

Pupil premium strategy statement - Avenue Junior School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23, 23-24, 24-25
Date this statement was published	30.12.22
Date on which it will be reviewed	1 st November, 2023
Statement authorised by	Michael Bunting
Pupil premium lead	Mike Hooper/Jake Rose-Brown
Governor / Trustee lead	Jo Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,000
Recovery premium funding allocation this academic year	£ 9,870
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£ 57,178 Pupil Prem</p> <p>£ 2,106 Recovery Prem</p>
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£179, 154

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 philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned with the Federation Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. As [DfE Guidance](#) allows, we will not spend our pupil premium allocation solely on those pupils who attract it, but may use it to improve outcomes for other vulnerable groups where there is a strong case for doing so.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most, exploiting the flexibilities available in the DfE guidance.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have prioritized three intended outcomes. This focussed approach ensures the best chance of achieving each outcome.

Intended outcomes by the end of the strategy

HIGH QUALITY TEACHING
<ol style="list-style-type: none">1. Early Career Teachers have been supported to make excellent progress in their practice.2. All students have benefited from consistently excellent oracy and literacy provision and practice in all year groups.3. Maths outcomes for all students, especially girls and those attracting Pupil Premium, have improve significantly.
TARGETED ACADEMIC SUPPORT
<ol style="list-style-type: none">4. Students needing targeted literacy and numeracy support, particularly those attract- ing PP, have made strong progress.5. Students needing targeted language development support, particularly those attract- ing PP, have made strong progress.6. Students joining the federation part-way through the primary phase benefit from con- sistently excellent induction and speedy identification of, and provision for, their needs.
WIDER STRATEGIES
<ol style="list-style-type: none">7. Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision.8. The wellbeing, safety, self-regulation and self-management of pupils in need of ad- ditional support, particularly those who attract PP has improved.9. The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention.

Our four-step approach to strategy

When developing and sustaining our pupil premium strategy, our school adopts a four-step approach to:

- Diagnose pupils' needs – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.
- Use strong evidence to support the strategy – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.
- Implement the strategy – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.
- Monitor and evaluate the strategy – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. These light-touch reviews will be informed by termly monitoring meetings with the Pupil Premium Lead Governor.

During the annual light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Headteacher responsible for ensuring a pupil premium strategy is always in effect across the federation.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills, contributing to poorer outcomes for children across the curriculum.
2	A pattern identified, linking multiple vulnerabilities with reading progress and outcomes.
3	Some staff do not yet have the skills and / or confidence to move on the learning of early readers / writers across the primary phase.
4	Children's writing outcomes, and the quality of teaching and support of writing, are not of consistently high enough quality.
5	Girls (including those attracting PP) attaining less well in Maths across the primary phase.
6	Lack of fluency with multiplication leading to lower outcomes.
7	Some children joining the school have significant learning deficits, particularly those who join mid-year with multiple vulnerabilities
8	Attention and concentration is poor for a number of children attracting Pupil Premium funding
9	Children attracting Pupil Premium have lower overall attendance than non-PP pupils, putting their future progress and attainment at risk.
10	Link between parental mental health and children's rate of attendance.
11	Impact on children's mental health and wellbeing as a result of poor attendance, particularly where home circumstances are challenging.
12	Safeguarding and SEMH issues putting children at greater risk of underachievement
13	The impact of multiple vulnerabilities and / or experiences of trauma on children's self-regulation, attendance and learning.
14	Students finding transitions (between different contexts and / or staff) challenging.
15	Parental confidence and capacity
16	Parental engagement
17	Limited availability of support services for families in the wider community
18	Potential or actual isolation from the community
19	Negative impact on DSL wellbeing and effectiveness as a result of increased frequency of safeguarding concerns.

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
<p>Early Career Teachers have been supported to make excellent progress in their practice.</p>	<p>Children in ECTs' classes make progress comparable with their more experienced colleagues.</p> <p>22-23</p> <ul style="list-style-type: none"> • Our two second year ECTs will have successfully completed the ECT programme. • The first year ECT will have successfully completed Year 1. • Through excellent support, children in ECTs' classes make progress from their starting points comparable to children in non-ECT led classes. <p>Infrastructure in place to support second year ECTs through their transition into year 3 of their careers.</p>
<p>All students have benefited from consistently excellent oracy and literacy provision and practice in all year groups.</p> <p>All KS2 teachers and support staff are trained to use the Little Wandle approach and, as a result, all children are making good literacy progress from their starting points.</p> <p>Children in Upper KS2 working below EXS will benefit from small group writing tuition and / or smaller class sizes, leading to accelerated progress in writing.</p> <p>Practitioners will become confident in their understanding of Oracy and how it impacts and lifts the quality of learning</p> <p>Practitioners will feel equipped to facilitate the development of Oracy across the school</p>	<ul style="list-style-type: none"> • All staff have received training. • Monitoring consistently confirms that practice is effective. • The proportion of children below EXS for writing at the end of KS2 will have fallen significantly compared to 2021/22. • Pedagogies to support oracy development are well-embedded across the school and are leading to improved outcomes, particularly for children attracting Pupil Premium. <p>22-23</p> <p>Year 3 and Y4 teachers are skilled and, as a result children are able to apply their phonetic understanding to improve reading and writing outcomes.</p> <ul style="list-style-type: none"> • Identified specific gaps in writing skills common to Y5/Y6, particularly those attracting PP or otherwise vulnerable. • Provided regular targeted teaching to address skills deficits, in small groups / smaller class sizes

