

AVENUE JUNIOR SCHOOL Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Avenue Junior School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	72 children 2 LAC 3 Post-LAC 1 service child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	01.01.22
Date on which it will be reviewed	1 st November 2022 (interim review termly)
Statement authorised by	Deborah Dismore
Pupil premium lead	Mike Hooper & Jake Rose-Brown/ Rosie Aimes (Liz Williams covering maternity leave)
Governor / Trustee lead	Jo Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94970
Recovery premium funding allocation this academic year	£15400 £4930

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34500
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	£149,800

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 are passionate about closing the attainment gap and supporting the wellbeing of our pupils so that they can thrive in and out of school.

As a School of Sanctuary we aim to be a safe, welcoming and inclusive place for all. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers or those who experience trauma or challenges at home.

The wellbeing and attainment of our disadvantaged pupils is the responsibility of all staff in school. We recognise that a whole school approach, in which all staff are clear on their role and responsibilities, is integral to improving disadvantaged pupils' outcomes and supporting them to thrive.

Quality first 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 the National Tutoring Programme for pupils whose education has been worst affected, prioritising non-disadvantaged pupils. We have a thorough programme of tutoring in place and have ensured we have taken full advantage of the funding channels available.

From our robust monitoring of the disadvantaged children in school, we know that they have been significantly impacted throughout this pandemic, including academic achievement and with their mental health and well being. The gaps that pre-existed

have widened and our response to this situation will need a long term sustained plan of support.

Challenges

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

Challenge number	Detail of challenge												
1 Closing the attainment gap in core subjects	<p>On arrival in Y3, the attainment gap between pupils eligible for Pupil Premium and others was already significant and the pandemic has seen this gap widen for many of our disadvantaged pupils. This is especially true for writing.</p> <p>Data in Y3 2021 shows % of children in Autumn term at expected standard (NFER) for that term</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP children</td> <td>39%</td> <td>28%</td> </tr> <tr> <td>Non PP children</td> <td>75%</td> <td>85%</td> </tr> <tr> <td>Difference</td> <td>36%</td> <td>57%</td> </tr> </tbody> </table>		Reading	Maths	PP children	39%	28%	Non PP children	75%	85%	Difference	36%	57%
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1A. Phonics and reading	There are a significant number of children including many of our disadvantaged pupils, with poor knowledge of phonics and low reading ages. This impinges on their ability to access the wider curriculum and to achieve their potential.												
1B Oracy	Many of our disadvantaged pupils display poorer oracy skills; understanding and use of subject terminology and developed vocabulary inhibits children from joining in discussions in classrooms and making progress.												
2 Wellbeing	Our assessments (including our annual wellbeing survey for pupils), observations and discussions with pupils and families have identified an increase in social, emotional and mental health issues for many pupils. These challenges particularly affect some of our disadvantaged pupils, including their attainment and resilience with learning.												
3. Safeguarding	High level of safeguarding needs amongst this group of children in comparison with their peers. Lack of support from outside agencies for families puts additional burden on the school to provide early												

	support and there are difficulties in escalating concerns to achieve positive impact for families
4. Improving provision for Children at Risk of Exclusion (CARE)	We have 7 Pupil premium Pupils on our Children at Risk of Exclusion register, all of whom are on the SEN register. Challenging behaviour and attitudes to learning from these children in each year group is causing staffing issues, affecting their academic progress and at times disturbing and disrupting the education of their peers whilst also affecting their own learning.
5. Attendance	Overall attendance for disadvantaged pupils is lower than our non-disadvantaged pupils. This results in missed learning which is a barrier to our children achieving their potential. In some cases, where home is a particularly challenging environment it can also be of detriment to their wellbeing and mental health.
6. Increasing number of children with a caring role at home	We have 27 known carers amongst our student population. Of these 52% are children in receipt of pupil premium. There is a named teacher to support carers at the school and a plan is being developed to monitor their progress and journey in school to ensure they have the right support (eg not arranging tuition after school/before school as they care)
7. Parental engagement and community	During periods of lockdown our parent support advisor and pastoral team worked hard to maintain contact with families and the use of Class Dojo enabled more parents to connect with school but there were still hard to reach families . Maintaining this level of engagement once back at school and establishing more face to face working is challenging. The school is also looking forward to restarting face-to-face support for disadvantaged families including Family Learning and the use of our Extended Schools Officer (formerly PSA) to hold workshops around specific issues and needs. Creating support networks to avoid isolation for new families, including refugee families and/or families for whom English is an additional language is still a current need.

