

## **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### **School overview**

Detail	Data
School name	Grand Avenue Primary and Nursery School
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	15% - 92 children
Academic year/years that our current pupil premium strategy plan covers	2024/2025 – 2027/2028
Date this statement was published	January 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Shona Pitcher Head Teacher
Pupil premium lead	Rebecca Strong Lead for Pupil Development
Governor / Trustee lead	Jenny Gresson Lead for disadvantaged pupils

## **Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£132,420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£132,420
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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

### **Statement of intent**

At Grand Avenue Primary and Nursery School, we strive to give every child the skills to prepare them for their future.

At Grand Avenue Primary and Nursery School, we are committed to raising standards for all children and the targeted and strategic use of pupil premium will support us in achieving this. Our key objective is to use the Pupil Premium Grant to narrow the gap between pupil groups and extend the learning of Pupil Premium pupils. This is in-line with our whole school vision: 'Enjoying Learning; Exceeding Expectations.'

Quality first teaching will mean that all children, including those who are eligible for the Pupil Premium Grant, experience a range of high quality learning experiences that enable them to make progress and achieve the targets set. We invest significantly in coaching and supporting teachers to deliver quality first teaching so that children receive the support they need to make progress from their individual starting points. There is a clear cycle of CPD for all members of staff, in order to develop and maintain teaching standards in all phases.

Interventions will be precisely targeted with clear strategies to support progress. The impact of interventions will be monitored. Analysis of interventions is discussed with class teachers, teaching assistants and SENCO. Groups are assessed, modified or stopped according to need.

Wider strategies support strong attendance, parental engagement and enriching

opportunities such as trips, residential and clubs.

At Grand Avenue Primary and Nursery School, we are committed to fostering an environment where respect is at the forefront of all interactions. We believe that every member of our school community deserves equitable opportunities to reach their potential and actively engage in school life. To support this commitment, it is crucial that our Pupil Premium Grant (PPG) strategy aligns with our Equity, Diversity, and Racial Justice practices. By integrating these principles, we aim to create a supportive and inclusive atmosphere.

## **Challenges**

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

Challenge number	Detail of challenge
1	Children's low self-esteem and lack of resilience in learning:  Social and emotional issues have increased post-pandemic and in the context of the cost of living crisis. Pupils' emotional well-being is important to us, encapsulated in our 'nurture' school value.
2	Poor attendance leading to missed learning:  Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The progress of disadvantaged pupils who are persistently absent is impacted as a result. It seems that disadvantaged pupils in SEND are more vulnerable to persistent absence.
3	Lower engagement from PPG parents:  We need to consider processes which secure parental engagement. It appears that engagement at e.g. parent consultations is lower for the parents of disadvantaged pupils, most notably those with EAL. This shows that we need to think carefully about issues such as how we foster relationships and clear communication.
4	Additional needs:

	<p>Our assessments show that generally the academic progress of our disadvantaged pupils tends to be lower in comparison to non-disadvantaged pupils.</p> <p>A high proportion of our disadvantaged pupils have additional needs. They may have particular needs as they use EAL (EAL is not a 'barrier' but we need to lead and teach in such a way that is responsive to issues around language). Our disadvantaged pupils may have SEND (the impact of poverty on SEND is an important consideration for us).</p>
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**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>Children's low self-esteem and lack of resilience in learning:</p> <p>Emotional well-being strategies embedded so that PPG pupils are ready to learn</p>	<p>Sustained high levels of well-being demonstrated through:</p> <p>Results of student voice, student and parent surveys, learning walks, Edaware logs</p> <p>Increase in PPG participation in enrichment activities</p> <p>Pupil voice surveys show that PPG have a positive attitude towards their learning and themselves</p>
<p>Poor attendance leading to missed learning:</p> <p>The attendance gap between disadvantaged pupils and non-disadvantaged pupils continues to diminish.</p>	<p>PPG attendance is in-line with or above national average which is currently 92.8%.</p> <p>Strong staff awareness of their own individual role in securing strong attendance.</p> <p>Developed and sustained attendance strategy.</p> <p>Persistent absence is decreasing over time.</p>

