Pupil premium strategy statement – Avenue Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	22-23, 23-24, 24-25
Date this statement was published	20.12.24
Date on which it will be reviewed	1st November, 2025
Statement authorised by	Michael Bunting
Pupil premium lead	Mike Hooper/Susanna Manrique
Governor / Trustee lead	Jo Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,680
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£134, 680

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned with the Federation Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. As DfE Guidance allows, we will not spend our pupil premium allocation solely on those pupils who attract it, but may use it to improve outcomes for other vulnerable groups where there is a strong case for doing so.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most, exploiting the flexibilities available in the DfE guidance.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have prioritized three intended outcomes. This focussed approach ensures the best chance of achieving each outcome.

Intended outcomes by the end of the strategy

HIGH QUALITY TEACHING
1. Early Career Teachers have been supported to make excellent progress in their practice. 2. All students have benefited from consistently excellent oracy and literacy provision and practice in all year groups. 3. Maths outcomes for all students, especially girls and those attracting Pupil Premium, have improve significantly.
TARGETED ACADEMIC SUPPORT
4. Students needing targeted literacy and numeracy support, particularly those attracting PP, have made strong progress. 5. Students needing targeted language development support, particularly those attracting PP, have made strong progress. 6. Students joining the federation part-way through the primary phase benefit from consistently excellent induction and speedy identification of, and provision for, their needs.
WIDER STRATEGIES
7. Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision. 8. The wellbeing, safety, self-regulation and self-management of pupils in need of additional support, particularly those who attract PP has improved. 9. The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention.

Our four-step approach to strategy

When developing and sustaining our pupil premium strategy, our school adopts are four-step approach to:

- Diagnose pupils' needs – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.
- Use strong evidence to support the strategy – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.
- Implement the strategy – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.
- Monitor and evaluate the strategy – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. These light-touch reviews will be informed by termly monitoring meetings with the Pupil Premium Lead Governor.

During the annual light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Headteacher responsible for ensuring a pupil premium strategy is always in effect across the federation.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills, contributing to poorer outcomes for children across the curriculum.
2	A pattern identified, linking multiple vulnerabilities with reading progress and outcomes.
3	Some staff do not yet have the skills and / or confidence to move on the learning of early readers / writers across the primary phase.
4	Children's writing outcomes, and the quality of teaching and support of writing, are not of consistently high enough quality.
5	Girls (including those attracting PP) attaining less well in Maths across the primary phase.
6	Lack of fluency with multiplication leading to lower outcomes.
7	Some children joining the school have significant learning deficits, particularly those who join mid-year with multiple vulnerabilities
8	Attention and concentration is poor for a number of children attracting Pupil Premium funding
9	Children attracting Pupil Premium have lower overall attendance than non-PP pupils, putting their future progress and attainment at risk.
10	Link between parental mental health and children's rate of attendance.
11	Impact on children's mental health and wellbeing as a result of poor attendance, particularly where home circumstances are challenging.
12	Safeguarding and SEMH issues putting children at greater risk of underachievement
13	The impact of multiple vulnerabilities and / or experiences of trauma on children's self-regulation, attendance and learning.
14	Students finding transitions (between different contexts and / or staff) challenging.
15	Parental confidence and capacity
16	Parental engagement
17	Limited availability of support services for families in the wider community
18	Potential or actual isolation from the community
19	Negative impact on DSL wellbeing and effectiveness as a result of increased frequency of safeguarding concerns.

