

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Avonwood Primary School
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Kim Williams
Pupil premium lead	Chris Jackson
Governor / Trustee lead	Sam Muncer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,720
Recovery premium funding allocation this academic year	£7,685
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	£116,405

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional small group tutoring in school, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggests some of our disadvantaged pupils need support with skills of reading fluency and this impacts on both reading for pleasure, comprehension, and attainment in the wider curriculum.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths in KS2 and writing.</p>
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 2 years indicates that the attendance gap between disadvantaged pupils and non disadvantaged pupils remains. In the 2021-22 academic year 12% of Avonwood children were regarded as 'Persistently Absent' (below national standards), despite only 13% of our school population being categorised as PP, 29% of the 69 PA children were pupil premium – disproportionately high.

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. Narrow the gap between disadvantaged and non-disadvantaged children at Avonwood to have a reading age within 6 months of their chronological age.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, using the Speech and language – NELi programme intervention and ongoing formative assessments. PP children meet or exceed National average in Phonic performance.
Recruitment of high-quality teachers to ensure all disadvantaged pupils have access to the appropriate provision	Disadvantaged pupils perform above national average for their group. PP children sustain a positive pupil progress score when comparing to previous years.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing our disadvantaged pupils in our school, a third of SEND pupils who are disadvantaged have SEMH related needs that are complex and require input from professionals.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, • pupil and parent surveys and teacher observations • a significant reduction in anxiety Fewer disadvantaged SEND pupils require long term SEMH support from professionals.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
To achieve and sustain significant reduction in persistent absence, particularly in our disadvantaged pupils	<p>Sustained reduction in persistent absence from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Persistent absence is within 2% of national figures the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% 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: £ 55,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2

training and release time.		
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Improve the quality of social and emotional (SEL) learning. SEL (stormbreak) approaches will be embedded into routine educational practices and supported by professional development and staff training.	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5
Enhancement of ELSA provision using training to further develop the pastoral team to support both SEND and disadvantaged children with their SEL needs.	There is evidence to show that where ELSA staff are appropriately trained and prepared for their roles they can have a big impact on supporting children with their SEL needs.	1,2,3,4,5
Quality first teaching is always at the forefront of our approach to supporting all our children and particularly those who are disadvantaged.	Recruitment of high-quality teaching staff enables us to develop the highest quality of teaching. By using the technique of coaching in a targeted and collaborative way will build sustainability	1,2,3,4,5

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Direct Instruction programme for to improve listening, narrative and vocabulary skills for disadvantaged pupils who have a lower reading ability.	Literacy and oral interventions can have a positive impact on pupil's language skills and their reading. Approaches that focus on speaking, listening and combination of the two show positive impacts on attainment : Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonic teaching 1 to 1 targeted support for those disadvantaged children in Rec, Year 1 and Year 2. This will be delivered by school led tutoring	Tuition targeted at specific needs and knowledge gaps in phonics can be an effective method to support low attaining pupils or those falling behind either one to one; One to one tuition EEF (educationendowmentfoundation.org.uk)	2
Additional literacy teaching for Key Stage 2, in small groups to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who received tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps in literacy can be an effective method to support low attaining pupils or those falling behind, in small groups Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Additional staffing to ensure high levels of targeted support and high quality interventions from teaching assistants	Additional staffing enables us to develop the highest quality of interventions and support in a targeted way.	1, 2, 3, 4, 5

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

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed practice, behaviour management and restorative practise approaches with the aim of developing our school ethos and improving support for behavioural needs across the school. Attending the UL Conscious Discipline training and informing staff through CPD.	Both targeted interventions and universal approaches can have a positive overall effect: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Embedding principles of good practice as set out in the Dfe's improving school attendance advice. This will involve appointing an attendance officer and a pastoral lead to support the improvement of attendance.	The Dfe guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Providing a breakfast club to disadvantaged children to improve attendance, wellbeing and readiness to learn.	6
Additional staffing and training within the pastoral team – to support with developing behaviour practices.	Specific and targeted training for our pastoral team in ELSA and trauma informed schools to build sustainability into our approaches and practices.	5
Engagement with local behaviour team at a higher level service to support work with parents and their children, a significant number of whom are disadvantaged.	Targeted intervention and engagement from parents/carers in a non-threatening and supportive way can have a positive impact on behaviour. Specific behavioural plans in place will support disadvantaged children within the classroom to achieve.	4,5
Providing a service of in-house counselling to support disadvantaged children with specific emotional needs.	A third of Pupil Premium children suffer with complex SEMH needs that require specific intervention support from a professional play therapist.	4,5,6

Total budgeted cost: £116,405

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 2020 to 2021 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The 2021-22 academic year was the first year that Avonwood Primary School had standardised results for EYFS, KS1 and KS2. Performance at the school was strong, in many areas significantly above national standards. Whilst Avonwood Pupil premium children generally outperform their pupil premium peers nationally, the gap between PP and Non-PP persists.

In the three strands, the following outcomes were identified:

Teaching

The quality of teaching and learning at Avonwood continues to be strong and benefits all children attending the school. An example would be our average scaled scores in KS2 Reading and Maths being 107.6 for non-pupil premium, whilst pupil premium average scaled scores were 104.8. Whilst this was a strong result, the gap remains. At the same time, we now have a KS2 baseline that we can work on for future years. We are certain strategies such as improved CPD for staff and enhanced T&L helped minimise the gap. Meanwhile in Year 1 a school record 95% of Avonwood children passed their phonic screening test, including 100% of pupil premium children.

Targeted Academic Support

Through the use of our pupil premium funds we have been able to trial a number of academic interventions. We are really proud of the impact of the direct instruction reading intervention, with a 64% improvement in the speed and accuracy of readers achieved over the course of the academic year. We have also seen the significant impact of our phonic intervention via a specialist qualified teacher, with 95% of children passing their Year 1 screening test.

Where Avonwood has an increasingly skilled team of teaching assistant we have also seen academic performance across the school improve. Areas where the school is performing above national standards includes GLD at EYFS, phonics in Year 1, reading and maths at KS2. Whilst we expect teachers to support pupil premium children, having this skilled team of teaching assistants helps make this possible.

Wider Support

Our wider support strategies very much focus on well-being, with the goal to have happy children that consistently attend school. This has seen increased investment in ELSA's (expanding from 1 to 3), the addition of KS2 nurture groups, utilisation of the 'Listening Ear' counselling service and the increased presence of our Pastoral Lead. This has seen Avonwood maintain strong attendance despite the pandemic, but the gap between PP and non PP persists.

Attendance data for the 2021-22 academic year

Year Group	PP	Non PP	Difference
Reception (2021/2022)	86.8%	94.7%	-7.9
Year 1 (2021/2022)	93.4%	96.4%	-3
Year 2 (2021/2022)	94.9%	95.8%	-0.9
Year 3 (2021/2022)	90.6%	95.4%	-4.8
Year 4 (2021/2022)	91.4%	95.2%	-3.8
Year 5 (2021/2022)	93.0%	94.5%	-1.5
Year 6 (2021/2022)	89.5%	94.3%	-4.8

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
Shine Interventions	