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
1 Improved attainment in core subjects for disadvantaged pupils throughout school.	Pupils make progress in line with their peers. The gap between the attainment of disadvantaged and non disadvantaged children begins to close.

	<p>An improvement is seen in summative assessment scores throughout the year for each year group in school. Tracking reflects progress made within the each year and maintained and improved throughout each year.</p> <p>Interventions needed are identified quickly and ensure progress – Catch Up programme robustly in place</p> <p><u>Key Stage 2 Results</u></p> <p><u>Writing</u></p> <p>KS2 writing moderation show that the % of disadvantaged pupils meeting the national average for the expected standard increases from 2022 to 2023 & is closer to the national average</p> <p><u>Reading</u></p> <p>KS2 reading outcomes in 2023 show that all disadvantaged pupils meets or exceed the national average unless there is a specific SEN need preventing this.</p> <p><u>Maths</u></p> <p>KS2 maths outcomes in 2023 show that the percentage of disadvantaged pupils meeting the expected standard increases from 2022.</p>
1A. Improving reading and phonics	<p>Individual tracking of interventions and testing shows progress made for each child. Catch up records reflect progress. End of year assessments reflect move towards expected standard.</p>
1B Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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, book scrutiny and ongoing formative assessment.</p>
2 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Annual wellbeing survey to show improvements in how positive children feel about school, themselves and their learning. Reduced demand for pastoral support and intervention internally and</p>

	<p>externally. Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>3. Improve support for children and families</p>	<p>Greater access/provision to parenting programmes/groups as well as ensuring those families who need more intervention receive it.</p> <p>Children with a caring role at home have individual and group support for their well being and progress for this group is monitored carefully. Intervention is appropriate and works for the family</p>
<p>6 Minimise the number of internal and fixed-term exclusions, particularly of those pupils who are Children at Risk of Exclusion</p>	<p>Prior to the pandemic fixed-term exclusions for children eligible for Pupil Premium had reduced year-on-year. Since returning to school following lockdown the number of internal and fixed-term exclusions at school has been unprecedented with many of these incidents involving disadvantaged pupils. We aim to reduce rates to on a par with pre-pandemic levels.</p> <p>Alternative provision in school is developed and adapted to the needs of children enabling them to feel successful in school and achieve.</p>
<p>7 Reduce pupil absence for disadvantaged children</p>	<p>The absence rate for disadvantaged children to be equal to or better than the school average.</p> <p><i>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 2.03% – 4.6% lower than for non-disadvantaged pupils for the period September to February. To date, this year the difference is -2.9%</i></p> <p><i>10.7% - 23.8% of disadvantaged pupils have been 'persistently absent' compared to 3.14% - 8.1% of their peers during that period. This period does</i></p>

include September 2020-Feb 2021 which saw some children struggle to return after lockdown and a rise in reduced timetables to try to support the needs of pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and that this should form a large part of our strategic Covid recovery.

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: **£39840**

Activity	Evidence that supports this approach
<p>AJS Promise to Our Disadvantage Pupils</p> <p>Created collaboratively involving all staff. Added to induction and staff handbook.</p>	<p>Having a whole school buy in to ensuring disadvantaged children are prioritised in our strategy.</p> <p>School culture is key, as seen in John Tomsett’s approach in Huntington School</p> <p>See also,</p> <ul style="list-style-type: none"> • Darling, J. (2017): “Aligning Strategy, Culture, and Leadership.” <i>People & Strategy</i> • DFE (2018) “Outcomes for Pupils Eligible for Free School Meals and Identified as Disadvantaged.” https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612123/statistics.pdf (Accessed: 13th October 2021) • Edmondson, Amy C. (2018) <i>The Fearless Organization: Creating Psychological Safety and Growth</i>. 1st edition. Hoboken, New Jersey: Wiley. • Franklin, D. (June 2019): “Aligning Organizational Values and Strategy.” <i>Crucial Conversations</i>
<p>Quality first teaching for all</p> <p>Peer teaching and learning support system established in school. Critical friend approach to share and promote good practice.</p> <p>VNET support for leaders to ensure monitoring and coaching is effective.</p> <p>Staff meetings and Inset sessions to discuss excellent</p>	<p>Education Endowment Foundation Research. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Best quality first teaching is the most effective way to improve outcomes for all (see evidence)</p> <p>Sharing expertise of excellent quality subject leadership in Maths and English. School team on progress in maths (2018 – 20) and improvements seen in writing books and clear accountability.</p> <p>ECT programmes and networks allow for good practice to be shared. Staff feedback. Maths Hub project involvement</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Developing and building on approach already used previously in maths very successful. EEF found Mastery learning has been used successfully across the curriculum. Effects are higher in mathematics and science (+6 months) than reading (+3 months)</p>

