

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	617
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Margaret Barrington Head Teacher
Pupil premium lead	Agnetha Abrahams Lead for Pupil Development
Governor / Trustee lead	Jenny Gresson Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years	N/A
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	£111,710

Part A: Pupil premium strategy plan

Statement of intent

At Grand Avenue we strive to give every child the skills to prepare them for their future.

Every child is given the opportunity to engage and love their learning. Teachers ensure all children are given ample opportunity to exceed expectations regardless of social economic backgrounds and starting points. In addition we aim to remove or minimise disadvantage which may be suffered by some individuals and foster good relationships between people from different backgrounds.

Challenges

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

Challenge number	Detail of challenge
1	Making sure that PPG pupils' emotional well-being is strong so that they are ready to learn
2	Complex needs (eg SEND/ EAL)
3	Building communication between school and parents and working as a partnership to support the child's learning
4	Ensuring that targeted intervention to support "catch up" has maximum impact, especially since the pandemic
5	Ensuring that all PPG pupils have an excellent level of attendance.

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
Emotional well-being strategies embedded so that PPG pupils are supported to engage with learning in the mainstream	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Strong school-parental relationships and build lasting partnerships with all our families	Results of survey and pupil, parent, staff voice, learning walks and behaviour logs demonstrate effectiveness of partnerships. High attendance for additional workshops for families.

<p>PPG/SEN/ EAL pupils have needs met in writing through QFT, complemented where needed with intervention</p>	<p>At the end of KS2 in 2024/25, the gap in the writing and maths outcomes for disadvantaged children has been closed for at least 80% of the vulnerable learner group. For this to be achieved, most PPG children make accelerated progress across KS2 and all make at least GAPNS expected progress. Interventions are rapid and focused, learning walks show evidence of links to Quality First Teaching. Staff systems clearly show impact including whole school agreement on what works demonstrated in staff meeting discussions.</p>
<p>PPG pupils have good attendance</p>	<p>PPG attendance is in line with national average, is at 96.3%</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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on Quality First Teaching.</p>	<p>Following EEF researching 'Closing the attainment gap', Grand Avenue will be focusing on building on the Quality First Teaching in the classroom. The report explains "What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes." Therefore the focus in school will be building on Quality First Teaching.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf (For whole school programme see SDP, Outcome A)</p>	<p>1,2,3,</p>
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time will be funded to embed key elements of guidance in school and to access and CPD (including Teaching for Mastery training).</p> <p>Maths CPD to include:</p> <p>S planning - developing use of range of models</p> <p>Challenge for all vocabulary</p> <p>Rekenrek for EYFS/ KS1</p>	<p>Christina Woods –AfC Maths specialist lead training on the 'S plan' approach , developing use of range of models, challenge for all.</p> <p>Maths leads encourage staff to use NCETM research to support small step planning. Primary Mastery Professional Development NCETM This includes ensuring reasoning and problem solving is available for all learners.</p> <p>KS1 and EYFS Rekenrek Mastering Number Programme:</p> <p>Reception and Key Stage 1 Mastering Number NCETM</p>	<p>1,2,3</p>
<p>Read Write Inc Spelling programme to be introduced and used consistently from Yr2-Yr6</p>	<p>Read Write Inc. Spelling - Ruth Miskin Phonics Training</p>	<p>1,2</p>

Staff throughout the school supporting children in understanding when they are learning during whole class teaching	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teacher leading interventions, such as scoop groups and pre-teach groups for PPG children with below expected attainment.	Closing the attainment gap EEF (educationendowmentfoundation.org.uk)	1,2,3
Develop a structured assessment programme to improve progress across the school in Maths to inform intervention group focus	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	1,2,4
Targeted small group work focusing on metacognition. Monitored using provision maps.	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2,4

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

Budgeted cost: £21,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed CPD from Educational Psychologist with Emotion coaching, in line with Attachment Aware School award	Attachment Aware Schools.pdf (attachmentleadnetwork.net) Summary-of-EC-research.PDF.pdf	1,2
Open dialogues between class teachers and senior leaders and families with lower than 90% attendance. Strategies to support families, including funding for clubs and homework club available.	Advisory Teachers from AfC leading a project 'Developing Leadership in Engaging parents'. The project includes both theory and practice, giving a chance to focus on a specific group of parents alongside learning about key research and receiving input from a range of practitioners.	1,3,5

<p>PPG lead and Deputy Head teacher to lead parental engagement project with support from AfC.</p>		
<p>Embedding use of Google Classroom as feedback for learning between school and home.</p> <p>Ensuring communication with parents is relevant and useful through communication survey.</p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Communicating Effectively with Families - Guide for Schools.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,3,5</p>

Total budgeted cost: £ 111,710

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

Attachment training and emotion coaching has been accessed by all teaching and support staff. Zones of regulation have been used throughout the school following additional CPD inset. The subject co-ordinators have established a progressive skills ladder, including key vocabulary and glossary. Learning walks re-arranged for 2021-22 academic year due to Covid-19 restrictions. The PPG children who are achieving at ARE or GD are still given SMART targets which are monitored half termly to ensure they remain a focus and continue to make good progress. The pandemic has highlighted how we need to understand the complexities of family circumstances and ensure that we are using a range of strategies and approaches to meet individual needs, including strengthening any support offered in the home and ensure we make provision in-school for experiences that may not be possible at home which children may enjoy. This is an important point in time to focus on school-parental relationships and build lasting partnerships with all our families.

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
N/A	