

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. (3 Year Plan Sept 2021 – August 2024)

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	1099
Proportion (%) of pupil premium eligible pupils	32.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	A Davies
Pupil premium lead	L Hawkins
Governor / Trustee lead	A Gabbitas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336866 (22/23)
Recovery premium funding allocation this academic year	£0.00
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	£336866

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.

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	Lacking Cultural Capital experiences and future aspirations.

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.	Pupil premium exceed Fisher Family Trust 50 targets for progress and attainment. Increased evidence of retrieval practice and recall in classroom observations.
To enhance the level of reading and literacy skills across the whole school, with a key focus on Key Stage 3.	PP students to achieve, or exceed 5+ 9-4 & 5+ 9-5 (including English and Maths) in line with National PP Averages

<p>To enhance the level of numeracy skills across the whole school.</p>	<p>PP students to achieve, or exceed 5+ 9-4 & 5+ 9-5 (including English and Maths) in line with National PP Averages</p>
<p>To improve pupil behaviour towards their own learning, attitude and engagement within lessons in order to positively impact on progress.</p>	<p>Level of negative behaviour points is not disproportional in comparison to the PP and Non PP ratios within the School.</p> <p>Reduction in the number of school sanctions issued across the academic years (Detentions/Suspensions/Exclusions)</p> <p>Improvement in punctuality and attendance to school.</p>
<p>To provide each student with a wealth of opportunities to enhance cultural experiences in order to improve aspirations and post 16 destinations.</p>	<p>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.</p> <p>To embed opportunities for students to participate in different experiences within the curriculum and the wider school environment.</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: £ 292871

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed strong Retention and Retrieval Practices across the school in all subject areas.</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>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>	<p>1</p>
<p>Continued recruitment and retention of staff in core subject areas.</p> <p>Over-staff Maths/English to allow for smaller group sizes.</p>	<p>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)</p> <p>The Education Endowment Foundations Teaching and Learning Toolkit states that reduction in class sizes can provide 2+ gains and support with minimising disruption.</p>	<p>1 & 3</p>

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

Budgeted cost: £ 17445

Activity	Evidence that supports this approach	Challenge number(s) addressed
DEAR – Drop Everything And Read with a focus on reading for pleasure and staff reading to students.	<p>Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014).</p> <p>There is a strong association between the amount of reading for pleasure students say they do and their reading achievement (Twist 2007).</p> <p>Students who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).</p> <p>Reading for pleasure, improves well-being, empathy, gives insight into the wider world view of others (The Reading Agency 2015).</p>	2 & 3
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
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
Peer Tutoring/Mentoring – Year 10 Peer Tutors work on a 1-to-1 with Year 7 students.	The Education Endowment Foundations Teaching and Learning Toolkit states that Peer Tutoring has a high impact when an older student takes on a fixed role as a tutor for a younger student.	2, 3 & 4

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

Budgeted cost: £ 26550

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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. 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.	4
Punctuality to school/lessons (Whole School Approach)	The Education Endowment Foundations Guide to the Pupil Premium states that wider issues such as behaviour (engagement/participation) are considered the most significant non-academic challenges.	3
FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.	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.	1, 2, 3 & 4

Total budgeted cost: £336866

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.	Attainment 8 – FFT50 predicted that 34.25% should attain their A8 targets, in 2022 33.05% students achieved their targets.																																																																						
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	The gap between 2019 and 2022 (last 2 externally assessed examinations) has reduced internally between Non PP and PP.																																																																						

	Significant % increase of PP students achieving 5+ strong passes including English and Mathematics.
Embed strong Retention and Retrieval Practices across the school in all subject areas.	Achieved – 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.
Continued development of quality first teaching through our school CPD programme.	CPD delivered throughout the year at whole school level, including resources produced for all staff on SMART Connect and recall strategies.
Continued recruitment and retention of staff in core subject areas. Over-staff Maths/English to allow for smaller group sizes.	Achieved – Successful recruitment of new English staff to replace outgoing colleagues. Flexible working conditions provided to retain strong English and Maths staff within post.
Books Unlocked – Small group session work with a focus on reading for pleasure, with staff reading to students.	Achieved – 6 groups were created, working with year 8 and year 9 students. CPD provided by literacy lead on instructional reading and engagement.
Lexonik (Sound Training) – Externally provided course.	Partially achieved – External training provided in July 2022/September 2022 – Full scheme to be delivered Oct 2022 onwards.
Book Buzz – Books provided for All Year 7 & Year 8 students on entry. Supports DEAR time across the school.	Achieved - All Year 7 and Year 8 students selected their desired book from the Book Buzz catalogue. Books used with in the DEAR time lessons.
Maths and English Academic Mentors – 1 to 1 or small group sessions. Delivered by experienced Teachers and Academic Mentor.	Achieved – Maths and English Academic mentors appointed for the 2021/2022 academic year.
Peer Tutoring/Mentoring – Year 10 Peer Tutors work on a 1-to-1 with Year 7 students.	Achieved - 20 Peers mentors were linked with Year 7 students to provide support with homework, organisation and peer wellbeing.

Appointment of a Home School Liaison Officer	Achieved
Cultural Capital Passport – Programme to provide students with the opportunities and experiences not always provided through parental involvement.	Partially Achieved – Delayed initially due to the pandemic, Cultural Capital Challenge is now in progress through Years 7 – 9. Low % have achieved the Silver Award – Further development is required into the next academic year.
Punctuality to school/lessons (Whole School Approach)	Achieved – New system implemented in September 2021. Punctuality to school has improved.
FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.	64% of potential funds were spent from the FSM funding. £15197 spent throughout the year. The highest % contributions were activities day trips and uniform support.

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
Academic Mentor Appointments (2020/21)	Step into Teaching
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.