	<ul style="list-style-type: none"> Developed a thoroughgoing understanding of the Alumnis Oracy Framework and have created an implementation plan.
<p>Maths outcomes for all students, especially girls and those attracting Pupil Premium, have improve significantly.</p> <p>Girls' outcomes improve (EXS and GDS) and the gap between girls' and boys' attainment reduces significantly.</p> <p>Y6 Children who are identified as being most likely to benefit from breakfast / holiday booster support attend sessions regularly; their average rate of maths progress exceeds the whole cohort average as a result.</p>	<p>Girls maths outcomes exceed national average for EXS and GDS.</p> <p>A systematic approach has been developed to identify and successfully target children with before-school and holiday maths booster support, leading to accelerated progress.</p> <p>22-23</p> <ul style="list-style-type: none"> Developed a comparative profile of girls' relative performance in maths compared to boys. This will be done by repeatedly interrogating in-house question-level data and developing / testing plausible interpretations of what that data might mean in order to confidently identify priorities for improvement. Created an implementation plan for 2023/24 academic year (using EEF implementation guidance) to address priorities identified. Developed a process for identifying and providing high quality breakfast / holiday booster support. Successfully provided tailored support to a targeted group of children, leading to progress which exceeds the cohort as a whole. <p>Developed a process for identifying and providing high quality breakfast / holiday booster support.</p> <ul style="list-style-type: none"> Successfully provided tailored support to a targeted group of children, leading to progress which exceeds the cohort as a whole.
<p>Students needing targeted literacy and numeracy support, particularly those attracting PP, have made strong progress.</p> <p>Children receiving mentoring / tutoring make greater than the cohort average progress from their individual starting points.</p>	<p>In Reading, Writing and Maths, data demonstrates that children receiving academic mentoring / tutoring have consistently made accelerated progress.</p> <p>22-23</p> <ul style="list-style-type: none"> Used mentoring and tutoring to accelerate the progress of the children receiving it so that it's greater than the cohort average.

<p>Students needing targeted language development support, particularly those attracting PP, have made strong progress.</p>	
<p>Students joining the federation part-way through the primary phase benefit from consistently excellent induction and speedy identification of, and provision for, their needs.</p> <p>A standardised approach to pupil induction is developed and implemented. Pupils and families are routinely surveyed to evaluate impact.</p>	<p>Surveys of pupils joining at different entry points throughout KS2 show consistently high pupil / parent satisfaction with transition.</p> <p>22-23</p> <ul style="list-style-type: none"> • Developed standard induction checklist and finalised accountabilities for completing parts of the checklist (by Feb 2023). • Implemented induction checklist with all arrivals after Feb 2023, ensuring it's completed in a timely manner. <p>Created a standard approach to surveying families and children after 6 weeks to evaluate the quality of induction.</p>
<p>Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision.</p> <p>Children are better able to manage their feelings, including anxiety, leading to greater access to the curriculum and therefore better outcomes.</p> <p>The pastoral and safeguarding needs of the children are consistently met.</p>	<p>Staff evaluations demonstrate better levels of DSL wellbeing and effectiveness as a result of supervision.</p> <p>22-23</p> <ul style="list-style-type: none"> • Audited our wellbeing and mental health provision with the help of TISUK. • Trained Senior Leads in Trauma-Informed Practice. • Developed an improvement action plan for 2023/24 academic year. • Ensured that all DSLs have received regular high quality DSL supervision from an recognized external provider.
<p>The wellbeing, safety, self-regulation and self-management of pupils in need of additional support, particularly those who attract PP has improved.</p> <p>Parents and families benefit from access to high quality parent and family support.</p> <p>Inclusion Lead is effectively monitoring and developing provision for PP children.</p>	<p>Family Engagement Officer has provided high quality and impactful support to families across the 3 year period, evidenced through surveying those who've accessed support.</p> <p>Provision for PP pupils effective, evidenced by consistently good rates of progress.</p> <p>22-23</p> <ul style="list-style-type: none"> • Effected positive change in the lives of a range of families (evidenced by survey data) •

