

'Multi-year' pupil premium strategy / self-evaluation

1. Summary information					
School	Avonwood Primary School				
Academic Years	Total pupil	PP eligible pupils	PP income	Date of most recent full review	Nov 19
19/20	504	25	£33000	'light touch review 1'	July 20
20/21 (estimate)	570	28	£36000	'light touch review 2'	July 21
21/22 (estimate)	540	26	£34500	Date of planned full review	July 22

2. Current attainment 19-20		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of children reaching GLD	N/A	
% of pupils meet expected standard Yr1 phonics check	60%	
% of pupils working ARE and GD and end of KS1 - W	43%	
% of pupils working ARE and GD and end of KS1 - R	43%	
% of pupils working ARE and GD and end of KS1 - M	57%	
KS1 to KS progress -R	N/A	
KS1 to KS progress -W	N/A	
KS1 to KS progress -M	N/A	
% of pupils working ARE and GD and end of KS2 - R	N/A	
% of pupils working ARE and GD and end of KS2 - W	N/A	
% of pupils working ARE and GD and end of KS2 - M	N/A	
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

A.	Some pupils need support with skills of reading fluency and this impacts on both reading for pleasure, comprehension and attainment in all subjects		
B.	Pupils with FSM appear to perform less well at Key Stage 1 in Reading and Writing than in Maths where more children reach ARE		
C.	Some pupil premium children begin their time at the school below their peers in vocabulary use and grammar construction.		
D.	Consistency of high quality teaching across all ages		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)			
E.	Pupil Premium children have lower school attendance than non pupil premium children		
F.	A third of the children have SEND relating to SEMH and such complex needs that require input from professionals		
G.	Families of some Pupil Premium children can lack the ability/confidence to support children at home.		
H.	Some pupils are not able to complete home learning due to a lack of books and a working computer		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Long term success criteria	
		19/20	20/21
			21/22
A.	More pp children at Avonwood have a reading age that is aligned within 6 months of their chronological age compared to national UL schools	Compared to annual baseline UL national data	
B.	To narrow the gap in attendance between PP and non PP children	Less than 2%	
C.	Recruitment of high quality teachers to ensure all PP children have access to the appropriate provision	Pupil premium children perform above national average for their group	

5. Review of expenditure

Budget 2018 - 19

£14,940

Impact

Within the former Avonbourne Trust the focus of almost all expenditure was on high quality teaching. Under United Learning a new approach is being taken to offer wider impact from pupil premium funding.

Historically funding has been predominantly used to support the recruitment and retention of high quality teachers. A small proportion was also used to support access to enrichment activities such as attending clubs, learning musical instruments and going on residential trips.

During the last academic year the attendance gap between pupil premium children and non-pupil premium children was 1.85%.

6. Planned expenditure

Academic years

2019 - 2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure all teachers have access to and engage in high quality CPD on reading and reading instruction. This will include coaching from lead teachers, training and feedback for teachers.	All non-SEND Pupil Premium children reach Age Related Expectations	EEF toolkit points to Reading comprehension focus gaining 6 months extra months of progress	Through learning walks, book looks and consultant visits.	AE / CJ	June 2020 and ongoing through the year.
For Pupil Premium children to better understand current attainment and areas for improvement across the curriculum. This is achieved through the purchase of Rising Stars Mark and Pira / Puma tests.	Children report that they are aware of where they need to improve in their work day to day. Teachers utilising effective tools to move pupils on.	EEF toolkit points to high impact low cost of feedback to pupils	Through learning walks, book looks and consultant visits.	Year Leaders	June 2020
Development of a greater library of books, staffing of the school library and the creation of an Avonwood literacy charter.	To improve the number of PP children with a reading age of within 6 chronological months.	Various source.	Built into performance management for the library lead & reading lead.	RJ & BP	June 2020

For Pupil Premium children to receive individualised instruction to close knowledge gaps via the use of “on track” materials which identify gaps from Pira / Puma tests.	Narrowing the performance gap of Avonwood PP children to a lower level than national.	EEF toolkit points to high impact low cost of individualised instruction.	This will form part of pupil progress plans and meetings.	SLT	April 2020
The ongoing appointment of high quality and experienced practitioners able to deliver a mastery based curriculum.	Narrowing the performance gap of Avonwood PP children to a lower level than national.	EEF toolkit points to high impact, moderate cost of mastery based teaching.	Ongoing appointment of excellent teachers. Only appointing if of a high enough calibre.	SLT	Ongoing
Investment in high quality reading resources and strategy to support reading.	Increase the number of PP children with a reading age with 6 months of their chronological age.	EEF toolkit points to high impact of reading comprehension strategies.	Through close work with the United Learning English and Reading lead to QA provision.	RJ	Summer 2020
Investment in high quality maths mastery resources and strategy to enhance learning in this area.	For more PP children to reach age related expectations in Maths.	EEF toolkit points to high impact from mastery learning approach.	Through the use of internal shallow dives and QA by United Learning Regional Director.	AN	Summer 2020

3 year budgeted cost £16,000 PA

ii. Targeted support

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
On Track Maths including photocopying, training etc	Narrowing the performance gap of	EEF toolkit points to high impact low cost of	This will form part of pupil progress plans and meetings.	SLT	April 2020

On Track Maths including photocopying, training etc	Narrowing the performance gap of Avonwood PP children to a lower level than national.	EEF toolkit points to high impact low cost of individualised instruction.	This will form part of pupil progress plans and meetings.	SLT	April 2020
After school small group tuition available for PP children to access support	Pupil Premium children are better supported to complete homework and tackle and misconceptions.	EEF toolkit points to moderate impact from small group tuition and homework.	A member of SLT will be responsible for the coordination of homework clubs.	AE	April 2020

3 year budgeted cost £6000 PA

iii. Other approaches

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast provided when required for Pupil Premium children	Improved attendance, health and readiness to learn.	EEF toolkit points to high impact low cost of extended school day.	Monitoring by pastoral lead.	KW	Summer Term 2020
Music Bursary to break barriers	Greater cultural capital	EEF toolkit points to high impact low cost of arts participation	M&E of Music Team	KW	Ongoing
Sports bursary to break barriers	Greater cultural capital, health and wellbeing.	EEF toolkit points to high impact low cost of sports participation	M&E of PE Team	SD	Ongoing

Annual cultural capital voucher & grant	Greater cultural capital, health and wellbeing. More families sign up to PP.	EEF toolkit points to high impact low cost of sports & arts participation	Built into performance management for the pupil premium lead.	LS	Summer Term 2020
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3 year budgeted cost £11,000 PA

7. Light touch review – July 2020

What is working (how do we know)

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-

What needs subtle re-direction of resources (why)

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What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

-
-

Thus funding re-directed to:



To ensure:



8. Light touch review – July 2021

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-
-

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-
-

Thus funding re-directed to:



To ensure:



Full three year review:2019-2022

i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
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