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
Early Career Teachers have been supported to make excellent progress in their practice.	Children in ECTs' classes make progress comparable with their more experienced colleagues.
All students have benefited from consistently excellent oracy and literacy provision and practice in all year groups.	• All staff have received training in Oracy related practices including phonics. • Monitoring consistently confirms that practice is effective. • The proportion of children below EXS for writing at the end of KS2 will have fallen significantly compared to 2021/22. • Pedagogies to support oracy development are well-embedded across the school and are leading to improved outcomes, particularly for children attracting Pupil Premium.
Maths outcomes for all students, especially girls and those attracting Pupil Premium, have improve significantly.	• Girls' maths outcomes exceed national average for EXS and GDS. • A systematic approach has been developed to identify and successfully target children with before-school and holiday maths booster support, leading to accelerated progress.
Students needing targeted literacy and numeracy support, particularly those attracting PP, have made strong progress.	In Reading, Writing and Maths, data demonstrates that children receiving academic mentoring / tutoring have consistently made accelerated progress.
Students needing targeted language development support, particularly those attracting PP, have made strong progress.	
A standardised approach to pupil induction is developed and implemented. Pupils and families are routinely surveyed to evaluate impact.	Surveys of pupils joining at different entry points throughout KS2 show consistently high pupil / parent satisfaction with transition.

Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision.	• Staff evaluations demonstrate better levels of DSL wellbeing and effectiveness as a result of supervision.
The wellbeing, safety, self-regulation and self-management of pupils in need of additional support, particularly those who attract PP has improved	• Family Engagement Officer has provided high quality and impactful support to families across the 3 year period, evidenced through surveying those who've accessed support. • Provision for PP pupils effective, evidenced by consistently good rates of progress. •
The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention.	Overall attendance has returned to pre-Covid levels. Attendance of PP pupils is approaching or exceeding national average for all pupils.

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: £ 16443

Activity	Evidence that supports this approach	Challenge number(s) addressed
A peer support model is developed within year groups, involving: Mentoring sessions for recently qualified teachers with lead practitioners to observe best practices.	*Allen, R and Sims, S (2018) The Teacher Gap (Kindle Editions), Abingdon, Routledge. Education Endowment Foundation (2021), High Quality Teaching.*	**3 – 4**

Individual coaching and supervision sessions with the Pupil Premium (PP) lead teacher to support pupil progress. **Release time costs:** £ 13,343		
Release time for the Reading Lead for monitoring and support. Audit and procurement of reading resources. Liaison with the Phonics Lead to support transitions. Targeted support for Y5 and Y6 teachers to address reading gaps. **£1700**	EEF Teaching and Learning Toolkit: Phonics – Very low cost, high impact.	2 – 4
Identified writing skill gaps in Y5/Y6, particularly among PP and vulnerable pupils. Delivered targeted small-group teaching to address deficits. **£0**	EEF T&L Toolkit – Reducing Class Size +2mths; Small group tuition +4mths	4
Y3 Lead to lead CPD and monitor implementation of Walkthrus for Think-Pair-Share (4 days). Collaboration with Rec Road to explore benefits of shared practice. PP Lead and English Lead to analyse oracy development and ensure consistent implementation (2 days for CU). Explore the Voice 21 Project. **£400**	EEF Toolkit: Oracy Interventions – Very high impact for very low cost.	1
PP Lead to attend one year group meeting per term for teacher support and coaching.	The EEF's 'Putting Evidence to Work: A School's Guide to Implementation' identifies the need to a) Gather relevant and rigorous data b. Generate plausible and credible interpretations of that data when confidently identifying a priority for improvement.	5-6

Girls/PP maths focus included in all teachers' PMR objectives. Maths Lead to conduct an action research project on girls' maths performance (3 days). **£1000**		

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

Budgeted cost: £29,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provided high-quality breakfast booster support for all year groups, prioritising Year 6. Delivered targeted support resulting in accelerated progress exceeding cohort averages. Expanded successful provision to support pupils falling behind across the school. Improved record-keeping to track barriers, progress, and attendance. **£13666**	EEF T&L Toolkit: Small group tuition – moderate impact / low cost	5-6
PP Lead teacher's release time focused on tracking and monitoring interventions, leading CPD, pupil progress meetings, staff coaching, and evaluating pre-teaching impact. **£ 14000**	Children who had academic mentoring / tutoring last year outperformed peers who didn't receive it. See report to governors (26/9/22). EEF Toolkit: One-to-one tuition – high impact for moderate cost.	2, 4, 5, 6
Supported all disadvantaged Y6 pupils in applying for preferred secondary schools,	EEF Transition Tool	7

with assistance from AJS as needed. Used pupil and parent feedback to improve transition systems from Year 2 to Year 3 and within the key stage. **£2000**		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85440