<p>Lower engagement from PPG parents:</p> <p>Strong school-parental relationships and build lasting partnerships with all our families.</p>	<p>Results of survey and pupil, parent, staff voice, learning walks and behaviour logs demonstrate effectiveness of partnerships.</p> <p>Strong attendance for additional workshops for families and parent consultations.</p>
<p>Additional needs:</p> <p>Improved attainment for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.</p>	<p>Reduction in the attainment gap between disadvantaged pupils and their peers.</p> <p>Increase in percentage of PPG children meeting expected standard in R,W,M by the third year of implementation.</p>

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: £49,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mathematics:</p> <p>Implement Effective Questioning to Support All Learners</p> <p>Provide CPD sessions on effective questioning techniques.</p> <p>Develop questioning frameworks and exemplars.</p> <p>Monitor and evaluate the impact through lesson observations.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Maths_EY_KS1_Guidance_Report.pdf">EEF Maths EY KS1 Guidance Report.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4

<p>Mathematics:</p> <p>Introduce Journaling as a Tool for Self-Reflection</p> <p>Introduce journaling practices in mathematics lessons.</p> <p>Train staff on guiding pupils in reflective journaling.</p> <p>Collect and review work to assess pupil progress and understanding.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,4</p>
<p>English:</p> <p>Develop Whole School Oracy Strategy</p> <p>Participate in SparkEd Oracy project</p> <p>Create an oracy framework outlining key skills and progression.</p> <p>Train staff on implementing oracy activities.</p> <p>Embed oracy across the curriculum through planned activities.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/Literacy_KS1_Guidance_Report_2020.pdf">Literacy KS1 Guidance Report 2020.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-KS2-lit-2nd-Recommendations-poster.pdf">EEF-KS2-lit-2nd-Recommendations-poster.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/Telling_the_story_the_English_education_subject_report.pdf">Telling the story: the English education subject report - GOV.UK (www.gov.uk)</a></p>	<p>1, 4</p>
<p>English</p> <p>Expand Staff Knowledge and Application of Fundamental English Skills</p> <p>Organise CPD sessions on writing moderation.</p> <p>Participation in SparkEd project.</p> <p>Focus on greater depth standard in moderation,</p> <p>Provide opportunities for staff</p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/Telling_the_story_the_English_education_subject_report.pdf">Telling the story: the English education subject report - GOV.UK (www.gov.uk)</a></p>	<p>1, 4</p>

<p>collaboration and sharing of best practice including teacher modelling of reading.</p> <p>Monitor and evaluate the impact on teaching and pupil outcomes.</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £56,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance and Refine Phonics Practice:</p> <p>Introduce 1:1 tutoring interventions for targeted support.</p> <p>Share phonics content and strategies with parents via home learning resources for year groups (EY to Yr 3).</p>	<p><a href="http://www.gov.uk">Telling the story: the English education subject report - GOV.UK (www.gov.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Enable Teaching Assistants (TAs) to Support and Foster Independence:</p> <p>Provide training for TAs on strategies to promote independence.</p> <p>Develop and distribute resources to support TAs in their roles.</p> <p>Monitor and evaluate the effectiveness of these strategies through observations and feedback.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Expand Staff Knowledge When</p>	<p><a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF</a></p>	1, 4

<p>Supporting Individuals:</p> <p>Provide ongoing professional development focused on supporting pupils with SEND.</p> <p>Share best practices and resources among staff.</p> <p>Encourage collaboration and communication between staff to support individual pupils effectively.</p> <p>Regularly review and update training to ensure it meets the evolving needs of pupils and staff.</p>	<p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £26,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop Staff Confidence and Understanding in Fostering Positive Relationships and Effective Communication</p> <p>Signpost to training focused on communication and relationship-building.</p> <p>Provide staff with resources and strategies to engage parents effectively.</p> <p>Encourage staff to share successful practices and experiences.</p>	<p><a href="http://educationendowmentfoundation.org.uk">2. Build a culture of community and belonging for pupils   EEF educationendowmentfoundation.org.uk</a></p>	<p>1,2</p>



