy support through small group interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months)	1
Departmental capitation for additional funding to support PP students in subject areas.	According to the EEF’s T&L Toolkit, impact of students full participation in lessons appears to be positive with around an additional 3 months progress. Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Avanti Meadows	1
Phonics	EEF’s T & L Toolkit states that a phonics programme can add an additional 5 months progress.	1
Budgeted cost		£ 25,160

ii. Targeted academic support (for example, tutoring, one-to-one support, structured interventions)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring (Read Write Inc)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Reading interventions (whole school reading strategy and Lightening Squad)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1
Budgeted cost		£ 12,580

iii. Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling (ASPECTs)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> Interventions that target social and emotional learning are reported by EEF to improve progress by additional 4 months.	3
ELSA Teaching Assistant	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.	3
Attendance Officer	The DfE guidance on improving school attendance, highlights the need for clear and consistently applied systems and process. This should be monitor and analyse to allow early intervention to address issues, and intervention should be delivered in a targeted way. EEF research	4
School trips	The DfE states that every state-funded school must offer a curriculum which is balanced and broadly based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school	2



	and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	
Co-curricular clubs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> Arts and sports involvement lead to positive impact (+2 months) in EEf toolkit	2
<b>Budgeted cost</b>		<b>£ 12,580</b>
<b>Total budgeted cost</b>		<b>£ 50,320</b>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

#### **Challenge 1: Progress:**

83% of our PP cohort reached expected standard for reading which was well above the national average of 62%.

50% of the PP cohort reached expected standard for reading, writing and maths which is above the national average.

In writing 50% of our PP cohort reached expected standard. This is an area we will target this year as we did not match national percentages.

83% of our cohort reached expected standard which is well above the national average of 59%.

#### **Challenge 2: Cultural Capital**

Students have access to an extensive club programme. PP students received subsidies to access these opportunities.

All students have one educational enrichment opportunity per term and KS2 have two residential opportunities during their time at Avanti Meadows.

Yoga and meditation are part of the curriculum.

The school employs a spiritual lead.

Students take part in the Philosophy for Children initiative.

#### **Challenge 3: Wellbeing**

Students were signposted to ASPECTs for individual and family support

We have a trained ELSA in school.

MHST offer support to students one day a week.

Nessie therapy have been commissioned in some cases using PP funds.

All students take part in yoga as part of the curriculum and have mindfulness sessions.

#### **Challenge 4 Attendance:**

Attendance for PP students was 93.1% which is above the national average of 91.9%.

### Externally provided programmes

Programme	Provider
ASPECTs	Mentoring and family support
MHST	NHS