

Pupil premium strategy statement overview 2020-23

Year 2 2021-22 Edition

School overview

Metric	Data
School name	Avenue Junior
Pupils in school	460
Proportion of disadvantaged pupils	2021-22 72 children 2 LAC 3 Post LAC 1 service child
Pupil premium allocation this academic year	£94970
Academic year or years covered by statement	2020-23
Publish date	01 November 2021
Review date (interim reviews termly)	01 November 2022
Statement authorised by	Deborah Dismore
Pupil premium lead	Mike Hooper & Jake Rose-Brown/ Rosie Aimes (Liz Williams covering maternity leave)
Governor lead	Jo Thompson

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 are given additional support to catch up following the detrimental effect of lockdown periods/isolation periods)</p>	<ol style="list-style-type: none"> 1. Pupil premium promise created to highlight the status of this work. 2. High quality first teaching for all children. <ul style="list-style-type: none"> • Action plan in place to support the development of teaching and learning in school including VNET support for monitoring and coaching. • ECTS mentored by Senior Leaders& coordinated by induction lead • High quality INSET in English and Maths and support from subject leads. • Inclusion Lead overseeing progress and provision for all disadvantaged children • Improve access for disadvantaged children by supplying necessary equipment (provision of tablets to set up and provide for identified families) • Support with pre and post teaching to ensure concepts are well embedded and understood (teaching assistant/teacher) • Regular monitoring of progress and data analysis to inform planning and provision 3. Tutoring sessions in addition to school hours as part of the national tutoring programme.(70% funded by DFE for 60% of PP pupils). Contribution from PP funding for remainder of funding. Maths based. Match funded by school. 	<p>Review of all interventions in school to ensure that sufficient progress is achieved. November 21.</p> <p>Any interventions not achieving required outcome will be stopped.</p>

	<p>Approximate Budget: Staffing: £16500 Supply costs for release £5000 (18 days) Cover supervision time: £2340 Tablet provision: £1000 Tutoring: £8000</p>	
	<p>Reading and Phonics Embedding the new reading system in school Train for the new phonics scheme adopted by RRIS Ensure all relevant staff receive training to deliver the phonics & reading scheme effectively. Budget: £5000 Reading books enhanced & online access to resources £1000 phonics resources & £1000 release for staff to attend training from infant school</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Individual targets re- established and rigorous monitoring system in place to check progress towards targets 2. Feedback and mentor system established for disadvantaged children to ensure children understand and working towards their targets. Year leaders & Inclusion Leader & team 1:1 session with child. 3. Project for identified disadvantaged children developed around off site visit/ literacy tasks 	

	<p>Budget: 1 & 2 counted in allocated budget above 3. £1000</p> <p>Maths Oral mental maths & arithmetic catch up sessions provided by teaching staff/trained teaching assistants after school (tutoring grant contribution) overseen by Nikki Teasdale – Catch up Coordinator (as above)</p>	
Allocated overall budget:	£39840	
<p>Priority 2 Attendance and inclusion Reducing PA of disadvantaged children (non COVID related)</p> <p>Reducing incidents of internal or fixed term exclusion for PP children</p>	<p>Robust attendance and punctuality monitoring by PSA and HT, monitoring and intervening early, working intensively where needed with families £14785</p> <p>Maintain and develop a high performing pastoral and inclusion team to support pupils and their families £30,876</p> <p>Provision of counselling/therapy to support individual targeted children beyond pastoral in school provision</p> <p>£1000 budget Inclusion onsite provision developed with SEN coordinator supporting and training staff for identified children requiring additional support beyond established provision</p>	

	<p>Budget: £16000support staffing for full year £8740 Senior staff time 50% of costs met through SEN budget (£12370)</p> <p>Breakfast club provision to support families and children at risk. Use of Set your Sights and also in school provision (outside classroom from 8.30 – 9.15). £1500 budget</p> <p>Enhanced midday provision for targeted children – MSA training for de-escalation strategies & raising profile of MSAs. Steps training for MSAs. Budget: staffing cost: £2145 Training & O/T = £3000</p> <p>Resource pot of money available to support with equipment eg PE kit/music lessons £1000</p>	
Allocated Budget:	£66 676	
<p>Priority 3 Improving transition</p> <p>Transition from the infant school To ensure a continuous learning journey for children throughout the federation</p>	<p>Release time for staff to observe and share practice in curriculum areas identified in federation action plan</p> <p>Enhanced transition activities to obtain accurate data and assessments of disadvantaged children prior to entry at AJS to ensure a quick start to Y3 and support groups already in place.</p>	