<p>Further Engage Parent Volunteers</p> <p>Create a volunteer program outlining roles and expectations.</p> <p>Recruit and train parent volunteers.</p> <p>Regularly communicate with volunteers to ensure they feel valued and supported.</p> <p>Celebrate and recognise the contributions of parent volunteers.</p>	<p><a href="#">The Vital Role of Parent Volunteers in Primary Schools: Enriching Education and the Community   Classroom Stars Blog</a></p>	<p>3</p>
<p>Children Understand Their Rights and Put Them Into Practice Every Day</p> <p>Introduce the UN Convention on the Rights of the Child through assemblies and classroom activities.</p> <p>Create displays and resources that highlight children's rights.</p> <p>Integrate discussions about rights into the curriculum.</p> <p>Regularly review and reinforce rights-based education.</p>	<p><a href="http://unicef.org.uk">Articles in action (unicef.org.uk)</a></p>	<p>1, 2, 3</p>
<p>British Values Embedded Across the School:</p> <p>Incorporate the values into school policies and curriculum – update policy/BV document.</p> <p>Use assemblies, PSHE lessons, and school events to promote and discuss British Values.</p> <p>Evaluate the impact on school</p>	<p><a href="http://www.gov.uk">Guidance on promoting British values in schools published - GOV.UK (www.gov.uk)</a></p>	<p>1, 2</p>

<p>culture through surveys and observations.</p>		
<p>Exploring and nurture pupils' ambitions, goals, and potential future career paths through Aspirations Week:</p> <p>Plan and organise an Aspirations Week to explore pupils' ambitions and potential future careers.</p> <p>Invite guest speakers from various professions to inspire pupils.</p> <p>Provide workshops and activities that help pupils identify their goals and strengths.</p> <p>Gather feedback from pupils to assess the impact and plan future events.</p>		<p>1, 2</p>
<p>Promote Emotional Regulation Skills in Early Years:</p> <p>Introduce activities and resources that help children understand and manage their emotions.</p> <p>Train Early Years staff on supporting emotional regulation.</p> <p>Regularly incorporate emotional regulation practices into the daily routine.</p> <p>Monitor and evaluate the impact on children's emotional well-</p>	<p><a href="https://www.gov.uk/guidance/help-for-early-years-providers-emotions">Help for early years providers : Emotions (education.gov.uk)</a></p>	<p>1</p>

being.		
<p>Re-introduce Behaviour Policy to Children and Staff:</p> <p>Re-introduce Behaviour Policy to Children and Staff</p> <p>Conduct staff meetings and training sessions to ensure all staff understand the behaviour policy.</p> <p>Hold assemblies and classroom sessions to explain the behaviour policy to children.</p> <p>Recap with the SMSA (School Meals Supervisory Assistant) team in training and discussions to ensure a unified approach.</p>	<p><a href="https://www.eef.org.uk/what-we-do/our-research/Improving-Behaviour-in-Schools-EEF">Improving Behaviour in Schools   EEF</a> (<a href="https://www.eef.org.uk/">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.eef.org.uk/what-we-do/our-research/2-Build-a-culture-of-community-and-belonging-for-pupils-EEF">2. Build a culture of community and belonging for pupils   EEF</a> (<a href="https://www.eef.org.uk/">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Promote Zones of Regulation</p> <p>Introduce and regularly use scenario cards in lessons to teach self-regulation.</p> <p>Provide training for staff on effectively using Zones of Regulation.</p> <p>Monitor the impact on pupils' ability to manage their emotions and behaviours.</p>	<p><a href="https://www.eef.org.uk/what-we-do/our-research/2-Build-a-culture-of-community-and-belonging-for-pupils-EEF">2. Build a culture of community and belonging for pupils   EEF</a> (<a href="https://www.eef.org.uk/">educationendowmentfoundation.org.uk</a>)</p>	1

