

Part A: Pupil premium strategy plan

Statement of intent

At Avanti Park School, our approach to supporting those pupils in receipt of pupil premium centres around three principles of support:

Excellent teaching for all pupils
Wider Strategies to support
Targeted academic support

Our approach to support all disadvantage pupils centres around two key principles.

Excellence - In terms of providing an outstanding support package for all pupils regardless of prior attainment or current performance.

Equity - In terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their peers.

This strategy serves as the roadmap to achieving these aims and for supporting all pupils in receipt of pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Lack of historic exposure to the national curriculum (Avanti Park School and the majority of the current cohort attended the now closed Steiner Academy Frome wherein there was no formal teaching until the age of 7 and no evidence of coherent or challenging curriculum in place)
2	Lost Learning time due to Covid-19 and its wider implications on schooling.
3	Reading proficiency – levels of reading are below the national average and in year groups, below that of their peers not in receipt of pupil premium.
4	Gaps in mathematical understanding – due to Covid-19, previous varying teaching proficiency levels and the lack of historic input, some pupils have significant gaps in their learning/.
5	Parental Engagement – Where not evident, this hinders the ability of the school to support the pupil's continued learning at home.

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>Quality of Education and standard of teaching supports all learners and ensures accelerated progress for Disadvantaged Pupils.</p>	<p>Working with Ambition Institute to ensure all relevant staff (including new staff) have received paid-for training to provide effective teaching and learning.</p> <p>Staff feel empowered to use evidence informed ideas to develop their practice.</p> <p>Learning Walks illustrate how teaching scaffolds and challenges all learners, meeting varying needs and providing the appropriate support.</p> <p>Disadvantaged Pupils attainment is in line with the national average for Reading, Writing and Mathematics.</p>
<p>Disadvantaged Pupils attainment and progress in mathematics is in line with the national average.</p>	<p>Work with ARK Mathematics Mastery to embed Teaching for Mastery across all year groups.</p> <p>Teachers have enhanced mathematical subject knowledge.</p> <p>Resources used to support learning are of a consistently high quality.</p> <p>Pupil's learning illustrates a clear progression in mathematical thinking with opportunities provided to deepen understanding.</p>

All Disadvantaged Pupils are supported both academically and pastorally to be successful and achieve their potential.

Development of Disadvantaged Pupil Champions (in line with the

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

Budgeted cost: £27,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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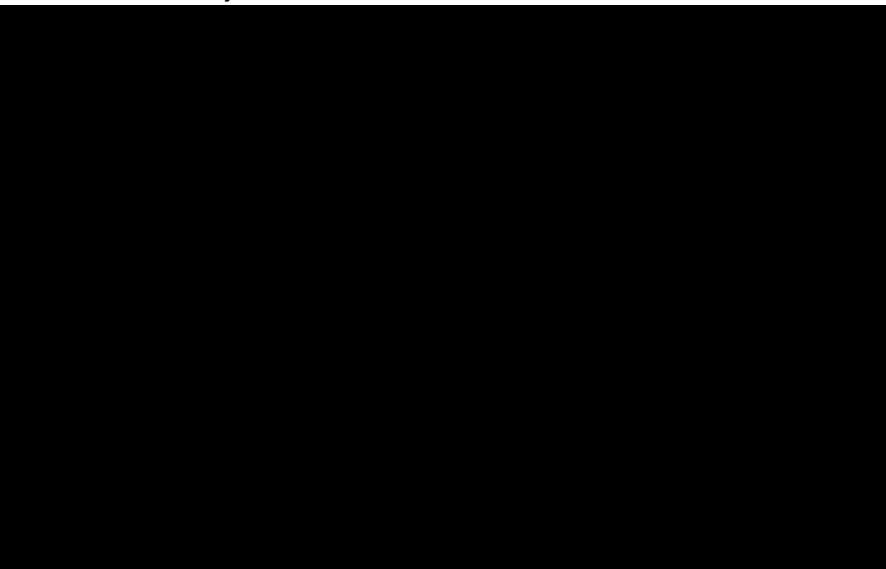
1:1 and small group tuition:

Children have been identified for small group interventions around literacy and numeracy.

Two part-time Covid-19 Catch up intervention teachers have been hired on a year's contract to support the interventions.

Both are working in conjunction with the

EEF research relating to the impact of targeted academic support and the effective use of TA's and HLTA's to support o support support o support



conjunction with the class teachers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £50

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.

Review: last year's aims and outcomes

Aim	Outcome
Development of high-quality educational resources	Through the purchase of hard and online resources, our curriculum offer has supported pupil accessing a diverse and rich learning experience. Additional resources to support the development of specific subject areas and the learning environment have also supported all pupils, including those with additional needs.
To develop learning mentors to support disadvantaged pupils	Staff identified to support pupils have ranged from LSA's supporting pupils on a 1:1 basis as well as small group targeted support. For 2021-22, our approach now includes the specific designation of Disadvantaged Pupil Champions who work 1:1 will assign pupils to track progress.
Enrichment	Although hindered and constrained by the necessary Covid-19 restrictions, we have been able to rapidly expand our enrichment offer, expanding our provision to include wraparound care,

Pupil premium Attainment: Autumn 2020 – Summer 2021

Autumn Data

AO L	All				Boys				Girls				SEN				Pupil Premium				
Cohort Size:	% 16-26	% 22-36	% 30-50	% 40-60	% 16-26	% 22-36	% 30-50	% 40-60	% 16-26	% 22-36	% 30-50	% 40-60	% 16-26	% 22-36	% 30-50	% 40-60	% 16-26	% 22-36	% 30-50	% 40-60	
PS ED	6.3	9.4	59.5	22.9	3.3	10.0	65.0														

Summer Data

AOL	All			Boys			Girls			SEN			PP		
Cohort Size:	% 1	% 2	% 3	% 1	% 2	% 3	% 1	% 2	% 3	% 1	% 2	% 3	% 1	% 2	% 3
PSED	9.17	63.2	27.57	12.7	60.3	26.96	0	70.8	29.2	46.67	53.33	0	16.67	44.44	38.89

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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

Programme	Provider
Mathematics Mastery	ARK
Ambition Institute CPD Strand	Ambition Institute