

Pupil premium strategy statement overview 2020-23

School overview

Metric	Data
School name	Avenue Junior
Pupils in school	466
Proportion of disadvantaged pupils	15% approx. 72 children
Pupil premium allocation this academic year	£86645
Academic year or years covered by statement	2020-23
Publish date	01 November 2020
Review date (interim reviews termly)	01 November 2021
Statement authorised by	Deborah Dismore
Pupil premium lead	Mike Hooper & Jake Rose-Brown/ Rosie Aimes
Governor lead	Michael Grimble/Lisa Crossman

Strategy aims for disadvantaged pupils

Measure	Activity	Work Stream comments
<p>Priority 1 Narrowing the achievement gap (with particular reference to ensuring all disadvantaged children have access to &</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>NQTS have been working intensively with their mentor and have demonstrated good practice and sought support from others as appropriate to ensure that their children are learning.</p>

<p>are learning during lockdown periods/isolation periods (2021))</p>	<p>Remote learning needs to be in place and effective from September</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 teacher & 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>29.01.2021 - NQTs continuing to be supported through lockdown with exemplary remote learning offers in their classes.</p> <p>Inset from the English Team regarding assessment and more planned once Vnet consultation takes place on 27.11.2020.</p> <p>25.01.2021: English INSET around using texts purposefully and ensuring that skills are specific and clearly taught</p> <p>Inset from the Maths Lead regarding planning and ensuring that challenge is presented to all children.</p> <p>Interventions are in place across the school – some disruption caused by Covid absences of some staff and children.</p> <p>School has arranged the DFE consignment of tablets and laptops and distributed devices to all disadvantaged children in need of such support</p> <p>PP children in most need have been identified and are now being assigned support re. Catch Up funded tutoring.</p> <p>29.01.2021: TUTE (additional Catch Up funding) groups have been identified but the work is paused whilst lockdown is in place. Some</p>
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		<p>intervention work also on pause whilst restrictions are in place.</p> <p>Nick T led a training session with SLT to identify disadvantaged children who needed further support with learning on their return. Year leaders completed relevant paperwork to enable TUTE tutoring to begin April.</p> <p>April update: Y6, Y5 and Y3 in place (external tutoring and internal support) Y4 internal support in place, external tutors in process.</p> <p>Catch up Coordinator appointed to monitor from return in June.</p> <p>July – data shows that the gap between PP and NPP children has widened in all subjects but particularly in Writing. Analysis of interventions shows that weekly interventions were effective in Maths in some year groups. In Reading, Catch Up Reading accelerated progress but those who did not receive it made less progress (although their attainment might have been higher). Writing interventions were of limited success other than in regard to spelling.</p>
	<p>Reading and Phonics Building and embedding a new reading and phonics system in school</p>	<p>Class Based phonics scheme being taught in Year 3.</p>

	<p>Ensure all relevant staff receive training to deliver the phonics & reading scheme effectively.</p> <p>Budget: £10000</p>	<p>Year 3 & 4 Reading scheme in place - extended to Y5</p> <p>Whole school phonics INSET – 18.01.2021 additional phonics resources purchased</p> <p>29.01.2021: MH to liaise with RA and BZ to plan reintroduction/refresh of the Reading scheme – completed. Further training given to staff in Spring 2.</p> <p>Early indications show success of the phonics implementation - April report to TLP. Analysis for PP children to be completed end of April.</p> <p>September 2021 – All Year 5 children to have a reading book ready for continued roll out in 22-23.</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>Maintain and develop a high performing pastoral and inclusion team to support pupils and their families</p> <p>Provision of counselling/therapy to support families back into school/deal with bereavement/additional mental health 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>Pastoral support is spread across the school with support in each Year Group and some support spanning year groups where necessary.</p> <p>YMCA therapist/counselling sessions in place for most vulnerable children.</p> <p>Weekly meetings between PSA and head of school taking place. All families below 90% attendance being called directly by the PSA and accompanying letters sent. At this point in the</p>