<p>To improve understanding of the emotional and social needs of disadvantaged children on arrival at AJS</p> <p>To ensure staff across the federation are sharing information, strategies and subject knowledge to improve academic outcomes</p> <p>Transition into school for new arrivals outside of arranged transition is of a high quality</p> <p>Ensure High school transition is robust with information shared in summer term and additional visits/ any other arrangements are embedded in practice</p>	<p>Y2 & Y3 lead work together from Spring 21 to ensure a smoother transition for academic and social need.</p> <p>SENDCOs work together to ensure information is shared in a timely manner</p> <p>Promotion from May onwards to Y2 parents for application for FSM.</p> <p>Inclusion lead – transition system established for all in year admissions for disadvantaged pupils including check ins/ support for families as necessary and review of learning/social needs</p> <p>Transition package to high school is reviewed by Inclusion lead and PSA to ensure welcoming schools have all the information needed prior to children starting and that families are prepared for the transition.</p>	
<p>Allocated budget</p>	<p>Release days: £2000</p> <p>Cost of inclusion, PSA & Sen lead already budgeted</p>	
<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 can be tricky for children with SEND. There are a significant number of children in Years 3 & 4 with particularly low reading ages and poor phonetic knowledge</p>	

(impacted further by the pandemic). Writing ability is severely affected by this as is their ability to access the rest of the curriculum.

Resilience is low and their emotional literacy skills are poor.

Poorer oracy skills; understanding and use of subject terminology and developed vocabulary inhibits children from joining in discussions in classrooms and making progress

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.

Transition to high school can be difficult for some children used to a high level of pastoral support/close relationships.

External Barriers

Potentially difficult home learning environments (particularly in isolation periods/lockdowns)

Lack of routines at home leading to lateness and absences often affected by emotional/mental health needs

Difficulties with past or recent experiences impacting on emotional well-being,, engagement and social skills

Lack of suitable equipment or clothing to feel on a par with their peers

Parental lack of skills to support children in home learning

	Poor access to good quality books at home	
Projected spending	Total Budget costs so far: £109,516 Budget allocated for 21/22 £94,970 Deficit to be met by carry over from last year	
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 23

Monitoring and Implementation

Area	Challenge	Mitigating action	Monitoring termly - outcomes
Teaching	<p>Balance of providing support for all teachers to develop without impacting the outcomes for their class</p> <p>Ensuring all staff are applying the strategies discussed consistently and have 'bought in' to the promise</p> <p>Ensuring all staff participate in developing their own and supporting others development</p>	<p>Clear action plan in place with agreed time out of class to ensure impact is reduced</p> <p>Regular monitoring & triangulation of evidence</p> <p>Action plan and organisational timetable will be reviewed half termly</p>	
Targeted support	<p>Ensuring staffing levels remain stable to accommodate all actions planned</p> <p>Recruiting tutors to provide out of school support – poor remuneration for teachers, training for support staff has not yet started</p>	<p>Use of cover supervisors where possible & supply teacher budget enhanced to cover absence</p> <p>Enhance the proposed cost to attract qualified teachers/support staff to apply</p> <p>Access training as soon as available for those expressing interest.</p>	

<p>Wider strategies</p>	<p>Pastoral Coping with the increasing level of demand for interventions for children and families</p> <p>Monitoring attendance during the pandemic & ensuring good attendance – some families have ‘slipped’</p> <p>Capacity to provide all the activities we need to do</p>	<p>Staffing levels have been maintained and the AP will allow for children to work in small groups rather than be seen individually all the time</p> <p>Other pastoral staff will then be released to provide support for others</p> <p>PSA (extended schools coordinator) increased days to 3 days to be able to address attendance issues quicker</p> <p>Clear plan – regularly reviewed and amended – working document- to ensure activities which have the biggest impact are prioritised.</p>	

Monitoring Responsibilities

Attendance	Lauren Gislam & Mike Hooper	Weekly meetings Half termly reporting
Academic Progress	Mike Hooper/Jake Rose-Brown/Year leads Nikki Teasdale	Year leads with teams – weekly
Inclusion	Liz Williams(Rosie Amies)/Jake Rose-Brown/Mike Hooper	SLT meetings weekly
Governor Responsibility	Jo Thompson	Termly formal meeting & as needed
Overall Strategy responsibility	Debbie Dismore	Meet with whole team half termly