<p>teaching and learning in the classroom.</p> <p>Attendance on courses to develop individuals practice & share with others</p> <p>Subject leads networks.</p> <p>Engagement in mastery programme for maths – cascaded to staff</p>	
<p>ECTS mentored by Senior Leaders & coordinated by induction lead (continued into third year of teaching)</p>	<p>Feedback from new teachers on the support programme in place is excellent and EOC a dedicated mentor with time to coach and discuss progress is invaluable in development</p> <p>The new programme allows early career teachers to design their own professional development</p>
<p>Teaching Support Staff development to enable more effective support in the classroom</p> <p>VNET session on supporting T & L in the classroom Jan 22</p> <p>Audit of need following observations and PMRs Summer 2022</p> <p>Investment over 22- 23 into NVQ Teaching Assistant course for identified</p>	<p>See,</p> <ul style="list-style-type: none"> • Allen, R and Sims, S (2018) <i>The Teacher Gap</i> (Kindle Edition), Abingdon • Brande, J and Zucollo, Education Policy Institute (2021), <i>The Effects of CPD on Teachers and Students (A cost Benefit Analysis)</i>, Available at: https://epi.org.uk/publications-and-research/ (Accessed: 27 January 2022) • Education Endowment Fund (2021), <i>High-quality teaching</i>. Available at: https://eef.org.uk/insight/planning/1-high-quality-teaching (Accessed: 27 January, 2022) • Fletcher-Wood, H and Zucollo, J, Education Policy Institute (2020), <i>The Effects of CPD on Teachers and Students (A Rapid Review and Meta-Analysis)</i>. Available at: https://epi.org.uk/publications-and-research/high-quality-professional-development/. Accessed: 20 January 2022. • National Centre for Systemic Improvement at WestEd, (2019) <i>Effective Professional Development for All Learners</i>, Available at: https://eric.ed.gov/?id=ED591448 (Accessed: 20 January 2022) • Parr, C (2020), <i>Research reveals CPD's impact on student outcomes, NCSIP</i>, Available at: https://www.ncsip.org.uk/news/teacher-school-cpd-impact-student-exam-outcomes/#:~:text=A%20study%20published%20by%20the,instead%20of%20the%20traditional%20model%20of%20CPD,2022

<p>need or for progression Peer to peer programme rolled out Sept 22- Spring 23 for TAS</p>	
<p>High quality INSET in English and Maths and support from subject leads for all staff .</p> <p>Programme of support throughout the year timetabled to staff meetings and INSET</p>	<p>https://www.gov.uk/government/publications/standard-for-teachers-profession</p> <p>Oracy project: School already uses Word Aware in the classroom, however to develop this approach further we have engaged in an Oracy project beginning in 2022. The Oracy Project will support teachers to ensure that pupils build secure foundations and address misconceptions. The Alumnis Oracy Framework is focused on the deliberate, planned, and sequenced curriculum.</p>
<p>Support with pre and post teaching to ensure concepts are well embedded and understood (teaching assistant/teacher)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p>
<p>Improve access for disadvantaged children by additional ICT equipment for interventions and work within class</p>	<p>https://eric.ed.gov/?id=ED612174</p> <p>Positive impacts of technology – evidence gathered from research over time. Having access to dedicated technology for the use of programmes such as Numbots can help children take place successfully.</p>
<p>Reading & phonics</p> <p>Embedding the new reading system in school</p> <p>Train for the new phonics scheme adopted by RRIS</p> <p>Ensure all relevant staff receive</p>	<p>A structured phonics and reading programme is crucial to the success of early reading. Research shows that the amount of children needing teaching of Y1 skills has increased dramatically to 25% of children unable to access an average Y3 curriculum.</p> <p>RRIS implements a phonics scheme in 21/22 and AJS is keen to continue this in 22/23. Children still requiring additional support who have not either passed Y1 phonics or met the Y2 objectives in spelling and reading.</p>

