

# Pupil premium strategy statement – South Avenue Primary School 2021 - 2024

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.

Review of **Red 21/22** **Purple 22/23** **Green 23/24**

## School overview

Detail	Data
Number of pupils in school (EOY)	23/24 (to date) 416 22/23 402 21/22 420
Proportion (%) of pupil premium eligible pupils	23/24 (to date) 36.5% (153 children) 22/23 35.5% (143 children) 21/22 32.4% (136 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	15 December 2022
Date on which it will be reviewed	15 December 2023
Statement authorised by	Miss T Cadwallader
Pupil premium lead	Mrs C Telford
Governor / Trustee lead	Mr B Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23/24 £192,060 22/23 £186,975 21/22 £173,500
Recovery premium funding allocation this academic year	23/24 £19,285 22/23 £19,720 21/22 £19,720
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	£0

<p>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</p>	
<p><b>Total budget for this academic year</b>  <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></p>	<p>23/24 £211,345  22/23 £206,695  21/22 £193,220</p>

# 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 consequences 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 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
- ✓ 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
- ✓ Provide 1:1 support where required
- ✓ 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 across the school December 2023	
Year R	37%
Year 1	37%
Year 2	42%
Year 3	27%
Year 4	40%
Year 5	40%
Year 6	33%

## Challenges

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

Challenge number	Detail of challenge
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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)
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 traumatic experiences

## 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
Rapid 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 rapid improvement of children's communication and language skills enabling children to achieve GLD by year end. EYFS curriculum has a strong focus on communication and language supported by the SEN TA. Parents are engaged to support their children at home and evidence of this is seen.

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 at least 95%.
Behaviour of key pupils improves enabling these children to access their learning and reduce the disruption caused to the rest of their classes	Children will be given intensive support by the THRIVE practitioners. Children will be supported by the whole school THRIVE approach to reduce their levels of anxiety. Children will be able to access their learning and make progress towards end goals. The impact on other children in their classes reduces enabling a better learning environment and thus better progress towards learning goals.

## 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: £ 54,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children	EEF tiered approach states that Quality First Teaching is a top priority and will have the biggest impact	3,4,5
English 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

<p>UPS teacher (maths specialist) employed to work in year 6 for terms 1-4 then in Year 5 for terms 5&amp;6 mornings only. To lead Maths across the school and provide CPD for teaching staff.</p>	<p>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.</p> <p>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&amp;6.</p> <p>EEF Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>5</p>
<p>Qualified teacher to work in KS1 to support a group of disadvantaged children in the mornings with English, Maths &amp; Phonics and to support disadvantaged children across the school in the afternoons</p>	<p>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.</p> <p>EEF tiered approach states that Quality First Teaching is a top priority and will have the biggest impact</p>	<p>3,4,5</p>
<p>Team Teach Training for all teachers, HLTA and SLT to support with de-escalation strategies and positive handling techniques to support children with challenging behaviour</p>	<p>EEF – Teaching &amp; Learning Toolkit Behaviour Interventions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>7</p>
<p>Introduction of Colourful Semantics</p>	<p>For all staff to be trained in the use of colourful semantics.</p> <p>To aid in supporting children to structure sentences. To help children to understand language. Pupil Premium children generally come in with lower starting points in reading, speaking and listening. This system supports the process of sentence structure by scaffolding and modelling language enabling gaps to be filled.</p>	

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 98,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Teaching Assistants used to deliver small group and 1:1 structured interventions both in and outside of the classroom	EEF Teaching and Learning Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  “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
TA to deliver 1:1 and small group phonics interventions to KS1	EEF Teaching and Learning Toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5
SEN TA to deliver 1:1 speech and language interventions and refer to external agencies as needed	EEF Teaching & Learning Toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3
SEN TA's to deliver 'Golden Curriculum' to	EEF Teaching & Learning Toolkit:	3,5



children not working at their Key Stage Level	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Appointment of a tutor working 2 days per week to support KS2 instead of using NTP.  A TA to work with KS2 to support the work of the tutor on 4 days	School to employ a tutor to take small groups of children to continue to fill the gaps that arose from the COVID pandemic.	5

