

## Avonmore Primary 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	Avonmore Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	36.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	Autumn 2021/22
Date on which it will be reviewed	Autumn 2022/23
Statement authorised by	Maya Wittleton (HoS)
Pupil premium lead	Anna Waddell (DHT)
Governor / Trustee lead	Jodie Terry (CoG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,565.00
Recovery premium funding allocation this academic year	£11,310.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,875.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including pupils who start the school with low, medium or high prior attainment.

#### Intent:

- At Avonmore Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Avonmore, we are determined to provide the support and guidance they need to help them overcome these barriers.
- We endeavour to ensure that pupils of all backgrounds have access to enriching cultural experiences.
- We implement targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.
- We are responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage

#### Objectives:

- Raise attainment and achievement
- Raise pupil self-esteem
- Provide a safe and stimulating environment
- Provide quality wrap around provision
- Provide extra-curricular and enrichment activities to develop cultural capital
- Provide opportunities for parental engagement
- Support pupil's social, emotional and behavioural development

#### Principles of Implementation:

- High quality teaching
- Investment in high quality CPD and staff development
- Shared resources and expertise across the federation
- Early implementation of intervention
- Early identification of needs
- Robust systems to review and respond to children's attainment and achievement

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We use a range of tools to identify the common challenges that our pupil premium children face in addition to individual barriers to learning, including:

- Assessments (internal and external, where available)
- Observations
- Surveys (pupils, staff and parent voice)
- Discussions with staff, pupils and families
- Attendance data
- National studies

Challenge number	Detail of challenge
1	Assessments and observations indicate that partial school closures have impacted disadvantaged pupils to a greater extent than other pupils, resulting in greater <b>knowledge gaps</b> leading to some pupils not meeting age-related expectations.
2	Assessments, observations and discussions with pupils show that <b>attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally enter the school with lower attainment in <b>phonics</b> and early reading development.
4	Assessments, observations and discussions with pupils indicate that disadvantaged pupils have lower <b>social and emotional and communication and language development</b> .
5	Discussions with pupils and families suggest disadvantaged pupils lack access to wider <b>enriching and cultural experiences</b> .
6	Our school profile shows a high percentage of PP children also on the <b>SEN register</b> .
7	Observations, discussions with pupils and parents show that a significant proportion of our disadvantaged pupils have <b>emotional and behavioural</b> challenges that can act as a barrier to learning.

### 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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved phonics skills among disadvantaged pupils.	Phonics assessments, observations and screener show disadvantaged pupils are making significant improvement in reading and spelling.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, staff, student and parent surveys and teacher observations</li> <li>• good levels of participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

Pupils will have access to enriching experiences	As they move through the school, all children have sustained engagement across the curriculum in a range of enriching activities.  <i>Disadvantaged pupils access a range of subsidised opportunities and additional opportunities as they move through the school.</i>
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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: **£40354.00**

### ADD TO EACH SECTION

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of updated standardised diagnostic assessments in reading and maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Updated PIRA and PUMA assessments: £200</p>	<p>Our existing standardised assessments are out of date.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>£15156.00 HLTA £5094.00 EAL</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> Essential Letters and Sounds to secure stronger phonics teaching for all pupils, high quality</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	3

<p>interventions, and representation in the key imagery.</p> <p>ELS Cost £250</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£5704.00</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Release time for training and funding CPD.</p> <p>5x£350 = £1750.00</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4, 7</p>
<p>Small group teaching for targeted under-attaining pupils, where ‘gaps’ are more significant, led by most experienced teachers, in core subjects resulting in smaller class sizes for all children in the year group in specified subject.</p> <p>£7200.00</p>	<p>Evidence collated by EEF suggests that small group teaching has a greater beneficial impact on disadvantaged children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Evidence collated by EEF on impact of teacher experience:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-do-years-in-the-profession-make-you-a-better-teacher">https://educationendowmentfoundation.org.uk/news/eef-blog-do-years-in-the-profession-make-you-a-better-teacher</a></p>	<p>1, 2, 4</p>
<p>Programme of CPD and support for staff at all levels.</p> <p>We will fund high quality externally led CPD for our staff and provide release time for CPD and staff development activities at every level, particularly for ECTs.</p> <p>£5000.00</p>	<p>For example, cross federation courses and staff meetings, school based staff meetings, external training, co-planning, co teaching, modelled lessons and coaching.</p> <p>EEF: There is a clear body of evidence to suggest that supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. And that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p>	<p>1, 2, 3, 4, 6, 7</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£62949.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of programmes and development of schemes of work to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>COST HLTA £31255 TA £24784 Learning Village £300 3P Learning £2332.80</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Learning Village – EAL programme (including survival language, phonics and subject specific language)</li> <li>● Reading Eggs</li> <li>● Emotional Literacy Support Assistant</li> <li>● Additional Speech and Language Therapy</li> <li>● Play Therapist</li> <li>● NELI – supporting early language development</li> <li>● Debate lessons</li> <li>● Inter and intra debate competitions</li> <li>● Speech lessons</li> <li>● Enterprise Projects including Y6 business project and Y5 farms to market</li> </ul> <p>There is strong evidence to suggest that EAL learners typically lag behind their English monolingual peers in both expressive and receptive vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf</a></p>	<p>1, 2, 3, 4, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£2478.00</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	<p>1, 2, 3</p>