<p>Promote good levels of attendance</p> <p>Conduct a thorough review of the existing attendance action plan.</p> <p>Identify strengths, weaknesses, and areas for improvement.</p> <p>Update the action plan based on findings to better address attendance and punctuality issues.</p> <p>Communicate the updated plan to staff and parents.</p> <p>Join the Early Years Attendance Working Party to collaborate with other schools and experts.</p> <p>Share best practices and strategies for improving attendance.</p> <p>Implement successful strategies and initiatives within the school.</p> <p>Monitor and evaluate the impact on attendance and punctuality, making adjustments as necessary.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Attendance context   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://committees.parliament.uk/written-evidence/118069/pdf/">committees.parliament.uk/written-evidence/118069/pdf/</a></p>	<p>2</p>
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**Total budgeted cost: £ 135,420**

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 2023 to 2024 academic year.

Review of the 2023-2024 Strategy:

Performance measures- 2023-2024

KS1	Number of children	Reading		Writing		Maths	
		Percentage ARE+	Percentage GD	Percentage ARE+	Percentage GD	Percentage ARE+	Percentage GD
PPG	12	58.3%	0%	66.7%	0%	75%	8.3%
All	78	72.4%	24.1%	70.1%	19.5%	86.2%	31%

KS2	Number of children	Reading			Maths			Writing		
		Ave Scaled score	Percentage ARE+	Percentage GD	Ave Scaled score	Percentage ARE+	Percentage GD	Ave Scaled score	Percentage ARE+	Percentage GD
PPG	20	106	60%	15%	106	50%	5%		50%	5%
All	87	106	90.8%	36.8%	106	75.9%	26.4%		73.1%	11.9%
National average			74%			73%			72%	

The data for both Key Stages show a gap between the performances of those children with Pupil Premium status and those without. This has been a key driver in the new strategy plan and the aims and actions for this year. Particular focus is also given to those disadvantaged children in KS1 with an aim of them being able to achieve the Greater Depth standard in writing and reading.

Outcome 1: Emotional well-being strategies embedded so that PPG pupils are supported to engage with learning in the mainstream

At Grand Avenue, there is a strong focus on the use of the Zones of Regulation in each classroom. The children are taught how to use the 'zones' to help them to identify their emotions and how then to react appropriately to their feelings. Each classroom has the 'zones' as an interactive display. This approach has helped the children be more ready to learn.

This year, we have been part of a behaviour hub; the school has rewritten its behaviour policy and these new rules and routines have been introduced to the children. As a result, we have seen better consistency of approach in the classroom and around the school grounds. Our next step is to explicitly teach the children how to respond in different settings.

Disadvantaged children at Grand Avenue describe the school as a being a "happy", "calm", "safe" and "diverse" school. They enjoy their learning as they like to "learn something new every day" and "the teachers make things fun". When they are finding their learning difficult, they say they are able to ask their partner, table and the adults in the room for help and cite groups like Rapid Maths, Power of 2 and Rapid Reading as a way they have been able to learn things they need for the classroom. A lot of the children said that these interventions have helped them if they get "stuck in lessons". If worried about something, all children were able to name an adult that they would talk in in school.

Previous whole school reviews identified a need to enhance the transition from Reception and Year 1 to promote more effective active learning. A greater focus on this has led to a more positive and effective learning environment.

Learning walks identified good engagement and effective planning to engage and motivate children:

This lesson was quite heavily knowledge based which can quite easily turn into teacher talk lesson with low engagement. The way the tasks were broken down and time for peers to collaborate made it more engaging for the children and enjoyable

"Throughout the lesson there was good engagement and, on the whole, behaviour management was good."

"The five tasks were very engaging and the children had an enjoyable lesson. I loved the idea of disassembling a plug and putting it back together."

"When the children were giving their groups answers to the task questions- there was evidence of teachers extending the question and therefore the class' understanding. E.g. The wires connected help to move the RC car. The teacher then pointed out that no wire connects the car to the remote to which the child had to explain further."

"TAs used effectively supporting particular groups in particular tables."

