

Pupil premium strategy statement – South Avenue Primary School 2024 - 2027

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 (EOY)	24/25 EOT2 - 410
Proportion (%) of pupil premium eligible pupils	24/25 EOT2 – 39% (160 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	19.12.2024
Date on which it will be reviewed	December 2025
Statement authorised by	Miss T Cadwallader
Pupil premium lead	Mrs C Telford
Governor / Trustee lead	Anita Kelly-Metelewa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25 £205,720
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£205,720

Part A: Pupil premium strategy plan

Statement of intent

In deciding how to use the Pupil Premium funding it is important to take into consideration the context of the school and the challenges faced. Evidence based research should be used, in particular the EEF to ascertain which strategies would be best suited to the needs of the children at South Avenue Primary School.

It is important to note that the school has a number of disadvantaged pupils who do not attract pupil premium funding, however, their family circumstances mean that they are equally disadvantaged and we would wish to support them through this strategy.

Common barriers to learning are:

- Weak language and communication skills - especially upon entry at EYFS
- Lack of parental support in learning at home – many parents have had poor school experiences and lack the knowledge and understanding to support their children with the skills required to read and write and complete higher level maths calculations
- Home boundaries and behaviour management strategies do not support the school's behaviour policy causing difficulties for children socially
- Lack of confidence and resilience
- Behaviour difficulties – these are more frequent and can be more complex and challenging
- Attendance and punctuality issues
- Complex family/home lives that prevent children from flourishing

Our ultimate aims are:

- ❖ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ❖ For all disadvantaged pupils to make or exceed nationally expected levels
- ❖ To narrow the attendance gap between disadvantaged and non-disadvantaged pupils
- ❖ To support the children's mental and physical health to enable them to access learning at an appropriate level
- ❖ To support families in the wider context

In order to achieve the aims we will:

- ✓ Ensure that teaching and learning opportunities meet the needs of all the pupils. All teaching is good or better, ensuring that the quality of teaching received by all children is improved
- ✓ Ensure that speech and language support is provided in school and external referrals made where necessary. This will in turn support interventions at an early stage in children's school careers thus reducing this barrier in the longer term
- ✓ To introduce an additional qualified teacher in KS1 to support disadvantaged children with early reading and maths skills.

- ✓ Reduce class sizes in upper KS2 for English and Maths to improve opportunities for effective teaching and accelerating progress using a qualified maths specialist teacher
- ✓ Provide an additional HLTA in KS1 to support disadvantaged children in core subjects
- ✓ Provide additional teaching and learning opportunities for writing through the provision of a non-class based qualified teacher to lead this area and run interventions across the school
- ✓ Allocate a minimum of 2 TA's to each year group to support with small group work focussed on overcoming gaps in learning
- ✓ Train all staff on the impact of adverse childhood experiences (ACE's) and the importance of relationships and consistent language with children to support their emotional wellbeing
- ✓ Offer small group and 1:1 support via the 2 school wellbeing/nurture practitioners
- ✓ Support disadvantaged families to access breakfast club and after school club free of charge
- ✓ Support parents to become better engaged with school, especially those who did not have positive school experiences themselves
- ✓ Support disadvantaged families with on site programmes relating to parenting, basic literacy and numeracy, cookery, budgeting and behaviour support
- ✓ Support families where attendance and punctuality are areas of concern
- ✓ Provide extra curricular activities both in and out of school to broaden the children's experiences and ambitions

Percentage of Pupil Premium children per year group EOT 2 24/25	
Year R	34%
Year 1	42%
Year 2	40%
Year 3	46.6%
Year 4	23%
Year 5	46.6%
Year 6	41.6%

Challenges

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

Challenge number	Detail of challenge
1	Deprivation in the local area means that disadvantaged children lack wider experiences, struggle to engage in the curriculum and have little ambition
2	Emotional health and wellbeing (COVID-19 pandemic has exacerbated this particularly for our KS2 children)
3	Communication and language skills are low upon entry to school. Parents own lack of education does not support children's development.
4	Low starting points in EYFS
5	Narrowing the attainment gap across Reading, Writing and Maths
6	Attendance and punctuality issues
7	Frequent challenging behaviour from a core group of children who have had a variety of adverse childhood experiences (ACE's)/trauma

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
Children will participate in a range of activities, supplementary to the curriculum. This includes extra-curricular clubs, not solely run by school, to provide a stimulus for learning.	Increased numbers of pupil premium children will be accessing extra-curricular activities.
To support children's emotional wellbeing through building positive relationships both in and out of the classroom, ensuring all staff can recognise concerns, use early intervention techniques in class to support the children and know who to refer to should additional support be required. To support those children who need more in depth or specific support via the school's wellbeing/nurture practitioners and referral to outside agency support	Children will be better able to focus on their learning, leading to increased progress towards their end goals. Children will build positive relationships with their key adults ensuring they feel safe, secure, making for a better platform from which to learn. Staff will be able to recognise this at PPMs and through THRIVE profiles
Improvement of children's communication and language skills, including those who are EAL and enter with no understanding of the English language.	Class staff will have identified and referred to the SEN TA within 6 weeks of starting the school, any concerns relating to communication and language. Interventions support the improvement of children's communication and language