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHoS (Equity, Engagement, and Wellbeing) to ensure all staff understand ZoR theory and strategies, enabling effective use in conversations with children. AHoS (Equity, Engagement, and Wellbeing) to monitor with PSHE advocates (MA, EH, JRB, CG), lead 2 support staff training sessions, and have a SoS-style slot in a teacher CPD session.	Trauma-Informed UK: www.traumainformedschools.co.uk/home/evidence-base	12-14
Ensured all DSLs received 7 sessions of regular, high-quality supervision from a recognised external provider. **£3563**	Stanley Y (2018) Supervision and effective social work practice. Ofsted: developments in children's social care, blog article. Available online: www.socialcareinspection. www.blog.gov.uk/2018/10/23/supervision-andeffective-social-work-practice/	19
FEO (67%) to have 1 day every fortnight to allowing for additional time for direct support with parents and carers.	EEF T&L Toolkit: Parental Engagement – Moderate impact for very low cost.	12-18

£15877		
Inclusion Lead Teacher release for part-time support. Pastoral Support staff with varying hours and roles. Introduction of the Leuven scale tracking to Year 3. **£59000**	Evidence from Public Health England HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk)	3-7, 12-14
Fund Family Engagement Officer to deliver high-quality attendance interventions, support children moving off reduced timetables, and work with families and external support providers to prevent future reductions in timetables. Allocation covers 33% of paid hours. **£7000**	Attendance interventions rapid evidence assessment | EEF	9-11

Total budgeted cost: £ 131549

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using internal performance data, and end of KS2 performance data.

In the 2024 end of KS2 assessments, disadvantaged pupils did not attain as highly has non-disadvantaged peers. In Reading, the gap was 30%. In Writing, the gap was 22% and in Maths, the gap was 42%. Despite low attainment in Reading and Writing, progress for pupil premium children was good. However, in Maths, progress was not good.

Absence among disadvantaged pupils was 3.8% higher than their peers in 2023/2024 which was a narrowing of the gap by over meant there was no significant change to 22/23. This suggests that the work being undertaken to support attendance is helping to stabilise absence and that the additional time afforded to the FEO will support greater attendance for disadvantaged pupils. However, persistent absence amongst pupil premium children increased by 1.9% which was cohort specific.

Our observations and assessments demonstrated that pupil behaviour improved last year, although for a very small minority of disadvantaged pupils, significantly challenging behaviour developed, sometimes as a result of environmental factors.

High Quality Teaching

The ECT successfully completed their induction with the ECT provider citing the school as an example of good support for teachers in the early stages of their career.

All staff have now completed Little Wandle Phonics training and now the school should focus on the implementation of phonics to support early reading across the school.

Targeted Academic Support

For the pupils who benefitted from the Pupil Premium strategy interventions, progress and achievement was accelerated and exceeded expectations. As a result, the new strategy should look to build on this and ensure that the strategic interventions reach those pupils who need it most.

Wider Strategies

DSL supervision sessions with the chosen provider has supported senior DSLs to have the capacity to function in their roles, supporting some of the most disadvantaged children in school.

The evidence of success in relation to the Family Engagement officer's work in reducing absence and supporting children's pastoral needs is clear. As a result,

expanding this role by supporting the admin processes in relation to attendance issues is enabling the FEO to carry out more direct support with families.

One of the biggest barriers to improved outcomes for 23/24 were environmental and pastoral issues. As a result, the school will continue to support children in this regard by ensuring that there is a high-quality pastoral team who have the skills to help children to maintain mental health and wellbeing. Alongside this, school will engage with third party providers to access therapeutic support for pupils most in need. Another key focus will be the continued improvement of transition both between schools and within school year groups.

Our analysis leads us to believe that we need to focus on the challenges and strategies, as detailed above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.