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

Budgeted cost: £ 58,486.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2,7
Family Liaison Officer – To work with vulnerable families to improve parental engagement	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 <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>	1,2,6,7

<p>Attendance Officer (0.5)</p> <p>To make first day calls and build trusting relationships with parents promoting the need for good attendance and punctuality</p>	<p>EEF</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>EEF Teaching and Learning Toolkit</p> <p><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></p>	<p>6,5</p>
<p>Counselling Commission local services to support children as identified. COVID has caused significant anxiety among many children meaning 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.</p>	<p>EEF Teaching and Learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2,7</p>
<p>Triple D training for TA’s to support de-escalation strategies to support children with challenging behaviour</p>	<p>EEF – Teaching &amp; Learning Toolkit Behaviour Interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>7</p>
<p>Payment of trips and activities that support the curriculum and enhance learning thus developing wider experiences for the children</p>	<p>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.</p>	<p>1</p>
<p>Zones of regulation introduced at a</p>	<p>For children to recognise their emotions and have strategies to support themselves before they become dysregulated.</p>	<p>7</p>

<p>Whole school Level to support the social &amp; emotional learning of children and improve behaviour across the school.</p>	<p>For children to be able to voice their feelings and recognise how these have a direct impact on their behaviours.</p> <p>For children to understand the size of a problem in relation to the size of the reaction they have to it.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-se/">https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-se/</a></p>	
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**Total budgeted cost: £ 211,345**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Intended Outcome 1

- Sports coaches are being used to support PE and deliver lunchtime and after school sports activities.
- 49% of pupil premium children attended one or more after school activity, an increase of 9% on the previous year
- Year 6 activities – all children in year 6 were able to take part, with pupil premium funding being used to pay for disadvantaged children where families could not afford some or all of the cost
- We are now employing Sports Coaches to support in the delivery of PE and run sports clubs after school to increase the offer to our children. 40% of PP children attended one or more after school club. This is a great start post COVID and we will be looking to increase this number in 22/23. Trips re-started in 21/22 with all children being given the opportunity to participate, school using pupil premium funding to support with costs for disadvantaged children, ensuring financial burden for families was not a barrier to participation. These trips were used to enrich the learning in the classroom.
- Year 6 activity week was run differently, school choosing not to run a residential programme as previously but to offer days out and in school fun activities to keep the cost to a bare minimum. This meant that where only 50% of year 6 children had previously participated in this week, with PP funding, those disadvantaged children who otherwise would not have accessed the activities were able to and 100% of children in 21/22 were able to participate. This same system of activities will be used for 22/23, but with one activity per week so that should children be unwell they do not miss a full week of fun, team and resilience building activities to support their transition to secondary school.

#### Intended Outcome 2

- THRIVE practitioners completed interventions both individually and in groups
- Of individual interventions 68.42% of the children supported were pupil premium
- Of group interventions 47% of the children supported were pupil premium
- THRIVE profiles show improvements in children's wellbeing from term 1 to term 6
- Terms 1 & 2 THRIVE practitioners (1.5 person equivalent) supported children across the school to settle back into their classes and supported children who display challenging behaviour.
- Term 3 onwards the THRIVE practitioners ran a Nurture intervention every morning for a group of children who had been highlighted as suffering significant trauma, exacerbated by the pandemic. This enabled intensive emotional literacy support for these children and also ensured that the other children in their classes had a more settled environment in which to learn.
- THRIVE interventions started in the afternoons from term 3 run by 1 practitioner and positive results were seen with children being happier and more settled in class.

- Teachers used THRIVE whole class profiling to ascertain gaps in SEMH within their class and actioned planned to ensure the needs were covered through their PSHE and other intervention as required.
- From Sept 2022 there are 2 full time THRIVE practitioners supporting across the school.
- Mapping of emotional wellbeing across the school from class profiles is being undertaken by 1 THRIVE practitioner to see where positive changes are being made and additional support required.

