

The Avenue Primary School & Children's Centre

Pupil premium strategy statement

School overview

Metric	Data
School name	The Avenue Primary School & Children's Centre
Pupils in school	297
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£89 115
Academic year or years covered by statement	2019 - 2022
Publish date	December 2019
Review date	November 2020
Statement authorised by	
Pupil premium lead	Caroline Thomas
Academy Council lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.4
Writing	-2.7
Maths	+0.4

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Quality teaching for all	Ensure quality first teaching for all pupils through effective CPD for teachers and swift intervention where needed through use of well-trained, skilled teaching assistants
Achieving GDS	Increase the number of pupils achieving GDS/Higher Level at the end of KS2 through investing in reading (Accelerated Reader and library books) and CPD for teachers.
Barriers to learning these priorities address	Teachers having the skills and resources to intervene with pupils who are not making expected progress Lack of aspiration for the future.
Projected spending	£15 000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All pupils to achieve above national average progress scores in KS2 Reading (0+)	July 2020
Progress in Writing	All pupils to achieve above national average progress scores in KS2 Writing (0+)	July 2020
Progress in Mathematics	Close the gap between disadvantaged and non-disadvantaged pupils in our school so disadvantaged progress is in line with cohort progress (+1.1 in 2019)	July 2020
Phonics	Achieve national average expected standard in Y1 Phonics Screening Check	July 2020
Attendance	Raise attendance of disadvantaged children to be in line with school target (96%)	July 2020

Targeted academic support for current academic year

Measure	Activity
Phonics & Early Reading	Ensure all staff are providing quality first teaching for phonics and early reading. Staff training and investment in resources including reading books.
Speech & Language	Identified pupils to receive individual or small group speech and language intervention by employing a trained TA to deliver intervention
Reading at KS2	Introduce Accelerated Reader to track reading progress, identify gaps and encourage all children to read regularly and widely
Progress during KS2	Ensure KS2 curriculum is challenging and progressive, building in particular on English and maths skills learned at KS1. Track and monitor progress and quickly intervene where necessary.
Barriers to learning these priorities address	Making sure all children, including the most disadvantaged get off to a good start, particularly in reading. Encouraging wider reading and engagement in learning, particularly at lower KS2, where the most disadvantaged pupils tend to start to make slower progress.
Projected spending	£40 000

Wider strategies for current academic year

Measure	Activity
ELSA Provision	Increase ELSA provision to 6 afternoons per week to ensure children are supported emotionally and ready to learn
Pupil & Parent Support Provision	Maintain Pupil & Parent Support worker to ensure families are well supported and Early Help is implemented quickly when required.
Attendance	Continue to monitor attendance closely. Pupil & Parent Support Worker to support where needed, including seeking out further resources to support families
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£35 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring teams have quality time to track and monitor progress of all children</p> <p>Ensuring appropriate staff are released to lead high-quality interventions</p>	<p>Allocate staff meeting time to review pupil progress</p> <p>Make sure English and maths subject leaders and department leaders have time out of class to organise interventions and alter practice of teams. Use HLTAs or Deputy Heads to cover.</p>
Targeted support	<p>Ensuring staff have enough time to develop and implement new initiatives effectively</p> <p>Ensuring curriculum leader has enough time to liaise with staff and develop practice</p>	<p>Allocate staff meeting and INSET day time to address new initiatives.</p> <p>Use HLTAs to release staff from class to allow for quality development time</p>
Wider strategies	<p>Engaging the families facing the most challenges</p>	<p>Seek out opportunities to speak with them in order to engage</p> <p>Pupil & Parent Support worker to build on the relationships particular families have with staff members.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>For all disadvantaged children to make at least expected progress in reading:</p>	<p>100% of disadvantaged children will make 10+ points progress from July 2018 to July 2019:</p> <ul style="list-style-type: none"> - Y5 = 36% - Y4 = 50% (100% ex RB) - Y3 = 33% (43% ex RB) - Y1 = 100% <p>100% of disadvantaged children in Y6 will make expected or better progress from their KS1 assessment:</p> <ul style="list-style-type: none"> - Disadvantaged pupil progress improved from -1.83 in 2018 to -1.4 in 2019, an increase of +0.43.

	<ul style="list-style-type: none"> - 63% made expected or better progress <p>100% of disadvantaged children in Y2 will make expected or better progress from their EYFS assessment:</p> <ul style="list-style-type: none"> - 100% made expected or better progress from EYFS
<p>For all disadvantaged children to make at least expected progress in writing:</p>	<p>100% of disadvantaged children will make 10+ points progress from July 2018 to July 2019:</p> <ul style="list-style-type: none"> - Y5 = 45% - Y4 = 50% (100% ex RB) - Y3 = 22% (29% ex RB) - Y1 = 100% <p>100% of disadvantaged children in Y6 will make expected or better progress from their KS1 assessment:</p> <ul style="list-style-type: none"> - Disadvantaged pupil progress improved from -3.78 in 2018 to -2.7 in 2019, an increase of +1.08. - 75% made expected or better progress <p>100% of disadvantaged children in Y2 will make expected or better progress from their EYFS assessment:</p> <ul style="list-style-type: none"> - 100% made expected or better progress from EYFS
<p>For all disadvantaged children to make at least expected progress in maths:</p>	<p>100% of disadvantaged children will make 10+ points progress from July 2018 to July 2019:</p> <ul style="list-style-type: none"> - Y5 = 45% - Y4 = 50% (100% ex RB) - Y3 = 56% (71% ex RB) - Y1 = 67% <p>100% of disadvantaged children in Y6 will make expected or better progress from their KS1 assessment:</p>

	<ul style="list-style-type: none"> - Disadvantaged pupil progress improved from -1.11 in 2018 to 0.4 in 2019, an increase of +1.54. - 88% made expected or better progress <p>100% of disadvantaged children in Y2 will make expected or better progress from their EYFS assessment:</p> <ul style="list-style-type: none"> - 100% made expected or better progress from EYFS
<p>To raise the attendance of disadvantaged children</p>	<p>0% of disadvantaged children will be persistently absent by July 2019</p> <ul style="list-style-type: none"> - 28.1% of disadvantaged children were persistently absent in 2018/19 <p>100% of disadvantaged children will have attendance above 96% by July 2019</p> <ul style="list-style-type: none"> - 33% of disadvantaged children had attendance above 96% at the end of 2018/19
<p>To widen the experiences of disadvantaged children</p>	<p>Children will have an increased knowledge of the world to draw on when in the classroom which will aid progress in reading, writing and maths</p> <ul style="list-style-type: none"> - All disadvantaged children attended wider experiences within school time that were on offer to all children - Clubs were subsidised for disadvantaged children.