

Pupil premium strategy statement overview 2020-23 with high input into Autumn Term 2020

School overview

Metric	Data
School name	Avenue Junior
Pupils in school	462
Proportion of disadvantaged pupils	15% approx. (awaiting confirmation)
Pupil premium allocation this academic year	£86645
Academic year or years covered by statement	2020-23
Publish date	01 November 2020
Review date	01 November 2021
Statement authorised by	Deborah Dismore
Pupil premium lead	Mike Hooper & Jake Rose-Brown
Governor lead	Michael Grimble

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1 Narrowing the achievement gap (with particular reference to ensuring all disadvantaged children have access to & are learning during lockdown periods/isolation periods)</p>	<p>High quality first teaching for all children. 3 NQTS mentored & team teaching with highly skilled teacher.</p> <p>Good quality INSET in English and Maths and support from subject leads.</p> <p>Remote learning needs to be ready to be put in place and effective from September</p> <p>1:1 assessment of children's needs in Y3 where appropriate by pastoral worker</p> <p>Improve access for disadvantaged children by supplying necessary equipment (provision of tablets to set up and provide for identified families)</p> <p>Catch up lessons by highly skilled teachers & maths intervention TA. Term 1 to determine the children most in need of additional support with immediate catch up in place where needed. All year groups have additional staff to support timely intervention.</p> <p>Budget: £35,000</p>
	<p>Reading and Phonics</p> <p>Building and embedding a new reading and phonics system in school</p>

	<p>Ensure all relevant staff receive training to deliver the phonics & reading scheme effectively.</p> <p>Budget: £10000</p> <p>Maths</p> <p>White Rose materials purchased for online learning at home. Training given to staff on filling gaps in curriculum knowledge.</p> <p>Additional resources to be purchased to support home learning/school</p> <p>Budget: £1000</p>
<p>Priority 2</p> <p>Attendance and inclusion</p> <p>Ensuring all our disadvantaged families are back in school as soon as possible & where they are not working with the families to work towards this</p> <p>Reducing PA of disadvantaged children (non COVID related)</p> <p>Reducing incidents of internal or fixed term exclusion for PP children</p>	<p>Maintain and develop a high performing pastoral and inclusion team to support pupils and their families</p> <p>ELSA support for children 1:1</p> <p>Provision of counselling/therapy to support families back into school/deal with bereavement/additional mental health/other issues</p> <p>PSA attendance lead to monitor and intervene early, working intensively where needed with families</p> <p>Inclusion onsite provision developed (post COVID) with SEN coordinator supporting and training staff</p> <p>Breakfast club provision to support families and children at risk</p> <p>Resource pot of money available to support with equipment eg PE kit/music lessons</p> <p>Enhanced midday provision for targeted children</p> <p>Budget:</p> <p>£44,000 (+)</p>
<p>Barriers to learning these priorities address</p>	<p><u>Internal Barriers</u></p> <p>On arrival in Y3, the gap between pupils with PP and others has already widened significantly and confidence is low. Lack of independence in learning is stark. The children have also 'lost' 4 months of schooling. There are a significant number of children in Years 3 & 4 with particularly low reading ages and poor phonetic knowledge. Writing ability is severely affected by this as is their ability to access the rest of the curriculum.</p> <p>Resilience is low and their emotional literacy skills are poor.</p> <p>Poorer oracy skills; understanding and use of subject terminology and developed vocabulary inhibits children from joining in discussions in classrooms and making progress</p> <p>Challenging Behaviour and attitudes to learning for a small group of children in each year group is affecting performance in the classroom, affecting</p>

	<p>academic progress and disturbing education of their peers.</p> <p><u>External Barriers</u></p> <p>Potentially difficult home learning environments</p> <p>Lack of routines at home during lockdown leading to lateness and absences often affected by emotional/mental health needs</p> <p>Difficulties with past or recent experiences impacting on emotional well-being,, engagement and social skills</p> <p>Lack of suitable equipment or clothing to feel on a par with their peers</p> <p>Parental lack of skills to support children in home learning</p> <p>Access to good quality books at home/ devices to access remote learning</p>	
Projected spending	Approx £90,000	
Longer term Aims	Target (Review annually to ensure target is being worked towards)	Target date
Progress in Reading	Achieve national average or more progress scores in KS2 Reading	Sept 23
Progress in Writing	Achieve national average or more progress scores in KS2 Writing	Sept 23
Progress in Mathematics	Achieve national average or more KS2 Mathematics progress	Sept 23
Reduce PA for disadvantaged children	Reduce to equal school average	Sept 23
Reduce numbers of internal & fixed term exclusion	Reduce to on par with school average or less	Sept 21