<p>training to deliver the phonics & reading scheme effectively.</p> <p>Maintaining a spelling programme in school leading on from phonics scheme ensuing consistency throughout school</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p>
<p>Writing</p> <ul style="list-style-type: none"> • Individual targets re-established and rigorous monitoring system in place to check progress towards targets • 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. • Regular INSET & moderation sessions by English leads 	<p>Children respond well when given specific targets to achieve. A more rigorous system Leads to monitor implementation.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback to children is essential to their progress and has high impact for low cost. be improved as well as the children knowing their work is valued thus improving com</p> <p>Staff feel supported in developing their skills in teaching writing. They have opportun understanding of age expectations and how to achieve these and ensure continued p</p>

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

Budgeted cost: £16,500 & £20000 towards tutoring/mentoring support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead & Catch Up Tutor Lead overseeing progress and provision for all disadvantaged children Release for both 1 day per week	Regular monitoring of progress and data analysis to inform planning and provision Coordination of this approach is key. NT ensures identification of children is robust and provision is high quality.	1
Catch up teaching assistant employed in school Autumn term to work with small intervention groups (28 hours per week) (salary cost) 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.	Online tutoring unsuccessful In school appointed staff able to support children more effectively DFE scheme suggested approach .There is some evidence seen in EE T & L toolkit 1:1 tuition & small group tuition organised in school	1
Academic mentoring programme. Academic mentor appointed to support catch up provision in school working with 1:1 children and in small groups	DFE scheme Partially funded for Opportunity area schools	1

<p>Maths Catch-Up</p> <p>Oral mental maths & arithmetic catch up sessions provided by trained teacher after school (tutoring grant contribution) overseen by Nikki Teasdale – Catch up Coordinator</p>	<p>Lack of fluency in basic skills in mathematics is preventing children being able to progress effectively and impacts of their application and making enough progress in reasoning</p>	<p>1</p>
<p>Rigorous assessment system in school for reading and maths (NFER) and writing moderation (subject leads developed alongside VNET)</p>	<p>Having a consistent nationally recognised system enables the school to track children’s progress effectively and that accurate assessments are made in line with other schools</p> <p>Assessments provide valuable data to support areas needing improvement & highlight children for catch up</p>	<p>1</p>

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

Budgeted cost: £72261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain and develop a high performing pastoral and inclusion team to support pupils and their families</p> <p>Budget = £30,876</p>	<p>Previous years experience of the pastoral team engaging parents and children. PSA effective relationships with harder to reach parents – working as attendance lead.</p> <p>Pastoral team provide 1:1 and group sessions for targeted disadvantaged children</p> <p>Feedback from parents positive reflecting impact on family life and children’s engagement in school</p>	<p>2,3,4,5, 6, 7</p>

	https://canadacollege.edu/dreamers/docs/Maslows-Hierarchy-of-Needs.pdf	
<p>Counselling/therapy</p> <p>To support individual targeted children beyond pastoral in school provision Budget = £2000</p>	<p>In school, there is a rise in children exhibiting anxieties, including about school since the lockdowns. This is evidenced in a rise in Reduced timetables aiming to reintegrate pupils.</p> <p>Nationally and locally, mental health support systems are under enormous strain and so thresholds for support have increased and waiting times have lengthened considerably. If children do not feel mentally and emotionally well, they will not be able to learn and this will become a cycle of negative outcomes.</p>	2,3,4,5,6
<p>Establishing and maintaining a carers support group</p> <p>Named teacher for carers Release time for MA to meet with the group Assemblies and workshops raise awareness of young carers Action plan developed to support Release £200 x 10 days £2000</p>	<p>Young Carers Mental Health Tips for Young Carers YoungMinds</p> <p>Carers can often be lost in the system without teachers knowing who is a young carer. It can be hard to study at home. Each carer will have individual circumstances and it is important that their needs are met for them to succeed academically as well as having wellbeing support</p>	5.6.7
<p>Improving transition</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</p>	<p>Experience has shown that we spend too much of what could be quality learning time at transition points, including between year groups and schools, trying to establish baseline information and to build up a pastoral and learning picture of each child.</p> <p>More time could be spent on learning if we streamlined and enhanced the quality of information passed on at transition points. It would also mean that individual support could be more quickly established.</p>	1,2,3,4,5