<p>Reducing incidents of internal or fixed term exclusion for PP children</p>	<p>Breakfast club provision to support families and children at risk</p> <p>Enhanced midday provision for targeted children – MSA training for de-escalation strategies & raising profile of MSAs</p> <p>Resource pot of money available to support with equipment eg PE kit/music lessons £43907</p>	<p>year, some children are at below 90% but with mainly one block of illness.</p> <p>Breakfast Club provision has been followed up by the Inclusion Lead. Some families are declining the offer because of worries about Covid. We are in the process of offering the provision to other families.</p> <p>Offers have been made to support specific families with resources but have, up to this point, been politely declined.</p> <p>Music lessons supported for autumn term.</p> <p>29.01.2021: We are currently in lockdown but teachers are following up on any children who are disadvantaged and not engaging with remote learning as a priority. We have our most disadvantaged/vulnerable children in school. Where attendance of these children has not been good, the PSA has become involved leading to improved engagement and attendance for some families. two families continue to cause us concern and PSA and HT are actively engaging with the families.</p> <p>29.01.2021 MSAs have been appointed. One MSA (5 hours) has been appointed to support one disadvantaged child in particular.</p>
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Update: overall attendance over the last 4 week period from lockdown release – 91.05 - over last 2 weeks risen to 94.58

3 intervention meetings have taken place. Pastoral/Inclusion team worked supportively with identified families to improve. Case study Y6 child attendance improved from 42% in Autumn term to 92.86%. Further pastoral support in place to maintain progress.

July 2020-2021 attendance:

PP all on roll 92%

PP children on roll

without those with
specific attendance

needs* 95%

Non-PP all on roll 96.7%

Non-PP children on
roll without those with
specific attendance

needs* 97.3%

Fixed term exclusions for PP children reduced year-on-year. However, internal exclusion and challenging behaviour was still higher frequency for PP children compared to non-PP.

<p>Barriers to learning these priorities address</p>	<p>Internal Barriers</p> <p>On arrival in Y3, the gap between pupils with PP and others has already widened significantly and confidence is low. Transition often proves tricky for many children especially in 2020. 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 academic progress and disturbing education of their peers.</p> <p>External Barriers</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>Additional lockdowns have once again impacted families. However school was able to act swiftly, having identified families at risk last time, to where possible offering a place to those most in need.</p> <p>Laptops were given to every family that needed them and attendance in zoom sessions was improved. Children not attending were targeted by support staff for individual support.</p> <p>July – In the summer term, some PP children found it hard to either return to school from home lockdown and/or found it difficult to go from a small lockdown group in school to larger classes. Those in the smaller groups benefitted from this from bot an SEMH perspective and also from a learning point of view.</p>
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	<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	£87,907	
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

Monitoring and Implementation

Area	Challenge	Mitigating action	Work Stream comments
Teaching	<p>COVID restrictions impacting</p> <ul style="list-style-type: none"> • successful implementation of the reading scheme (unable to do group reading effectively) • Modelling teaching 1:1 is difficult to achieve in maths and English • Not crossing bubbles has made the NQT mentor's job more difficult for team teaching • Families lacking technology to access remote learning & the Identification of these families. Need will outstrip what the school can provide. 	<ul style="list-style-type: none"> • Groups within classes at same level – some ability to teacher to work with a group but mostly individual work. More support needed to enable more groups to access oracy part of lesson • Use of additional sessions to catch up & use of visualisers • Mentor to look with head at more flexible tt arrangements • PSA investigates/makes contact with each family. Devices allocated and more purchased as needed. 	<p>Reading scheme in place</p> <p>29.01.21: Reading scheme needs to roll out more successfully higher up the school</p> <p>Some modelling of teaching has taken place but controlled to be in line with the Covid Risk assessment and within class bubbles</p> <p>29.01.2021: due to lockdown, teachers are now focussing on how to incorporate modelling into Remote Learning live groups</p> <p>The NQT mentor has been proactive in ensuring that she is able to support all NQTs and is adapting her timetable to try to include more face-to-face support in line with Covid risk assessments.</p> <p>7 Tablets have been ordered through the DFE allocation</p>

