

Primary School Pupil premium strategy statement

1. Summary information					
School	The Avenue Primary School & Children's Centre				
Academic Year	2018/19	Total PP budget	£62 040	Date of most recent PP Review	July 2018
Total number of pupils	279	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2019

2. Current attainment - Years 1 - 6				
	<i>Pupils eligible for PP (The Avenue Primary School & Children's Centre)</i>	<i>Pupils not eligible for PP (The Avenue Primary School & Children's Centre)</i>	<i>Pupils not eligible for PP (national average)</i>	
Year 6 – 10 disadvantaged (8 excluding RB) pupils				
% achieving the expected standard or above in reading, writing & maths	50% (63%)	74%	64%	
Progress in Reading (KS1 to KS2)	-1.83 (-1.45)	0.55	0.31	
Progress in Writing (KS1 to KS2)	-3.78 (-3.78)	-0.69	0.24	
Progress in Maths (KS1 to KS2)	-1.11 (-0.59)	0.69	0.31	
Year 5 – 6 disadvantaged pupils				
% pupils achieving expected standard or above in reading, writing and maths	17%	21%		
% pupils making expected progress in reading (10+ points progress end Y4 to end Y5)	83%	65%		
% pupils making expected progress in writing (10+ points progress end Y4 to end Y5)	67%	65%		
% pupils making expected progress in maths (10+ points progress end Y4 to end Y5)	100%	77%		

Year 4 – 12 disadvantaged pupils			
% pupils achieving expected standard or above in reading, writing and maths	50%	39%	
% pupils making expected progress in reading (10+ points progress end Y3 to end Y4)	92%	79%	
% pupils making expected progress in writing (10+ points progress end Y3 to end Y4)	75%	74%	
% pupils making expected progress in maths (10+ points progress end Y3 to end Y4)	92%	88%	
Year 3 – 5 disadvantaged (3 excluding RB) pupils			
% pupils achieving expected standard or above in reading, writing and maths	0%	42% (50%)	
% pupils making expected progress in reading (10+ points progress end Y2 to end Y3)	20% (33%)	58% (64%)	
% pupils making expected progress in writing (10+ points progress end Y2 to end Y3)	0%	73% (82%)	
% pupils making expected progress in maths (10+ points progress end Y2 to end Y3)	60% (33%)	73% (82%)	
Year 2 – 6 disadvantaged pupils			
% pupils achieving expected standard or above in reading, writing and maths	67%	63% (68%)	
% pupils making expected progress in reading (10+ points progress end Y1 to end Y2)	100%	95% (100%)	
% pupils making expected progress in writing (10+ points progress end Y1 to end Y2)	100%	95% (97%)	
% pupils making expected progress in maths (10+ points progress end Y1 to end Y2)	100%	90% (95%)	
Year 1 – 3 disadvantaged pupils			
% pupils achieving expected standard or above in reading, writing and maths	67%	52% (59%)	
% pupils making expected progress in reading (10+ points progress end EYFS to end Y1)	67%	68% (78%)	
% pupils making expected progress in writing (10+ points progress end EYFS to end Y1)	67%	55% (63%)	
% pupils making expected progress in maths (10+ points progress end EYFS to end Y1)	67%	65% (74%)	
Year R – 3 disadvantaged pupils			

% pupils achieving GLD at expected standard or above		33%	57% (63%)	
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Literacy skills, including spelling, handwriting/presentation and sentence construction			
B.	Lack of emotional resilience, low self-confidence and poor attitudes towards learning			
C.	Limited life experiences			
External barriers				
D.	Instability at home, often leading to a lack of support from home			
E.	Poor attendance and lateness			
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria	
For all disadvantaged children to make at least expected progress in reading, writing and maths			<p>100% of disadvantaged children will make 10+ points progress from July 2018 to July 2019 in reading, writing and maths</p> <p>100% of disadvantaged children in Y6 will make expected or better progress from their KS1 assessment in reading, writing and maths</p> <p>100% of disadvantaged children in Y2 will make expected or better progress from their EYFS assessment in reading, writing and maths</p>	
To raise the attendance of disadvantaged children			<p>0% of disadvantaged children will be persistently absent by July 2019</p> <p>100% of disadvantaged children will have attendance above 96% by July 2019</p>	