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £1800.00	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£75728.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on trauma-sensitive behaviour management and introduction of new behaviour policy and cross-federation values.</p> <p>Fund additional release time for targeted support for teachers.</p> <p>4x£350 £1400</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is a large and growing evidence base showing the impact of child trauma and the importance of developing a trauma sensitive approach to behaviour in schools</p> <p><a href="https://traumainformedschools.co.uk/evidence-base">traumainformedschools.co.uk/evidence-base</a></p>	7
<p>Specialist teachers to deliver the highest quality teaching across the school</p> <p>e.g. Art + DT teacher Mindfulness teacher Music teacher PE teacher</p> <p>COST £55115.00</p>	<p>EVIDENCE in toolkits relates to impact on English and Maths Attainment. This target relates directly to aim to broaden enriching experiences.</p> <p>This ensures highest quality teaching in all lessons.</p> <p>EEF: There is a clear body of evidence to suggest that supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. And that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	5



<p>Pupils will have access to enriching experiences</p> <p>For example: Jazz Workshop – KS2 £3,360</p> <ul style="list-style-type: none"> <li>● Free Breakfast club provision</li> <li>● Subsidised/free trip access, to Year 6 school journey</li> </ul> <p>£10,000</p> <ul style="list-style-type: none"> <li>● Priority given to join teams for competitive leagues (basketball, netball)</li> </ul>	<p>EVIDENCE in toolkits relates to impact on English and Maths Attainment. This target relates directly to aim to broaden enriching experiences.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● The Kids Network Mentoring Programme</li> <li>● Priority given for lunchtime clubs (reading, computing science, modelling, Lego art)</li> <li>● Jazz Workshop – ks2</li> <li>● Careers Week</li> <li>● Free Early Rise and Shine Sports club access</li> <li>● Priority access to St James and Latymer additional school sessions</li> <li>● Subsidised/free club access</li> <li>● Subsidised/free trip access, including Y6 school journey and Y5 farm visit</li> <li>● Priority given to join teams for competitive leagues (basketball, netball, football)</li> <li>● Access to squash facilities at Queen’s Club</li> <li>● The Rhythm Studio</li> <li>● Debate units taught across KS2</li> <li>● Speech Units in Y3 &amp; 4</li> </ul>	<p>5</p>
<p>Pupils given access to high quality books for personal and guided reading and additional time to read and enjoy books.</p> <p>£3000.00</p>	<p>Research has shown that a robust RfP pedagogy encompassed four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment.</p> <p><a href="http://ourfp.org/reading-for-pleasure-pedagogy/">ourfp.org/reading-for-pleasure-pedagogy/</a></p> <p><a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a></p> <p>For example: Volunteer readers Additional 1:1 reading sessions in EYFS + KS1 Parent readers in EYFS New books bought for reading corners throughout the year by phonics leads Whole class readers in place</p>	<p>2, 3</p>
<p>Subsidised nursery places for targeted pupils.</p> <p>£2853.00</p>	<p>Research suggests that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £179031.80**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Whilst there were no published measures in 2020 and 2021, we used our ongoing standardised assessments to measure attainment following each period of lock down and at the end of the Summer Term. Whilst some losses were made during closure periods, particularly in writing, these losses were mitigated by our high-quality blended offer of remote learning and on-site provision. Our assessments showed that very good progress was made during extended periods of time in school.

#### Phonics

Targeted areas of support were impactful. Phonics provision continues to be targeted from EYFS and into LKS2 for children who still require this. We have a phonics pass rate of 80% for the current Year 2s last year (now Year 3s) and a predicted phonics pass rate of 74% for the current Year 2s who are due to be assessed this term.

The majority of children who did not pass or are not predicted to pass were early acquisition EAL or EHCP children or have left the school, returning to their home countries

#### Y6

Of the 28 departing Year 6 pupils, 14 in receipt of PPG:

- 10 were EAL
- 2 had an EHCP
- 5 had previously been on the school's SEN Register.

#### Writing

- 5 children (36%) attained At+, and 1 pupil achieved Above in Writing. Of the children who did not attain ARE, 2 had an EHCP and 5 had previously been on the school's SEN register.
- 1 made expected progress (3 steps); 9 made exceptional progress (4+ steps);

#### Reading

- 6 children (43%) attained At+, and 1 pupil achieved Above in Reading. Of the children who did not attain ARE, 2 had an EHCP and 5 had previously been on the school's SEN register.
- 7 (50%) children made expected progress (3 steps) and 7 children (50%) made exceptional progress (4+ steps).

#### Maths

- 4 children (29%) attained At+ and 1 child attained above in Maths. Of the children who did not attain ARE, 2 had an EHCP and 5 had previously been on the school's SEN register.
- 6 children made expected progress (3 steps); 4 made exceptional progress (4+ steps)

Whole school attendance during 2020-2021 was 95%.

Attendance for PP children during 2020-21 was 93%

**1. Current attainment**

<b>Whole School Summer 2021 Internal Assessment Data</b>	<b>Whole School</b>	<b>PP</b>
<b>% achieving at/above expected standard in Reading</b>	38.3%	26.2%
<b>% achieving above expected standard in Reading</b>	9.3%	3.1%
<b>% achieving at/above expected standard in Writing</b>	36.4%	32.3%
<b>% achieving above expected standard in Writing</b>	3.7%	1.5%
<b>% achieving at/above expected standard in Maths</b>	31.5%	21.5%
<b>% achieving above expected standard in Maths</b>	4.9%	3.1%

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
<i>NELI</i>	DFE
<i>The Big Think</i>	The Big Think in conjunction with Human Values Foundation
<i>Learning Village EAL programme</i>	Learning Village
<i>PATHs</i>	Barnardo's