			<p>scheme and 12 Ipads from the school's stocks have been delivered to children who are isolating at home. This was able to happen because the PSA had contacted all PP children. This was followed up swiftly by the Year 3 teachers when the Year 3s had to isolate. This has meant that there is no child without access to home learning whilst a Year Group has isolated. Printed resources have also been delivered when requested.</p> <p>29.01.21: school has distributed all but 15 of existing stocks of laptops and iPads. A further 28 laptops were also acquired from the DFE and have started to be handed out.</p> <p>March 38 devices were obtained from the DFE and all families needing one were given them.</p>
Targeted support	<ul style="list-style-type: none"> Gaps in knowledge/skills have widened for a large number of children during lockdown. Children missed significant amounts of 	<ul style="list-style-type: none"> Additional time in each year group for catch up groups and interventions Catch up provision being sought (external agencies (online) and school appointed staff) 	<ul style="list-style-type: none"> Interventions are in place and tutoring in the process of being assigned to the children already identified as being in greatest need Support staff meetings for cascading have begun but

	<p>prior learning especially from KS1/Y3</p> <ul style="list-style-type: none"> • Year group bubbles mean that expertise cannot be shared across the school as easily • Pastoral provision is not as easily provided all the way across the school • Space for intervention/support at a premium due to unable to share spaces impacting pastoral provision 	<ul style="list-style-type: none"> • Training cascaded for pastoral support – Louise setting up interventions other TAS can do (ELSA trained) • Specific circumstances may require work across bubbles – this is carefully controlled • Teachers and TAs taking greater responsibility for pastoral/behavioural support – through upskilling through training in emotion coaching • Space for pastoral provision and professionals working with children needs investigating further. Peapods to be investigated for connections. 	<p>have been disrupted by staff absence</p> <ul style="list-style-type: none"> • Some staff outside of the pastoral team have taken on a greater pastoral role, particularly in Year 6 <p>29.01.2021:</p> <ul style="list-style-type: none"> • During lockdown, pastoral support groups have been run and this has been successful and is being rolled out further • Intervention groups have been taught via Teams/Zoom and this is being rolled out further • 2 new outdoor rooms have been installed with heating and lighting ready for use. • • Summer 21/Aut 21 – new spaces have been allocated and timetabled for pastoral and learning interventions, utilising the outdoor spaces acquired during 20-21
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Wider strategies	<p>COVID Challenges</p> <ul style="list-style-type: none"> • Not all parents confident to access breakfast club during COVID. Drop off times for breakfast club other school drop off do not work • PSA not able to meet with parents. Forming a relationship with parents can be more difficult • Crossing bubbles will make onsite inclusion provision not possible • MSAs not always aware of the needs of high needs pupils or have the skills/strategies to support these children at lunchtime • Attendance of some children is impacted by parents own health issues which may be increased by COVID restrictions 	<ul style="list-style-type: none"> • Communication with parents to try to reassure parents of safety/work out logistics. Reminder sent to parents that breakfast club is available. • Zoom meetings have made it easier to liaise with some parents who have previously not engaged as they don't wish to come to school or have a home visit. This will continue during lockdown. PSA to continue ringing and speaking to parents regularly. • Inclusion – hired more staff to support within year groups with higher level of need • Training delivered by SENDCO. Packs for MSAs. Support of additional staff at lunchtime. • PSA working with families & school for creative solutions to enable 	<ul style="list-style-type: none"> • PSA has been in touch with all parents with attendance below 90% and is actively working to support families in specific challenging circumstances. • School is collecting and dropping of 1 PP child and may need to extend this. <p>During lockdown</p> <ul style="list-style-type: none"> • PSA is setting up time slots using Parent Cloud for parents to have 'surgeries' • Teachers are developing tailored approaches to accommodate individual needs such as 1:1 Zooms <p>Post lockdown</p> <p>Virtual slots still in place but some home visits are now taking place with COVID restrictions in place to those most in need</p> <p>September 21: children in isolation have had access to a full day's live learning which has been</p>

		children to attend school or through provision of remote education.	trialled in one class in need of having new restrictions.
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Monitoring Responsibilities

Attendance	Lauren Gislam & Mike Hooper
Academic Progress	Mike Hooper/Jake Rose-Brown/Year leads
Inclusion	Rosie Amies/Jake Rose-Brown/Mike Hooper
Overall Strategy responsibility	Debbie Dismore