To widen the experiences of disadvantaged children	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
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5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all pupils to receive Quality First Teaching in Reading, Writing and maths	Split Y5/6 into 4 groups of 20-25 pupils in the mornings Offer support and mentoring to any teacher who is identified as not providing consistently good or better teaching	This will allow Y5/6 to be taught as discrete year groups for reading, writing and maths, enabling teachers to focus on the needs of the year group. Reducing class size in EEF indicates impact of +3 months Smaller class size enables more individualised feedback to pupils, EEF indicates impact of +8 months	Lesson observation Learning walks Work scrutiny Pupil Progress Meeting Ongoing assessment and data tracking	Y5/6 Leader	Weekly at department meetings Termly through Pupil Progress Meetings Overall in July 2019
Pupils to receive immediate intervention to fill any gaps in learning	Maintain 3 full time TAs in KS1 Maintain Behaviour Support Assistant to allow class TAs to focus on teaching and learning	Behaviour support assistant allows teacher and TAs to focus on teaching and learning. EEF also evidences Behaviour Interventions have impact of +3 months progress TAs in class shown to improve pupil progress by +3months when focused	Lesson observation Learning walks Work scrutiny Pupil Progress Meeting Ongoing assessment and data tracking	Department Leaders	Weekly at department meetings Termly through Pupil Progress Meetings Overall in July 2019

	Employ 2 additional afternoon TAs into KS2 to provide interventions	on individuals and small groups (EEF) Afternoon TAs allow small groups to be withdrawn from class for interventions			
To raise the attainment and increase progress of disadvantaged pupils in writing	Carry out a review of writing across the school in order to plan an improvement in writing teaching – release time for literacy subject leader to do this	Historically writing attainment is lower than reading and maths across the school. 2018 disadvantaged writing progress data was -3.78	Lesson observation Learning walks Work scrutiny Pupil Progress Meeting Ongoing assessment and data tracking	Literacy Subject Leader	Termly – 6 times a year Overall in July 2019
Total budgeted cost					£49 000
ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all disadvantaged pupils to be supported socially/emotionally, if required	Employ ELSA 5 afternoons per week to run a variety of interventions	Knowledge of our disadvantaged children informs that many require support with social/emotional learning before they are ready for academic learning. EEF evidences Behaviour Interventions have impact of +3 months progress Also EEF evidence Social and Emotional learning has impact of +4 months progress	ELSA interventions include initial and final assessment to measure impact	SENCO	Termly – 6 times a year Overall in July 2019

<p>For families of disadvantaged pupils to be supported and signposted to appropriate agencies, as and when required</p>	<p>Employ Pupil and Parent Support Worker for 10 hours per week</p>	<p>Knowledge of our disadvantaged children informs that many families are subject to challenging circumstances and this can impact the well-being, and therefore readiness to learn, of the children.</p> <p>Supported parents are also more engaged in their children's learning. EEF states impact of parental engagement is +3 months</p>	<p>Clear records kept of all work done by Pupil and Parent Support Worker</p> <p>Close liaison between Pupil and Parent Support Worker and DSL/DDSL</p>	<p>Headteacher</p>	<p>Termly – 6 times a year</p> <p>Overall in July 2019</p>
<p>To raise attendance of disadvantaged children, so that 0% are classed as persistently absent</p>	<p>Raise the profile of good attendance by:</p> <ul style="list-style-type: none"> • Purchasing rewards for children with 100% attendance • Celebrating 100% attendance weekly in Celebration Assembly • Reporting on attendance in fortnightly newsletter <p>Track and monitor attendance and meet with parents when attendance falls below 90%</p>	<p>Children need to be in school to learn and disadvantaged children historically have low attendance, either PA or just above.</p>	<p>Clear tracking of attendance</p> <p>Clear records of all SAM meetings</p>	<p>Headteacher</p>	<p>Termly – 6 times a year</p> <p>Overall in July 2019</p>

<p>To encourage disadvantaged children to participate in a variety of activities</p>	<p>All clubs to be offered free of charge to disadvantaged children</p> <p>Trips to be subsidised for parents of disadvantaged children where needed</p> <p>School to review and widen breadth of experiences offered to children during their time at The Avenue</p>	<p>Knowledge of disadvantaged children indicates they do not engage in a variety of activities outside of school</p> <p>Broader knowledge of the world aids progress in the classroom</p>	<p>Clear record keeping of clubs disadvantaged children attend</p> <p>Whole school overview of experiences to be developed</p>	<p>Deputy Headteacher</p> <p>Curriculum Leader</p>	<p>Termly – 6 times a year</p> <p>Overall in July 2019</p>
<p>To offer support to disadvantaged children who are unable to complete homework at home</p>	<p>Provide 2 homework clubs – 1 after school run by a TA and 1 during lunchtime run by a teacher.</p>	<p>To allow all children the same opportunity to complete homework, therefore consolidating skills, supported by an adult.</p>	<p>Staff member running club to be knowledgeable of curriculum and children</p> <p>Senior staff to monitor attendance at homework clubs</p>	<p>Deputy Headteacher</p>	<p>Termly – 6 times a year</p> <p>Overall in July 2019</p>
Total budgeted cost					£14 000

Review of Expenditure 2017-18

Expenditure	Reason	Impact
ELSA provision x3 afternoons per week	<p>To offer emotional support to children as required and run interventions to address specific needs</p> <p>To create an appropriate environment for ELSA and nurture to take place</p> <p>To purchase resources to be used by ELSAs during their interventions</p>	<p>ELSA provision enhanced across the school resulting in more children being supported, therefore able to better access learning</p>
Intervention TA x 2 afternoons per week	<p>To offer intervention to children not making expected progress as identified by SLT</p>	<p>Significant progress from KS1 made by some disadvantaged Y6 children:</p> <ul style="list-style-type: none"> - 10% (13%) made more than expected progress in reading & maths - 50% (63%) made expected progress in reading & maths - 60% (75%) made expected progress in writing
Librarian	<p>To ensure school has a well-stocked, well-ordered and well-managed library so all children can access a variety of reading materials</p> <p>To offer targeted reading or maths interventions both 1:1 and in small groups to children identified as not making expected progress</p>	<p>Library well-resourced with a variety of books for children to select from</p> <p>Librarian significant impact on raising standards in Y6 through 1:1 and small group work</p>
Morning Nurture	<p>To offer small group nurture for children identified as needing support to make a successful start to the school day</p>	<p>Morning nurture successful in settling children for the day</p>

Breakfast food	To purchase food for children who come to school having not had breakfast	Disadvantaged children able to start the day with food and focus in class
TA deployment	To employ a 3 rd TA to each department (KS1, Y3/4 and Y5/6) to ensure all children have access to a TA in the morning to support in class and run interventions with identified children. Including targeted 1:1 reading interventions in order to improve reading levels and thus enable greater access to the curriculum e.g. Talk Boost/Toe by Toe/Better Reading Partners.	Employment of TA in each class enabled teachers to focus support where needed and provide intervention.
Homework club	To employ 2 TAs to offer a homework club where children who are unable to do their homework at home, with parental support, can be supported to complete it	Homework club well-used to enable all children the opportunity to be supported with completion of homework
Resources for Y6	<p>Breakfast club provided during Y6 SATS exam period to ensure effective start to the school day;</p> <p>Secondary ready: extra transitional visits and booster activities in preparation for secondary transfers & ensuring a successful transition from Primary to Secondary;</p> <p>Revision books for Yr 6 to boost the aspirations and work ethic of all children during holidays.</p>	<p>Y6 left secondary ready.</p> <p>Breakfast club enabled a positive start to the day which helped children focus during SATs</p> <p>Extra transition was offered to identified children</p> <p>Revision aided SATs and secondary preparation</p>
Rewards	<p>To purchase awards for:</p> <ul style="list-style-type: none"> - House points - Birthdays - Class award certificates - Attendance - VIP tea - Reading - Good work etc 	Awards continue to motivate children to work hard and succeed

Extra-Curricular Activities	To offer a variety of clubs to ensure PP children are able to access different activities.	Clubs were offered but limited Clubs will be reviewed for 2018/19
Financial support of parents (Disadvantaged PP only)	To offer support for disadvantaged children with paying for trips, uniform etc	This allowed disadvantaged children to access the same variety of activities as non-disadvantaged
Resources for Service Families Support Worker (Service PP only)	To purchase stamps for 'blueys' when parents are away on exercise, purchase equipment for 'Hero Warriors' club, purchase resources as recommended to support military children	Regiment were deployed and this helped many children to deal with the experience positively.