

Pupil premium strategy statement



The Avenue Primary School part of Acorn Education Trust



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	Data
School name	The Avenue Primary School
Number of pupils in school	279 (235 YR-Y6)
Proportion (%) of pupil premium eligible pupils	22% (23% YR-Y6) Disadvantaged 24% (26% YR-Y6) Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Caroline Thomas (Headteacher) and Sue Fulbrook (Acorn Head of SEND and disadvantaged)
Pupil premium lead	Caroline Thomas (Headteacher)
Governor / Trustee lead	Alan Sedgley (chair of Acorn Safeguarding, Standards and Improvement committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,152
Service premium funding allocation this academic year	£21 667
Recovery premium funding allocation this academic year	£8 120
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	£120,939

Part A: Pupil premium strategy plan

Statement of intent – Acorn Education Trust

Closing the progress and attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. We know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners underpinned by clear and effective processes. Our vision and mission over the next ten years is:

Vision – To inspire disadvantaged learners and learners with SEND to reach for the stars and be confident and prepared for their future, knowing that no door is closed to their achievement.

Mission – to ensure excellent provision for children and young people who are disadvantaged or have SEND which has the capacity to meet individual needs and lead to outcomes where learners can be included in their community and thrive in their education and also emotionally, socially and economically.

In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. With emphasis on a collective and sustained approach, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. Disadvantaged children and young people are central to decision-making in all of our schools. This is in line with our Trust vision of “preparing young people for their world in their time”. Our disadvantaged strategy is 5-fold:

1. Everything through the lens of disadvantaged/SEND - built-in, not bolt-on. Every decision at every level must consider impact for disadvantaged/SEND.
2. Get them into school.
3. Teach them really well.
4. Catch them up where they have gaps.
5. Engage their parents/carers.

By ensuring that our schools focus on everything through the lens of disadvantaged pupils, we require all staff and members of the school community to be committed to inclusivity and aspiration for all. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our parents and carers to engage with school and learners

to attend school well and thus grow and develop as individuals ready for the world can optimise outcomes for their future.

To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas embedding the vision, mission and strategy as above and ensuring that **all stakeholders** believe it, embrace it and live it.

Challenges

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

Challenge number	Detail of challenge
1	The gap between the attendance of learners who fall into the FSM6 group and their non-FSM6 peers is 1.6% (2021/22). This creates gaps in knowledge due to how much schooling is missed. The challenge lies in encouraging better engagement and attendance for key individuals whilst also catching up on missed learning.
2	Learners in some year groups from disadvantaged backgrounds do not read as well as their peers. This is indicated by end of 21/22 Statutory Assessments and standardised NFER/SATs tests. This impacts on access to the rest of the curriculum and their ability to learn independently. Learners from disadvantaged backgrounds do not read as widely as their peers resulting in lower levels of vocabulary which also impacts negatively on reading skills.
3	Learners in some year groups from disadvantaged backgrounds do not achieve as well as their peers, and have more gaps in knowledge in maths. This is indicated by end of 21/22 Statutory Assessments and standardised NFER/SATs tests.
4	Learners from disadvantaged backgrounds do not achieve as well as their peers in writing. This is indicated by end of 21/22 Statutory Assessments and standardised NFER/SATs tests. This makes it more challenging for them to express themselves in writing and to show their understanding in other subjects
5	Learners from disadvantaged backgrounds are more likely to enter Nursery or Reception with Speech and Language skills below the expected level for their age
6	Parents of disadvantaged learners can be less involved in their children's education.
7	Disadvantaged learners can need more emotional and well-being support due to the pressures on family life linked to being disadvantaged.

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
By the end of July 2024, the attendance of learners in the FSM6 category will be further improved.	<ul style="list-style-type: none"> The overall attendance of FSM6 group will be in line with the attendance of all children The gap in attendance of FSM6 and non-FSM6 will have closed completely. The school's systems for tracking attendance will continue to be robust. Early intervention will be in place to support those struggling to attend school in terms of well-being and academic support. Catch-up programmes will be addressing gaps in learning caused by missing school.
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in reading in all year groups.	<ul style="list-style-type: none"> The attainment of FSM6 group in maths will be in line with the attainment of all children Mainstream FSM6 children will make 10+ points progress every year, in line with their peers Catch-up programmes will be in place to address any gaps in learning.
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in maths.	<ul style="list-style-type: none"> The attainment of FSM6 group in maths will be in line with the attainment of all children Mainstream FSM6 children will make 10+ points progress every year, in line with their peers Catch-up programmes will be in place to address any gaps in learning.
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in writing.	<ul style="list-style-type: none"> The attainment of FSM6 group in writing will be in line with the attainment of all children Mainstream FSM6 children will make 10+ points progress every year, in line with their peers

