Pupil premium strategy statement – Avanti Park School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 to 2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Abigail Atkins, Headteacher
Pupil premium lead	Sakara Vitellaro, Deputy headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,180
Recovery premium funding allocation this academic year	£12,000 (National Tutoring programme)
Pupil premium (and recovery premium) funding carried forward from previous years	NA
Total budget for this academic year	£102,180

Part A: Pupil premium strategy plan

Statement of intent

At Avanti Park School, our vision is to help pupils, regardless of their socio-economic circumstances, become well-rounded human-beings through intellectual, moral and spiritual growth, and so make the world a better place.

Our aim is to use the pupil premium funding to counter disadvantage and ensure greater equity through:

• Ensuring excellent teaching for all pupils

• Providing targeted academic support

• Using wider strategies including work with parents and carers

Ensuring excellent teaching for all pupils

At Avanti Park School, we believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need and teaches them how they can contribute to a future they want to live in.

Quality first teaching is vital in achieving this and in diminishing the gap between disadvantaged and non-disadvantaged pupils. We are committed to raising the standard of teaching and learning through an evidence-based approach; all teaching staff receive extensive continuous professional development.

Providing targeted academic support

For some children, quality first teaching may not be enough and there is a need for additional targeted academic support. Class teachers use assessment to track and monitor the progress of pupils and hold termly pupil progress meetings with a member of the senior leadership team to discuss strategies and early intervention requirements to address any gaps in learning.

Using wider strategies including work with parents and carers

In addition to academic support, we use a range of wider strategies to contribute to success in school including:

- Effective lines of communication between home and school
- A focus on improving attendance and punctuality
- Support for wellbeing and mental-health
- Workshops for parents
- Curriculum enrichment opportunities

- Support with the cost of school supplies including uniform

Our approach is responsive to robust data analysis and not driven by assumptions. A combination of the approaches outlined above will complement one another to help all pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	**Gaps in reading** – internal and external assessments indicate that the disadvantaged pupils have greater difficulties in acquiring phonic knowledge than their peers. It is also evident that there are gaps in comprehension, especially knowledge of vocabulary, which negatively impacts their development as readers. In Reception, 60% of pupil premium eligible children achieved age-related expectations (ARE) in literacy (comprehension), whereas 84.6% of non-pupil premium eligible children met ARE. In KS1, 38% of pupil premium (PP) eligible children met ARE at the end of KS1 in 2022, whereas 71% of non-pupil premium eligible children met ARE. 70% of Year 1 children passed the phonics screening check with PP eligible children outperforming non-PP eligible children, 70%, to 67%. In KS2, 38% of PP eligible children met ARE whereas, 86% of non-PP eligible met ARE.
2	**Gaps in writing** – writing attainment in disadvantaged pupils is below that of non-disadvantaged. In KS1, 13% of PP eligible children met ARE whereas 51% of non-PP children met ARE. In KS2, 33% of PP eligible children achieved ARE, whereas 77% of non-PP met ARE.
3	**Gaps in maths** – In Reception, 60% of the disadvantaged pupils met the expected standard in number whereas, 79.5% met the standard in non-disadvantaged in 2022. In KS1, 50% of PP eligible met ARE whereas, 78% of non-PP met ARE. In KS2 15% of PP eligible met ARE whereas, 52% of non-PP met ARE.
4	**Wellbeing and emotional needs –** our observations, including conversations with families, have identified wellbeing and emotional

JS to provide data	issues for many pupils. This has resulted in knowledge gaps leading to pupils falling further behind. Teacher referrals for support remain relatively high; 65% of our pupils receiving aadditional support for social and emotional needs and small group interventions are pupil premium eligible.
5	**Enrichment opportunities –** A large proportion of our PP eligible families want to access extra-curricular activities but require some support to be able to do this**.**
6	**Attendance concerns** - our attendance data over the last 2 years (September 2020 to August 2022) indicates that attendance among disadvantaged pupils is 5% lower than for non-disadvantaged pupils. This has been steadily improving but remains a priority. 27.71% of disadvantaged pupils have been 'persistently absent' compared to 20.27% of their peers between September 2020 and August 2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	**Financial issues –** our relationships with families reveal the hardships that some are placed under - unable to purchase new, correctly fitting uniforms which is affecting attendance and therefore attainment.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard is in line with national figures.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard is in line with national figures.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard is in line with national figures.
Teaching across all subjects is consistently good or better for all children.	Learning walks and book monitoring show that teaching and learning is effective 100% of the time. Continuous professional development is focused on raising the standards of teaching and learning for all children.

Pupil premium eligible children are supported through interventions in core subjects.	Pupil progress meetings will show that PP eligible children make accelerated progress on the identified gaps following intervention.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils in order for them to access the curriculum.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys, teacher observations and intervention data. • a significant increase in participation in enrichment activities, such as music lessons, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be the same. • the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£55,203**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding quality oracy skills and effective questioning from teachers can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase Walkthru resources and Iris Technology as well as focussed training and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Great Teaching Toolkit:	1

release time for teacher educators to support QFT.	https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	
Training for all teaching assistants in effective use of additional adults in the classroom.	EEF Teaching and Learning toolkit effectiveness https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of small group interventions by the Teaching Assistant based on gaps analysis from diagnostic assessments Interventions on sentence structures (CUSP), early reading, spelling and phonics (Nessy) and maths fluency (White Rose, Times Table Rockstars).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF EEF Teaching and Learning toolkit effectiveness https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3
Engaging with the National Tutoring Programme (Lightning Squad) to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	As above.	1

disadvantaged, including those who are high attainers.		

