

Pupil premium strategy statement

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils. (3 Year Plan Sept 2023 – August 2026)

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	The Avon Valley School and Performing Arts College
Number of pupils in school	1108
Proportion (%) of pupil premium eligible pupils	34.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	January 2024
Date on which it will be reviewed	January 2027
Statement authorised by	B Francis
Pupil premium lead	L Hawkins
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364012 (23/24)
Recovery premium funding allocation this academic year	£18866
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£382878

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school we value each and every individual. We believe that everyone has the potential to succeed and is an untapped source of talent. It is our aim to unlock this potential through the provision of a first class education, creating lifelong learners.

Underpinning this aim is our desire for our students to enjoy their school days and be equipped with the skills and knowledge for life. We want our students to understand their rights and responsibilities and those of others and be compassionate and caring members of society.

Our Pupil Premium Strategy aims to address the main challenges our school and our pupils face. Through intelligent tracking, evidence of impact and careful planning, we will provide appropriate targeted support, interventions and whole school strategies, to support our pupils learning journey.

The Pupil Premium Strategy will continue to support the necessary entitlements for the students at Avon Valley School. Through the Teaching of our ambitious curriculum, ensuring quality CPD based on in-depth research and the recruitment and retention of specialist subject teachers. We will continue to provide targeted curriculum interventions in literacy and numeracy. We will continue to support the pastoral needs of our students through our mentoring, tutoring and attendance programmes.

Personal development is at the heart of The Avon Valley School, pupils will be provided with multiple opportunities to enhance their cultural capital wealth, through exposure to Universities, employers, theatre, music, sports and outdoor education opportunities. Our FSM pupil fund will allow pupils and their families more autonomy over the activities they choose to be a part of and encourage those pupils to seek new experiences.

Challenges

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

Challenge number	Detail of challenge
1	Insufficient progress for key cohorts: Disadvantaged High Prior Attainment pupils and Middle Prior Attainment pupils.
2	Poor levels of literacy and numeracy.
3	Negative impact on learning caused by poor social behaviours and negative attitudes to learning.
4	Our professional observations suggest that many disadvantaged students arrive in Year 7 with low aspirations. This is in part to a lack of cultural capital opportunities compared to more affluent households.

5	Our professional observations suggest that disadvantaged students lack meta-cognitive skills and have low resilience when it comes to academic challenging tasks.
6	Raise the 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
Improve pupil progress and outcomes for all pupils, with specific focus on identified key cohorts.	Progress 8 Score 2022: -0.38 (-0.5 without Early entry English Lit) Progress 8 Score 2023: -0.44 Year on Year increase 2024: -0.35 2025: -0.33 2026: -0.30 Focus in Year 1 – 2024 HPA and MPA disadvantaged students Current National Figure -0.55 P8
To enhance the level of reading and literacy skills across the whole school, with a key focus on Key Stage 3.	Become a reading rich environment Evidenced through internal Quality Assurance Process, Staff and Student Voice, Literacy Tracking Data Narrowing of the gap between disadvantaged and non-disadvantaged P8 English element (2023 -0.3pp, Nationally 2022 -0.52pp 0.13 Non pp)
To enhance the level of numeracy skills across the whole school.	Narrowing of the gap between disadvantaged and non-disadvantaged P8 Maths element (2023 -0.35pp, Nationally 2022 -0.49pp 0.14 Non pp)
To improve pupil behaviour towards their own learning, attitude and engagement within lessons in order to positively impact on progress.	Level of negative behaviour points is not disproportional in comparison to the PP and Non PP ratios within the School. Reduction in the number of school sanctions issued across the academic years (Detentions/Suspensions/Exclusions) Improvement in punctuality and attendance to school.
To provide each student with a wealth of opportunities to enhance aspirations and cultural experiences in order to improve ambitions for post 16 destinations.	All students engage with wealth of Personal Development opportunities that are provided in school. The equivalent proportion of Pupil Premium and non-Pupil Premium will be involved in extracurricular opportunities.

	To build a program centred on aspirations including cultural opportunities and experiences. To raise the overall progress level of Pupil Premium students
Secure attendance across the school	PP attendance target of 90% Year 1 – 87% Year 2 – 88.5% Year 3 – 90%

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: £ 294152

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed strong adaptive teaching practices across the school in all subject areas.</p> <p>Direct Instruction, Modelling, Meta-Cognition, Flexible Grouping and the through the use of Technology.</p> <p>Continued development of quality first teaching through our school CPD programme.</p>	<p>Spaced practice and retrieval improves long-term learning of academic knowledge and skills in languages, maths, science and social studies (Pooja K. Agarwal, Ph.D, RetrievalPractice.org Founder)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) – Education Endowment Foundation.</p> <p>Good embedded teacher CPD can have strong impacts on student outcomes (Cordingley et al 2015, Darling-Hammond et al 2017). Gains for disadvantaged students have been shown to be greater (William 2016 and Timperley et al)</p>	1, 5