### Intended Outcome 3

- 64.8% of children in EYFS achieved GLD compared to the previous years figure of 43.3%
- 44.4% of children who achieved GLD were PP against 75% who are not pupil premium
- The EYFS curriculum has been adapted for 23/24 to reduce the gap in GLD between the PP and Non-PP children
- Communication and language continues to be the key area of difficulty for children and the SEN TA has a strong focus with supporting the EYFS children in this area
- EYFS children with language and communication difficulties were identified at school tours, nursery visits and 1:1 meetings with parents. Prior to joining in Sept 21 SALT plans already in place for interventions to begin. In-year admissions, children were quickly identified if prior school knowledge not complete and referral to the SEN TA took place within 6 weeks of joining.
- End of year GLD 43.3% considerably lower than National at 65.2%.
- Interventions were not always able to be completed due to the need for staff to support with behaviour needs. Lack of consistency and regularity hampered the progress of children's communication and language.
- The curriculum has a strong focus on communication and language, however the results were not seen in the GLD figures.
- Parents are relentlessly requested to support their children at home, however, this is not always followed through by parents. Term 5 Year 3 and Year 1 introduced a Book and Biscuit session at the end of the school day to persuade parents to come in and enjoy reading with their children. This had a positive take up and EYFS are mirroring this for 22/23.

### Intended Outcome 4

- End of year GLD 43.3% considerably lower than National at 65.2%. Curriculum has been adapted to support children's weak starting points.
- New EYFS Lead appointed with fresh ideas on raising the GLD.

### Intended Outcome 5

- Improvements across all core areas was seen for pupil premium children by the end of year 6 as shown in the table below
- Pupil premium children are achieving better in maths than the other subjects.

Year 6 EOY	Reading 21/22	Reading 22/23	Writing 21/22	Writing 22/23	Maths 21/22	Maths 22/23	Combined 21/22	Combined 22/23
Whole Cohort	72.6%	61.7%	64.5%	60%	75.8%	76.7%	54.8%	50%
Pupil Premium	50%	56%	50%	52%	67.86%	68%	35.71%	44%
Non PP	91.18%	65.7%	76.47%	65.7%	82.35%	82.9%	70.59%	54.3%

#### Intended Outcome 6

- 23/24 School Attendance Officer fully trained. This can be seen in the improvement of figures as below.
- Current Whole School attendance 08.12.2023 is 93.2%  
Pupil Premium Attendance 90.6% (an improvement of 1.5% on the same time last year)  
Non-Pupil Premium Attendance 94.8% (an improvement of 1.5% on the same time last year)
- School were without an Attendance Officer for Terms 1 & 2. New officer appointed in term 3 who had to learn the role. This impacted the speed at which absence was followed up and can be seen in the lower rate of attendance for 22/23.
- The gap between PP & NPP children are as shown below for 2022/2023:  
Whole School Attendance 92.67%  
Pupil Premium Attendance 89.79%  
Non-Pupil Premium 94.19%
- Close working with the local authority Attendance Service ensured that children with very weak attendance were followed up quickly.
- Attendance continued to be poor due to COVID and the need for isolation. Single parent families struggled when children were unwell to ensure siblings attended school and whilst at times staff were able to collect and drop home children this was not always possible, especially with the family liaison officer (FLO) only working part time.
- Confidence in returning to school post pandemic for some parents and children raised significant anxiety and the THRIVE team, FLO and attendance officer worked together to support these families.
- External agency support was sought where school's own internal systems were not proving positive
- The gap between PP and NPP children are as shown below for 2021/2022:  
Whole school Attendance 92.44%  
Pupil Premium 90.05%  
Non-Pupil Premium 93.75%

#### Intended Outcome 7

- Response as per Intended Outcome 1

## 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
Seesaw – online learning platform	Seesaw – subscription cancelled from January 2023 and Atom introduced (free)
GL Assessment – dyslexia & dyscalculia screening	GL Assessment – phasing out GL Assessment and introducing IDL 22/23
Speech & Language Link	Speech Link
Accelerated Reader	Renaissance
RE	Christianity Today
Mathletics	Mathletics
Test Base – Maths	Test Base
22/23 Science Bug	Pearson
22/23 Charanga Music	Charanga
22/23 Twinkl Handwriting	Twinkl
22/23 Essential Letters and Sounds – Phonics	Essential Letters and Sounds changed to TWINKL phonics 23/24
23/24 TT Rockstars	Times Table Rockstars