	<ul style="list-style-type: none"> • Catch-up programmes will be in place to address any gaps in learning.
By the end of July 2024, speech and language issues of disadvantaged learners will be quickly addressed	<ul style="list-style-type: none"> • Speech and Language of all learners will be quickly assessed with each new N2 and mainstream Reception co-hort • Intervention will quickly be put in place to address any identified difficulties • On entry to mainstream Y1, the percentage of children needing speech and language intervention from mainstream FSM6 children will be in line with the percentage of mainstream non-FSM6 children
By the end of July 2024, parents of disadvantaged learners will be supported to be more engaged in their children's learning	<ul style="list-style-type: none"> • The percentage of parents of FSM6 children attending parents evenings will be in line with the percentage of non-FSM6 parents attending • The percentage of parents of FSM6 children attending parents workshops will be in line with the percentage of non-FSM6 parents attending • The percentage of parents of FSM6 children engaging with teachers through Class Dojo will be in line with the percentage of non-FSM6 parents attending
By the end of July 2024, the emotional and well-being support already in place for disadvantaged learners will have continued and been enhanced meaning our disadvantaged learners are making good academic progress	<ul style="list-style-type: none"> • Academic targets above will be achieved • Behaviour and exclusion logs will show FSM6 children are coping well in the classroom

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: £35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for all staff through Little Wandle Letters & Sounds Revised	Little Wandle Letters & Sounds Revised is a Government approved SSP which is proven to raise standards in phonics.	2, 4, 5
CPD through Ramsbury Hub	Ramsbury Hub are recognised by the Government as a support to schools with phonics implementation.	2, 4, 5
CPD in teaching writing for all teaching staff	Monitoring and assessment feedback shows there is a need for this across the school. Research states that teachers with good subject knowledge and who are given a clear framework to follow produce better results.	4
Implementation of White Rose and CPD for staff linked to this.	Implementation of White Rose to raise standards for all in maths. White Rose is recognised as an effective scheme for maths teaching. CPD to include work with Mobius Maths Hub.	3
Subject leaders to attend network meetings and training sessions	Well-informed, highly skilled subject leaders will be in a stronger position to support colleagues and lead their subject, ensuring greater achievement for all.	2, 3, 4, 5
Continued Investment in Accelerated Reader	Internal data (Star Assessments) show children from Y2 upwards make good progress in reading in terms of ZPD and Reading age.	2
Use of National College training materials for teachers and leaders to extend their knowledge and	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school.	All

practice in the classroom.	Teachers who have access to high quality CPD are more likely to stay in schools.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant x 5 afternoons per week to deliver specific Speech and Language Interventions following targets set by Speech & Language Therapist.	<p>Progress is measured internally and children who access the SALT TA make good progress against their SALT targets.</p> <p>EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.</p>	2, 4, 5
1:1 or small group intervention in reading, writing and/or maths for disadvantaged children who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	2, 3, 4, 5
TAs to deliver small Group Intervention for learners who have identified gaps in learning, including Keep Up phonics sessions	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	2, 3, 4, 5

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA to be employed 5x pms per week	ELSA's are trained TAs who are proven to support children with well-being. ELSA interventions are tracked and impact is measured through questionnaires.	7 leading to all
Pupil & Parent Support Worker – 10 hours per week	Since the employment of our Pupil & Parent Support Worker, difficult to reach parents are supported and, therefore, more engaged. Pupils are in a better position to learn as parents are supported	1, 6, 7
Resources to reward improved and good attendance	Pre-covid, rewards for attendance were an integral tool in raising attendance across the school.	1
Support with costed activities to ensure all learners have access to all the school has on offer.	No child misses out due to poverty.	1, 2, 3, 4, 5, 7
Behaviour Support Assistant	Since the employment of our Behaviour Support Assistant, children who find it difficult to access the classroom have been supported to access the classroom. The evidence is through the decrease in 'minutes' for the majority of children.	7
Thrive Practitioner Training	Thrive is a proven approach to support children in their emotional development to enable them to access learning more effectively.	7 leading to all
External agencies to provide courses for parents eg Families Connect	Providing courses for parents on a variety of subjects will enable parents to better support their children with their learning.	6

Total budgeted cost: £115 000

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.

During the 2021-22 academic year our Pupil Premium activity resulted in our end of KS2 SATs showing disadvantaged children performed better than all children in both reading and maths. End of KS1 assessments showed disadvantaged children performed in line with all children in writing. This was achieved through providing appropriate intervention as well as quality first teaching.

Across the school, all children read regularly through either Little Wandle Phonics reading or Accelerated Reader and this is having a positive impact on children's desire to read which, in turn, is closing the gap between disadvantaged and all children in terms of attainment.

Through SALT interventions, many of our children have made accelerated progress and this then enables them to access the curriculum more readily.

Our welfare interventions such as ELSA and Pupil & Parent Support Worker have enabled children and families to be supported so that children are ready for learning.

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
Accelerated Reader	Renaissance
Charanga Music	Charanga
SCARF PSHE	Coram Life Education
Discovery RE	Discovery RE
Language Angels	Language Angels
National College CPD	The National College
Little Wandle Letters and Sounds	Little Wandle
FRED Reading	FRED

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?	<p>Welfare support for children leaving and joining our school</p> <p>Employment of Pupil & Parent Support Worker with military focus</p> <p>Admin for the changes in pupils</p> <p>Resources for children moving into the school</p> <p>Support for children whose parents were deployed</p> <p>Support for parents from a military background</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Military pupils who moved schools were well supported to do so</p> <p>Military pupils' performance was in line with all pupils</p>