Continued recruitment and retention of staff in core subject areas. Use of TLRs for Literacy and Numeracy Coordinators, KS4 Pupil Premium Coordinator. Over-staff Maths/English to allow for smaller group sizes.	The number of secondary school teachers has been falling since 2010, with teachers leaving for reasons other than retirement since 2012 (Commons Committee of Public Accounts 2018) The Education Endowment Foundations Teaching and Learning Toolkit states that reduction in class sizes can provide 2+ gains and support with minimising disruption.	1, 2, 5
Continued funding of Home School Liaison Officer	The link between absence and attainment at KS2 and KS4, states the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. Department of Education.	6

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

Budgeted cost: £ 34244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assertive Mentoring – Provides disadvantages students with a support around independent learning, effective revision strategies and how to overcome obstacles in preparation for their examinations.	Farrar and Judson state that an 'assertive mentoring approach' will have a strong impact in transforming outcomes. The mentoring focuses on Hard/assertive evidence to challenge student behaviour. This approach has been adopted in many schools and Post 16 establishments (Assertive mentoring: An effective method of supporting post-16 students, Ann Horsley). The EEF maintains that some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support	1, 3, 4 & 5

Lexonik (Sound Training) – Externally provided course.	A unique, research-based programme leveraging metacognition, repetition, decoding and automaticity, Lexonik Sound Training trains learners to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions. Proven research shows an increase on average of 27 months in reading ages.	2, 5
Maths and English Academic Mentors – 1 to 1 or small group sessions. Delivered by experienced Teachers and Academic Mentor.	The Education Endowment Foundations Teaching and Learning Toolkit states that 1 to 1 and 1 to Small Group (Up to 5) have a High Impact on student progress (+4/5 Months)	1, 2 & 3

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

Budgeted cost: £ 37286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed opportunities for students to participate in different experiences within the curriculum and the wider school that are not always provided through parental involvement environment. To track and improve student involvement with their personal development.</p> <p>Opportunities include: 3 year plan to increase the take up of musical instruments. Year 1 – Establish links with County Music, Taster sessions for KS3 Year 2 – Funding for Y7 to take on peripatetic lessons</p>	<p>According to Bourdieu's theory of cultural reproduction (1970), children from middle class families are advantaged in gaining educational credentials due to their possession of cultural capital.</p> <p>D Reay (2004) summarises that pupils from working class backgrounds are less likely to remain on initiatives pertaining to cultural capital, therefore exacerbating class inequalities in education.</p> <p>Gatsby Benchmarks.</p> <p>There have been numerous studies regarding the benefits of studying music.</p> <p>A study published in the Journal of Neuroscience facilitated by Northwestern University that focused on The Harmony Project, a community music program in LA for low income kids. The study showed direct evidence that music training has a biological effect on a child's developing nervous</p>	4, 5

<p>Year 3 – Year on Year increase of Music provision.</p> <p>All Year 7 to attend a visit to a Higher Education Establishment.</p>	<p>system (Locker 2014). The results of the study indicate students that were actively engaged (twice per week) in the interactive music class scored higher on reading tests and showed larger improvements in their brain's ability to process speech than their less involved or non-attending peers (Locker 2014).</p> <p>Collins (2014) found that there is improved communication between hemispheres (of the brain) and this is then translated to a musician's enriched ability to solve problems more effectively and creatively in academic and social settings.</p>	
<p>FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.</p>	<p>How Schools are spending the Pupil Premium Funding (Ofsted 2012) identified good practice for maximising achievement. Where support is given to ensure that all pupils have full access to broad educational experiences, sporting and careers events.</p>	<p>1, 2, 3 & 4</p>

Total budgeted cost: £ 365682

Budget – Specific Allocations

Activity	Cost
University Year 7 Visits	£ 1500
Lexonik Licence Renewal	£ 2800
FSM £75 Fund	£ 28835
County Music	£ 3000
Grofar	£ 1305
The Brilliant Club	£ 1500

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 2021 to 2022 academic year.

Results are based on the following criteria:

- 2022 GCSE/Vocational examinations and Assessments
- 2021 Teacher Assessed Grades, based on a robust internal standardised test programme.
- 2020 Centre Assessed Grades
- 2019 GCSE/Vocational examinations and Assessments

Aim	Outcome					
To achieve FFT 50 internal targets for PP students.	Progress 8 Score for PP was -0.44 compared to the -0.5 score in 2022 (National Figure for PP in 2022 was -0.55).					
Attainment 8						
Progress 8						
	Attainment 8	2023	2022	2021	2020	2019
	PP	37.68	33.05	36.5	37.51	30.84
	Non PP	43.55	47.21	47.88	47.19	46.68
	Gap	- 5.77	-14.16	-11.38	-9.68	-15.84
	5+ Passes (Inc Eng/Math) 9 -4	2023	2022	2021	2020	2019
	PP	43.5	32.3	37	43.9	30.2
	Non PP	55.6	67.3	68.5	67.7	68.1
	Gap	-12.1	-35	-31.5	-23.8	-37.9
	5+ Passes (Inc Eng/Math) 9 - 5	2023	2022	2021	2020	2019
	PP	21	16.9	16.4	22.8	3.8
	Non PP	37.9	42.8	48.3	40.4	41.1
	Gap	-16.9	-25.9	-31.9	-17.6	-37.3
	2020 (CAGS) and 2021 (TAGS)					
	The gap between 2019 and 2023 (last 3 externally assessed examinations) has reduced internally between Non PP and PP. 4.1 % increase of PP students achieving 5+ strong passes including English and Mathematics. The Gap between non PP and PP has					