<p>disadvantaged children prior to entry at AJS to ensure a quick start to Y3 and support groups already in place.</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</p>		
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<p>prepared for the transition.</p> <p>Budget = £5,000</p>		
<p>Attendance</p> <p>Robust attendance and punctuality monitoring by PSA and HT, monitoring and intervening early, working intensively where needed with families (part of pastoral team budget)</p>	<p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>There is clear evidence that absence at school has a negative impact on achievement.</p>	<p>1, 2,3,5, 6</p>
<p>Breakfast Club provision to support disadvantaged pupils and their families</p> <p>Use of Set your Sights and also in school provision (outside classroom from 8.30 – 9.15) Budget =£1,500</p>	<p>https://canadacollege.edu/dreamers/docs/Maslows-Hierarchy-of-Needs.pdf</p> <p>Also, for some of our pupils, a settled start in a smaller and quieter environment than that of the busy classroom, helps them to begin the day successfully.</p>	<p>1,23,5</p>
<p>Improving lunch and playtime provision</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 = £2,145</p>	<p>Clear evidence about the role of play and active breaktimes on physical and emotional wellbeing and development.</p> <p>What works in schools and colleges to increase physical activity? (Public Health England 2021)</p>	<p>2,3,4,5</p>

<p>Training & O/T = £3,000</p>		
<p>Supporting disadvantaged pupils with equipment and to access enrichment opportunities (music lessons, PE kit, kit for trips, etc)</p> <p>Budget = £1,000</p>	<p>Tan, Cheng Yong (2017) "Examining Cultural Capital and Student Achievement: Results of A Meta-Analytic Review" Alberta Journal of Educational Research, Vol. 63.2, Summer 2017, 139-159 © 2017 The Governors of the University of Alberta 139</p> <p>For many of our disadvantaged children being able to be on a par with their peers is very difficult – being able to attend a residential with the right equipment/ having music lesson would not be possible without the support of the premium to help.</p>	1,2,3,4,5
<p>Development of onsite alternative provision to support CARE and other disadvantaged children struggling in mainstream classes</p> <p>Developed with SEN coordinator supporting and training staff for identified children requiring additional support beyond established provision</p> <p>Budget =£16,000 support staffing for full year + £8740 Senior staff time</p> <p>50% of costs met through SEN budget (£12370)</p>	<p>Investigative research into alternative provision October 2018 IFF Research Ltd, Professor Martin Mills (University College London) and Professor Patricia Thomson (University of Nottingham) (DFE 2018)</p> <p>Early evidence of reduction in incidents and exclusions for children the school's AP is targeted at.</p> <p>Alternative Provision plan can be found Avenue Junior Final AP application (4).docx - GovernorHub</p>	1,2,3,4, 5

Total budgeted cost: £ 148 601.00 (additional funds from school budget)

Part B: Review of outcomes in the previous academic year (for 20/21 outcomes already published on the website)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our Pupil Premium strategy was published for 20 –23 with outcomes published in 2021.

[DfE external document template \(avenuejuniorschool.org\)](https://avenuejuniorschool.org)

Further information

In consultation with all staff, we developed a promise to our disadvantaged pupils that is now part of our staff induction and included within the staff handbook. This promise informs our pupil premium strategy.

Avenue Junior's Promise to Disadvantaged Pupils

Opportunity

We promise that we will give you opportunities and experiences to inspire you to become the best that you can be and to have big dreams and aspirations.

Learning Needs

We promise to prioritise your learning, excite you and engage you, support you in class and have high expectations of what you can achieve.

Social

We promise that we will help you to make friends and develop the skills to build and manage successful relationships with adults and peers.

Safeguarding

We promise that we will keep you safe and listen to you and to inspire you to want to come to school every day.

Basic Needs including equipment

We promise that we will make sure that you have all the things you need to be able to learn and that you have access to a healthy diet.

Self esteem

We promise that we will celebrate your successes, nurture your confidence and value you so that you can feel proud of yourself.

Behaviour

We promise to view your behaviour as communication and try to help you understand how to make good choices.

Mental health

We promise that we will give you time, space and support to develop emotional literacy and to establish a toolkit of strategies to promote good mental health