"Very engaging task of ordering the lifecycle of a human with a misconception purposely implemented to address (elderly to baby)."

"The lesson was planned very well and had a clear structure. It was fun and the children loved it. It will be a lesson that they will remember for a long time!"

As a school, our next steps now lie in the design of our lessons and how they can capture all the children's enthusiasm across the curriculum.

## Outcome 2: Strong school-parental relationships and build lasting partnerships with all our families

Parents make use of our 'open door' policy and staff are mindful to touch-in with parents for positive reasons as well as those times when they have a concern to discuss. Parent – teacher meetings have been a positive part of our home-school partnership. Staff have been proactive when arranging alternative meetings with those parents who did not attend the assigned meetings. Parents have said that in a recent Parents' Forum that they feel that the teachers know the children well and knew what their strengths were to bring the best out of them and areas to develop and improve at parent consultations. They also commented that the teachers were responsive to any parents' concerns.

Each Year Group has invited parents in over the academic year to share their child's learning with them during the school day. Parents have been appreciative of the opportunity to spend time with their child at school. Each Year Group has hosted welcome meetings and the information has been made available on the school website. To ensure parents have ample notice for events including Year Group open afternoons and trips, a policy of having 3 weeks' notice has been introduced; this has helped to involve parents more effectively in school life. To further develop the parental relationships focus for the upcoming academic is to build back up our community of parent helpers in school which has reduced since the Covid pandemic. We also need to develop how we engage parents in Year Group meetings more effectively.

## Outcome 3: PPG/SEN/ EAL pupils have needs met in writing through QFT, complemented where needed with intervention

To meet the school's needs in regards to Quality First Teaching, over the past academic year a review of all planning was undertaken. The expectation of more writing across the whole curriculum was a key focus and so all areas of the curriculum have had a writing focus. Staff meetings were used to prioritise the monitoring of planning and the development of learning journeys in mathematics and English. An overall review of planning has led us to introduce and develop the use of manipulatives and 'anchor tasks' in mathematics lessons. In topic and RE lessons, the need for greater links between key concepts was identified and so next steps to introduce and develop these have been planned for the next academic year. Over the academic year, there has been a high focus on the use of accurate vocabulary in mathematics and science lessons; CPD was carried out through staff meetings and it was observed in classes that they are being displayed, used and revisited more often. To improve further, the children now need to ensure they are regularly speaking in sentences when responding to questions posed; the whole school project on oracy should help to develop this further.

In some Year Groups, the use of pre-teach and scoop groups have proven successful when accelerating the children's progress. A recent staff voice identified the following key areas as being key drivers in the progress of our disadvantaged children:

- Learning intentions
- Pre-teaching
- Learning behaviour support
- Providing children with the equipment needed to access lessons

On reflection, our next step as a school is to ensure that good practice is shared throughout the school. As the data indicates, more effective use of this good practice would help to close the attainment gap.

Outcome 4: PPG pupils have good attendance

Attendance for 2023-24 academic year:

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	84	92.07	4.92	3.00	1.82	0.33
Not Pupil Premium	598	95.16	2.95	1.84	0.49	0.10

Although mostly in-line with the National Average of 92.8% for attendance, the attendance of pupil premium children in comparison with the non-pupil premium remains a concern. However, this is still continuing to show a year on year improvement; with the improvement from the last two academic years being greater than that of those children who are not pupil premium. For the vast majority, these absences are a mixture of holiday in term time and ‘odd day’ illness.

	23-24	22-23	21-22
Pupil premium	92.07%	91.6%	90.01%
Non pupil premium	95.16%	95.14%	93.75%

The current action plan for attendance and ways forward is being reviewed and new steps put into place to help to bridge the current gap.



### **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
Read Write Inc Spelling programme	Oxford Owl
NELI	Nuffield Early Literacy Intervention
Doodle Maths	Doddle learning
Digimaps	EDiNA
Mathletics	3P Learning
Times Tables Rockstars	Maths Circle Ltd
White Rose Maths	Trinity Mat
Numbots	Maths Circle Ltd
Nessy	Nessy Learning