	decreased, however this is in part to non PP results down on the previous year results.
Embed strong Retention and Retrieval Practices across the school in all subject areas.	SMART connect and AVS recall have been embedded within the Classroom practices across the school. Retention and Retrieval form part of the AVS Teaching for Excellence Model. CPD session was dedicated to Ebbinghaus Curve to reinforce and further develop staff knowledge relating to retention and retrieval.
Continued recruitment and retention of staff in core subject areas. Over-staff Maths/English to allow for smaller group sizes	Successful recruitment of new English staff to replace outgoing colleagues. Flexible working conditions provided to retain strong English and Maths staff within post.
DEAR – Drop Everything And Read with a focus on reading for pleasure and staff reading to students.	Literacy Coordinator was appointed and a tiered system was introduced, where levels of current literacy were assessed and students were placed on the appropriate intervention (Lexia Reading/Lexonik). CPD was delivered across the academic year, sessions included ‘Reading Rich Curriculum’, ‘Reading Strategies’ and for all tutors ‘guided reading’ to support the delivery of our whole school literacy program.
Lexonik (Sound Training) – Externally provided course.	AVS funded three TAs to undertake the Lexonik Advance training (formally Sound Training). Historical evidence has demonstrated the impact of the 6 week intensive student course. 44 students participated in the Lexonik Advance course. 75% of students made significant gains in their reading ages. Reading ages are tested pre and post course. On average 21.3 months were gained per student. Highest gains were made by students who were prior to the course between 12-24 months behind their expected reading age.
Maths and English Academic Mentors – 1 to 1 or small group sessions. Delivered by experienced Teachers and Academic Mentor.	AVS appointed a maths Academic Mentor to support in delivery of small group tuition. Y11 students allocated to the intervention saw a +0.31 APS in their maths GCSE results. English small group tuition was staffed directly from within the English faculty.
To embed opportunities for students to participate in different experiences within the curriculum and the wider school that are not always provided through parental involvement	We have a strong enrichment/ wider curriculum offer which encompasses our personnel development and careers guidance. All students receive multiple interactions with employers and further/higher educational establishments. We use the Grofar platform to monitor participation across the wider curriculum offers. AVS yearly works with the widening participation project (Think Higher, Warwickshire and Coventry University), along with the

<p>environment. To track and improve student involvement with their personal development</p>	<p>Royal Academy of Engineering (Lord Bhattacharyya Bursary) to deliver multiple STEM days throughout the year for our PP students, including Energy Quest, Big Bang Science Fair and Network Rail days.</p> <p>Careers event are embedded throughout the academic year, last year students were able to meet and engage with employers from Tesco, Winvic Construction and Tafazdwa Machemdzde: Biomedical scientist to name but a few. Students in KS3 and KS4 also have access to our annual careers fair hosted on site. All Y11 participate in a careers interview conducted by employers from external businesses.</p> <p>Other events support the personal development of our students, including the wealth of sporting opportunities, visits from historical societies, trips and performing arts, "Carmina Comica" Springboard Operetta Workshop, Living History WW1 GCSE Workshop, Holocaust Survivor Outreach, Trips to Bletchley park and the Belgrade theatre are a few examples of the opportunities provided.</p> <p>The Avon Valley School currently holds the Gold standard careers mark. This award has independently verified the quality of careers education, information and guidance that students at AVS receive. As part of this award, the provision for PP students was assessed and judged to be good. PP students have priority when events take place and their participation in events is often funded by the school. PP and other targeted groups, have priority for 1.1 interviews, work experience and support with post 16 destinations. Furthermore, AVS works with post 16 providers and parents to ensure a smooth transition for these groups financially.</p>
<p>Punctuality to school/lessons (Whole School Approach)</p>	<p>A new system was brought into practice. Gains in reducing punctuality were marginal across the academic year. A positive impact was seen in the number of students attending the break time intervention.</p>
<p>FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.</p>	<p>40% of potential funds were spent from the FSM funding. £10502 spent throughout the year. The highest % contributions were activities day trips, resources and catering support. This was a 24% drop from the previous academic year, COVID would of played a significant part in parents needing to use the FSM fund in the previous few years.</p> <p>FSM £75 fund continues to be of benefit to students, parents and carers providing a level of autonomy in how their funds are utilised.</p>

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
Sound Training – Lexonik Advanced	Lexonik
Grofar (22-)	Grofar

Further information (optional)

The Avon Valley School uses a number of external systems to support the progress of our Pupil Premium students. GL assessments are used on entry to highlight strengths and gaps in reading and core subjects, supporting the school to identify the barriers to learning. Sisra Analytics is used for internal subject data tracking. Class charts is used to track attendance, behavioural issues and positive initiatives across the school. All these systems directly and indirectly support the school's strategic decision making process and tracking of whole school improvement.