	<p>skills enabling children to achieve GLD by year end.</p> <p>EYFS curriculum has a strong focus on communication and language supported by the SEN TA.</p> <p>Parents are engaged to support their children at home and evidence of this is seen.</p>
EYFS curriculum will support the areas of development most commonly lacking upon entry enabling children to make good progress towards learning goals.	Pupils' progress and attainment to be at least in line with national.
Progress and achievement in Reading, Writing and Maths	Children achieve at least expected in all 3 areas compared to national.
Improvement in attendance and punctuality of disadvantaged children.	Attendance of disadvantaged pupils is in line with their non-disadvantaged peers
Behaviour of key pupils improves enabling these children to access their learning and reduce the disruption caused to the rest of their classes	<p>Children will be given intensive support by the THRIVE practitioners and external services were appropriate.</p> <p>Children will be supported by the whole school nurture approach to reduce their levels of anxiety.</p> <p>Children will be able to access their learning and make progress towards end goals.</p> <p>The impact on other children in their classes reduces enabling a better learning environment and thus better progress towards learning goals.</p>
For all children to be able to access curriculum based sporting activities eg swimming	Children will be given the same opportunities to take part in curriculum based sporting activities
For all children to be able to access wider learning opportunities to support a more engaging curriculum eg trips and visits	Children will be able to access the same wider opportunities as their peers to enhance their curriculum based learning
Wrap around care	Children will be able to access wrap around care to support attendance/lateness in school

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: £39,858.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children to include CPD	EEF tiered approach states that Quality First Teaching is a top priority and will have the biggest impact	3,4,5
Writing Lead to support improvement in planning and delivery of writing across the school, providing CPD for teaching staff.	Research Report DFE-RR238 paper shows that writing scores lower than reading across all pupils. This is also an area of focus for the school under Ofsted.	5
UPS teacher (maths specialist) employed to work in year 6 for terms 1-4 then in Year 5 for terms 5&6 mornings only. To lead Maths across the school and provide CPD for teaching staff.	EEF evidence shows that smaller class sizes enable the range of approaches a teacher can employ and the amount of attention each pupil receives will increase. Using this teacher, we can split year 6 into 3 classes in the morning enabling class sizes of 20 for English and Maths terms 1-4 and the same in year 5 for terms 5&6. EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	5
Qualified teacher to work in KS1 to reduce class sizes to 20 in the mornings for English, Maths & Phonics	Children in Year 6 receive teaching in 3 groups for morning work, all receiving quality first teaching with qualified teachers. Good progress is seen for children in year 6. Therefore, we wish to mirror this model in KS1. EEF tiered approach states that Quality First Teaching is a top priority and will have the biggest impact EEF – Reducing Class Size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size “There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school”	3,4,5

	“In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes....”	
An ongoing programme of CPD to support behaviour strategies across the school	EEF – Teaching & Learning Toolkit Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7

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

Budgeted cost: £ 105,190.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of small group and 1:1 structured interventions both in and outside of the classroom by teachers and teaching assistants	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions “Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9 “Maximising the Impact of Teaching Assistants.” Rob Webster et al ISBN 9780367468347	3,4,5
SEN TA to deliver 1:1 speech and language interventions and refer to external agencies as needed	EEF Teaching & Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
TA to deliver ‘Golden Curriculum’ to children not working at their Key Stage Level in KS2	EEF Teaching & Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,5

<p>HLTA to be used to reduce class sizes in KS1</p>	<p>EEF – Reducing Class Size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size “There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school” “In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes....”</p>	<p>3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,670.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 trained emotional wellbeing/nurture practitioners offering mental health and wellbeing interventions full time. Practitioners to work intensively with core groups of children displaying challenging behaviours and suffering from the impact of adverse childhood experiences</p>	<p>EEF Social and Emotional Learning – interventions that target social and emotional development seek to improve pupil’s interaction with others and support the self-management of emotions. This in turn enables these children to better integrate within a classroom, relate to their peers and adults in school, focus on their learning and thus make progress EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,7</p>
<p>Family Liaison Officer – To work with vulnerable families providing support on a range of issues, making supportive referrals and</p>	<p>EEF Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,6,7</p>

focussing on children attending school every day and on time		
Attendance Officer (0.5) To make first day calls and build trusting relationships with parents promoting the need for good attendance and punctuality	EEF Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6,5
Counselling Commission local services to support children as identified. Anxiety among many children means they struggle to focus on their learning. Our cohort has high levels of Domestic Abuse and children require additional support to manage their emotions around this.	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,7
Ongoing CPD for all staff to support behaviour that challenges	EEF – Teaching & Learning Toolkit Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7
Payment of trips and activities that support the curriculum and enhance learning thus developing wider experiences for the children	For children to be able to have a fully rounded education they require wider learning experiences. These will enhance their knowledge which can be used in their writing and support future aspirations.	1

Payment of staff to run Breakfast Club so that the offer can be widened to more families and offered free of charge to the most disadvantaged families	South Avenue Primary school has seen an improvement in attendance of those children who have been offered free breakfast club. EEF Guidance/Research	
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Total budgeted cost: £ 205,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See Strategy 2021-2024 for 3 year previous review

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
White Rose Maths	White Rose
PIXL Assessment & PSHE	PIXL
THRIVE – wellbeing	THRIVE
Classroom Secrets	Classroom Secrets
IDL	IDLS Group
Speech & Language Link	Speech Link
Accelerated Reader	Renaissance
RE	Christianity Today
Mathletics	Mathletics
Test Base – Maths	Test Base
Science Bug	Pearson
Charanga Music	Charanga
Sing Up	
Twinkl Handwriting	Twinkl
Twinkl Phonics	Twinkl
TT Rockstars	Times Table Rockstars