<p>The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention.</p> <p>The attendance of children subject to Family Engagement Officer intervention consistently increases and approaches or exceeds national average for all pupils.</p>	<p>Overall attendance has returned to pre-Covid levels. Attendance of PP pupils is approaching or exceeding national average for all pupils.</p> <p>22-23</p> <ul style="list-style-type: none"> Used Family Engagement Officer capacity to target specific children and families for additional support and intervention.
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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: £ 38,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ECTs are supported by an experienced induction tutor, who has the time and expertise to provide excellent mentoring and support.</p>	<p><i>Allen, R and Sims, S (2018) The Teacher Gap (Kindle Editions), Abingdon, Routledge.</i> <i>Education Endowment Foundation (2021), High Quality Teaching.</i></p>	<p>3 – 4</p>
<p>All Y3 and Y4 teachers are trained to understand the Little Wandle phonics scheme (including mnemonics) and are able to use it to support inclusive teaching and improved outcomes for children.</p>	<p>EEF Teaching and Learning Toolkit: Phonics – Very low cost, high impact.</p>	<p>2 – 4</p>
<p>Extra part-time teaching to provide additional teaching capacity in order to improve the writing skills for upper KS2 children below EXS.</p>	<p>EEF T&L Toolkit – Reducing Class Size +2mths; Small group tuition +4mths</p>	<p>4</p>
<p>The V-NET Oracy Project will support teachers to ensure that pupils build secure learning foundations by using</p>	<p>EEF Toolkit: Oracy Interventions – Very high impact for very low cost.</p>	<p>1</p>

discussion to probe and remedy their misconceptions.		
3.1 Detailed Question Level Analyses will be completed on last year's KS2 SATS and then termly from summative tests across KS2. The aim will be to identify comparative differences between the genders to adapt teaching and improve girls' (particularly PP) outcomes. Subject Leaders will identify / test their emerging hypotheses through frequent monitoring and analysis of children's learning outcomes.	The EEF's 'Putting Evidence to Work: A School's Guide to Implementation' identifies the need to a) Gather relevant and rigorous data b. Generate plausible and credible interpretations of that data when confidently identifying a priority for improvement.	5-6

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

Budgeted cost: £41,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted children receive breakfast and holiday maths booster support (target cohort = minimum 50% Pupil Premium)	EEF T&L Toolkit: Small group tuition – moderate impact / low cost	5-6
Academic mentor / tutors working with small groups and individuals on targeted support.	<ul style="list-style-type: none"> Children who had academic mentoring / tutoring last year outperformed peers who didn't receive it. See report to governors (26/9/22). EEF Toolkit: One-to-one tuition – high impact for moderate cost.	2, 4, 5, 6
Children joining the school at any point benefit from a structured induction programme, based on the EEF Evidence-Informed Transition Tool.	EEF Transition Tool	7

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

Budgeted cost: £68,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
Audit our wellbeing and SEMH provision and effect a process of ongoing improvement	Trauma-Informed UK: www.traumainformedschools.co.uk/home/evidence-base	12-14
Implement a process of regular DSL supervision to improve staff wellbeing and practice	Stanley Y (2018) Supervision and effective social work practice. Ofsted: developments in children's social care, blog article. Available online: www.socialcareinspection.gov.uk/blog/2018/10/23/supervision-and-defective-social-work-practice/	19
Family Engagement Officer supports families and helps build their capacity	EEF T&L Toolkit: Parental Engagement – Moderate impact for very low cost.	12-18
Inclusion Lead to oversee progress and provision for all disadvantaged children.	EEF T&L Toolkit: Parent Engagement – Moderate impact for low cost. Additionally, in-school experience has demonstrated the value of high quality inclusion and parent support to our community, in support of our ethos.	3-7, 12-14
Fund Family Engagement Officer to provide high quality attendance intervention and support	EEF T&L Toolkit: Parental Engagement – Moderate impact for very low cost.	9-11

Total budgeted cost: £ 149,204

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using internal performance data, and end of KS2 performance data.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Specific challenges identified as being in need of a review and strong focus are standards in Writing and also in raising the achievement of girls in Maths.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was lower than expected (especially in Writing). Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils, such as mentoring and tutoring, had a positive impact.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 4.7% higher than their peers in 2021/22 and persistent absence 23.1% higher. Whilst there were some unique and individual

circumstances which led to the wide gap, we recognise it is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Our analysis leads us to believe that we need to focus on the challenges and strategies, as detailed above.. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider