



# **Part A: Pupil premium strategy plan**

## **Statement of intent**

## 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
Higher attendance for all our disadvantaged students	97% + attendance for our disadvantaged children.
Improve overall attainment for writing in all year groups	Attainment for disadvantaged children in writing across the school is in line with the rest of their peers or above.
Improve overall attainment for Maths in all year groups	Attainment for disadvantaged children in maths across the school is in line with the rest of their peers or above.
Improve overall attainment in core subjects for PP pupils with SEND.	<p>A higher % of PP children with SEND achieve the expected standard across the school.</p> <p>A reduction in the number of children who require a phonics intervention at the end of KS1.</p> <p>Data shows an increase in the reading and spelling ages of PP children who have accessed the intervention for KS2.</p>
Increase in number of PP children attending after school clubs and extra-curricular activities including trips.	<p>Data shows that more pupils with PP are attending extra curricular activities and trips.</p> <p>All PP children have been offered the opportunity to attend an after school club.</p>

## **Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding)

Budgeted cost: £21,000

Activity	
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place on a residential trip.	that might not have been able to happen without financial support. Feedback from pupils, parents and staff about the year 6 camp has shown to be beneficial for supporting children's SEMH needs and has helped to prepare them for the transition to secondary schools.	
Breakfast Club (5 days per week)  Recognised by the EEF as an effective strategy to increase progress and attainment.	Providing a morning Breakfast Club (5 days a week) provides our disadvantaged pupils with a nurture opportunity and a 'soft' entry to school. Taking time to develop social skills with other children, having a healthy breakfast and the chance to prepare for the day, works to build up confidence and resilience. Previous experience of this in school had overwhelmingly positive feedback from pupils, parents and staff. Children were more settled and ready for learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 5
PP students to have a space paid for in extra-curricular activities.  Uniform support available to all PP families.	EEF tiered model and menu of choices.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 5
Specific Learning Difficulties / Dyslexia Post-Graduate training.	The PGCE in SPLD qualifies an individual to become a Specialist teacher for pupils with dyslexia.	2, 4

**Total budgeted cost: £63,000**

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

### Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

It is important to note that as a school our percentage of PP numbers (13%) is lower compared to the national average; in this instance the number of students analysed is a smaller proportion of the school's cohort.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations, the data trends in every class show that Non-PP are performing higher than PP eligible pupils.

This is primarily the historical nature of the school – most of the children sitting the assessments lacked exposure to the National Curriculum until the Avanti Trust took over the now closed Steiner School in 2019 and were then met with the challenges that COVID-19 brought on. This has led to significant gaps, particularly in UKS2, in children's knowledge and understanding with little time to close these before the first formal assessments.

Due to a high proportion of SEND and PA in our Year 6 cohort, those that met the expected standard was 39% (an increase of 14% from the previous year). Out of the 8 PP students, 3 of them achieved the expected standard in RWM. 50% (4) of these were SEND and progress was made for these students in line with their Individual Learning Plans.

Our internal data also suggests that the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is high. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

#### Teaching

The investment in improving teaching and learning from the Avanti Schools Trust is underpinned by the Avanti Teacher Toolkit (<https://avanti.org.uk/institute/teacher-toolkit/>). This alongside the adoption of CUSP for all core and foundation subjects was purchased with the sole intention of delivering a rich and broad curriculum.

These two elements combined have the sole intention of raising the profile of QFT at Avanti Gardens School. The CUSP resource has been trialled since May 2023, and put into full implementation from September 2023 in order to teach the National Curriculum. This BT/F1 11 Tf1 0 C