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

Budgeted cost: **£26,977**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of knowledge organisers and knowledge notes for most subjects.	EEF tiered model and menu of choices: development of a curriculum which responds to the needs of all pupils.	**1,2**
Delivery of social and emotional skills programmes including through emotional literacy support assistants (ELSAs), Talkabout and Forest School.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	**4**
1:1 support from Pupil Premium Champions for disadvantaged pupils with the highest need.	Relationships are drivers of human development. https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398650 https://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/	**4,6**
Contributing towards music lessons and after-school extracurricular activities.	EEF tiered model and menu of choices.	6, 7

Providing a breakfast club and lunchtime club for those most in need. Contributing towards uniform expenses. Contributing towards the cost of school trips.		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £102,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish this data due to the effects of COVID-19 for this academic year; COVID-19 has had a significant impact on the education system so because of this it is more difficult to interpret these results on their own.

Due to the historical nature of the school – this is a new school and therefore we have no prior data or historical data – this also makes analysis more complicated.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations (this can be found in the 'detail of challenge' section above.)

Our analysis suggests that the reason for this is primarily the historical nature of the school – most of the children sitting the assessments lacked exposure to the National Curriculum until the Avanti Trust took over the now closed Steiner School in 2019 and were then met with the challenges that COVID-19 brought on. This has led to significant gaps in children's knowledge and understanding with little time to close these before the first formal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is high. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Teaching

The investment in improving teaching and learning from the Ambition Institute has had a significant impact. Our data from learning walks show there has been a marked improvement in teaching and learning across the school and leaders now have a shared understand and language around what effective, quality first teaching looks like.

A new early reading lead has had a positive impact on the phonics screening results in KS1 with the pupil premium eligible children outperforming the non-PP eligible children by 3%. This is promising data and signifies that with robust phonics teaching all children have a better chance at success.

We have identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated; Ark Maths proved to be unsuccessful as it was not meeting the needs of our cohort. Instead, we have now

spent time investing in the development of our maths curriculum using the White Rose maths resources and employed a new maths lead to support the development across the school.

A new resource has been put in place since September 2022 (CUSP Unity Schools) to teach the National Curriculum. This will provide quality, ambitious resources, including a rich literature spine, to support the learning of all children.

Targeted support

Small group and 1:1 tuition proves to be successful when implemented carefully and focussed on the specific gaps of our children. Newly appointed phase leaders are working alongside the senior leadership team and class teachers to ensure that additional adults are used effectively. Changes in leadership and support staff, staff absence and over one hundred in-year admissions during 2021/2022 impacted the effectiveness of interventions and therefore targeted academic support remains a key part of our strategy.

Wider strategies

Absence among disadvantaged pupils was 4% higher than their peers in 2020/21 and Persistent absence for all children in 2020/2021, not including covid related absences, was high – 23.13% Non PP eligible and 24.74% PP eligible.

This has shown improvements in 2021/2022 with 15% non-PP eligible children being persistently absent and 17.95% of PP eligible children being persistently absent. We recognise these improvements however, understand the continued need for strategies to be in place to address absenteeism and why raising attendance for all children is still a focus of our current plan.

We plan to address parents' misconceptions around attendance including how important social time and interactions are at this stage of development. We will provide accurate information about how their child is attending in comparison to their peers.

Pupil Premium Champions were intended to support **all** disadvantaged pupils academically and pastorally to be successful and achieve their potential. However, due to capacity and time, there was little, measurable impact. Reflecting on this, we have chosen to focus only on disadvantaged children who also have lower than 90% attendance to be supported by a member of staff to build a relationship with, and provide social and emotional support over the next 3 years.

Our strategy to provide disadvantaged pupils with enrichment opportunities has proved successful with 43% of PP eligible children accessing after-school activities compared with 56% non -PP eligible. The range of enrichment offers has rapidly expanded since

the necessary constraints brought on by COVID-19. We will continue to offer subsidised access for those that are eligible to close this gap.

Our analysis means that we are not at present on course to achieve the outcomes that we set out to achieve in our 2021/2022 strategy and so have reviewed our plan. We have made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Lightning Squad	National Tutoring Programme

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy for 2022/2023, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and we commissioned a pupil premium review to get an external perspective. The new deputy principal, leading on pupil premium, has attended professional development with the advisor for improving outcomes for disadvantaged pupils for the Unity Schools Partnership, Marc Rowland, which has enabled us to put in place a more effective strategy for the coming years.

We have used the advice from the review, the work with Marc Rowland and the research provided from the EEF to help us to design an implementation strategy which will have the most impact on our pupils.

We will continue to use the EEFs implementation guidance to support us to evaluate the approach and adjust our plan to secure better outcomes for all our pupils.