

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 | 1100 |
| Proportion (%) of pupil premium eligible pupils | 32.6% (359 Students) (31.6% FSM 348 Students) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | B Francis |
| Pupil premium lead | L Hawkins |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £385925 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £385925 |

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,

The Avon Valley Schools pupil premium strategy focuses on the use of research and best practice to deliver the most appropriate interventions and support to our students within the context of our cohort.

The strategy centres on the research provided by the EEF – The EEF A Schools Guide to Implementation and the EEF Guide to Pupil Premium.

The three strands as presented by the EEF

High Quality Teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Professional development to support the implementation of evidence-based approaches. Mentoring and coaching for teachers. Recruitment and retention of teaching staff. Technology and other resources to support high quality teaching and learning.

Targeted Academic Support

One to one, small group or peer academic tuition. Targeted interventions to support language development, literacy and numeracy. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions.

Wider Strategies

Supporting pupils' social, emotional, and behavioural needs. Supporting attendance. Extracurricular activities. Breakfast clubs and meal provision. Communicating with, and supporting, parents.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Disadvantage Pupils underachieve across level 2 outcomes, with the gap between non PP and PP students remaining high. |
| 2 | Poor levels of literacy and numeracy on entry, low level engagement with reading. |
| 3 | Negative impact on learning caused by poor social behaviours and lack of accountability and active participation with school society (both in lessons and across extra-curricular offers) |
| 4 | Lacking cultural experiences and the meta-cognitive skills to achieve future aspirations. |
| 5 | 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 level 2 outcomes. | <p>Progress 8 Score 2022: -0.38 (-0.5 without Early entry English Lit)</p> <p>Progress 8 Score 2023: -0.44</p> <p>Progress 8 Score 2024: -0.44</p> <p>Internal Gap between PP and Non PP continues to close. Positive P8 school score 2026 – PP P8 increases in proportion with whole school improvement.</p> <p>Current National Figure -0.55 P8 (2023)</p> |
| To enhance the level of reading and literacy skills across the whole school. | <p>Become a reading rich environment Evidenced through internal Quality Assurance Process, Staff and Student Voice, Literacy Tracking Data</p> <p>Narrowing of the gap between disadvantaged and non-disadvantaged P8 English element (2023 -0.3pp, Nationally 2022 -0.52pp 0.13 Non pp)</p> |

| | |
|--|--|
| 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. | <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>Increased number of students receiving positive awards across the school.</p> |
| To provide each student with a wealth of opportunities to enhance aspirations and cultural experiences in order to improve ambitions for post 16 destinations. | <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 build a program centred on aspirations including cultural opportunities and experiences. To raise the overall progress level of Pupil Premium students. Support students with high ambitions/aspirations to reach those goals.</p> <p>Increased engagement with extra – curricular activities</p> <p>Increased participation with school trips</p> <p>Increased number of student on the student leadership team</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: £ 344559

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embed strong adaptive teaching practices across the school in all subject areas. | 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) | 1, 2 |
| Continued development of quality first teaching through our school CPD programme. | 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) | 1, 2 |
| Continued recruitment and retention of staff in core subject areas. Use of TLRs for Literacy Coordinators, KS4 Pupil Premium Coordinator. Over-staff Core subjects 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 |
| 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. | 5 |
| Weekly Mentoring support for Early Career Teachers | National Foundation for Educational Research (NFER) & EEF suggests that supportive and consistent mentoring | 1, 2 |

| | | |
|---|--|---|
| | can potentially foster a sense of belonging and stability that helps early career teachers feel more connected and supported in their schools. | |
| Introduce staff Well-being group and continue with staff voice. | Comparison of annual staff survey and retention and recruitment data. | 1 |

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

Budgeted cost: £ 13000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Continue to provide literacy interventions including Lexonik Advance and Lexonik Leap (Sound Training) – Externally provided course.</p> <p>Effective plans to raise the reading ages of all students, focus on Key Stage 3 catch-up interventions.</p> <p>Timetable additional literacy support groups for students with low level literacy skills.</p> | <p>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.</p> | 1, 2 |
| <p>Maths and English Academic Mentors – 1 to 1 or small group sessions. Delivered by experienced Teachers and Academic Mentor.</p> | <p>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)</p> | 1, 2 |
| <p>Use external guest speakers, theatrical companies and public figures to promote current Social, Emotional and Mental Health Issues along with current society dangers (knife crime, county lines, gang culture and online social media content)</p> | <p>County lines is a cross-cutting issue that often overlaps with other forms of abuse and criminal exploitation. It can lead to serious physical and emotional harm to young people (Home Office, 2020a).</p> <p>Support for tackling the issues:</p> <ul style="list-style-type: none"> - Tackling drugs, Changing lives – Award winning speaker Paul Hanniford - Loudmouth Education & Training, “Calling it Out” (Sexual Exploitation) and “Working for Marcus” (County Lines) - Warning Zone Life Skills Centre, “Crowd Control” online awareness. | 3, 4 |
| <p>Funding of food ingredients for all Pupil Premium Students</p> | <p>How Schools are spending the Pupil Premium Funding (Ofsted 2012) identified good practice for maximising</p> | 1, 3, 4 |

| | | |
|---|--|----------------|
| <p>The Hive breakfast Club – Fully funded to provide breakfast for students attending the provision.</p> <p>Y10 High Achievers group.</p> | <p>achievement. Where support is given to ensure that all pupils have full access to broad educational experiences, sporting and careers events.</p> | |
| <p>Clear monitoring of student progress through Curriculum Progress Meetings, and identifying appropriate interventions – Supporting students to gain their high aspirations.</p> | <p>“Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.” Aspirations Interventions EEF</p> | <p>1, 2, 3</p> |

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

Budgeted cost: £ 28366

| 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.</p> <p>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 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>Outdoor Education lead to development courses for students to achieve Level 1 Certification, courses will cover: Skiing Kayaking Rock Climbing</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 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> | 4, 5 |

| | | |
|--|--|----------------|
| 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 & 5 |
| Pixl Edge ARC Weeks/Splash Days | 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. | 3 & 4 |
| Awards – Increase of awards presented to Pupil Premium Students. | Embedding positive discrimination with Pupil Premium students is a key to unlocking potential and motivation (Sutton 2022) | 3 & 4 |

Total budgeted cost: £385925

Budget – Specific Allocations

| Activity | Cost |
|----------------------------------|---------|
| Experience of Work Year 7 Visits | £ 1500 |
| Lexonik Licence Renewal | £ 2800 |
| Food Technology Support | £ 3100 |
| FSM £75 Fund | £ 26100 |
| External Speakers | £ 1500 |
| The Hive Breakfast Club | £ 300 |
| Splash/ARC Weeks | £ 3000 |
| Pixl Edge | £ 1366 |
| KS4 Coordinator | £ 5794 |

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

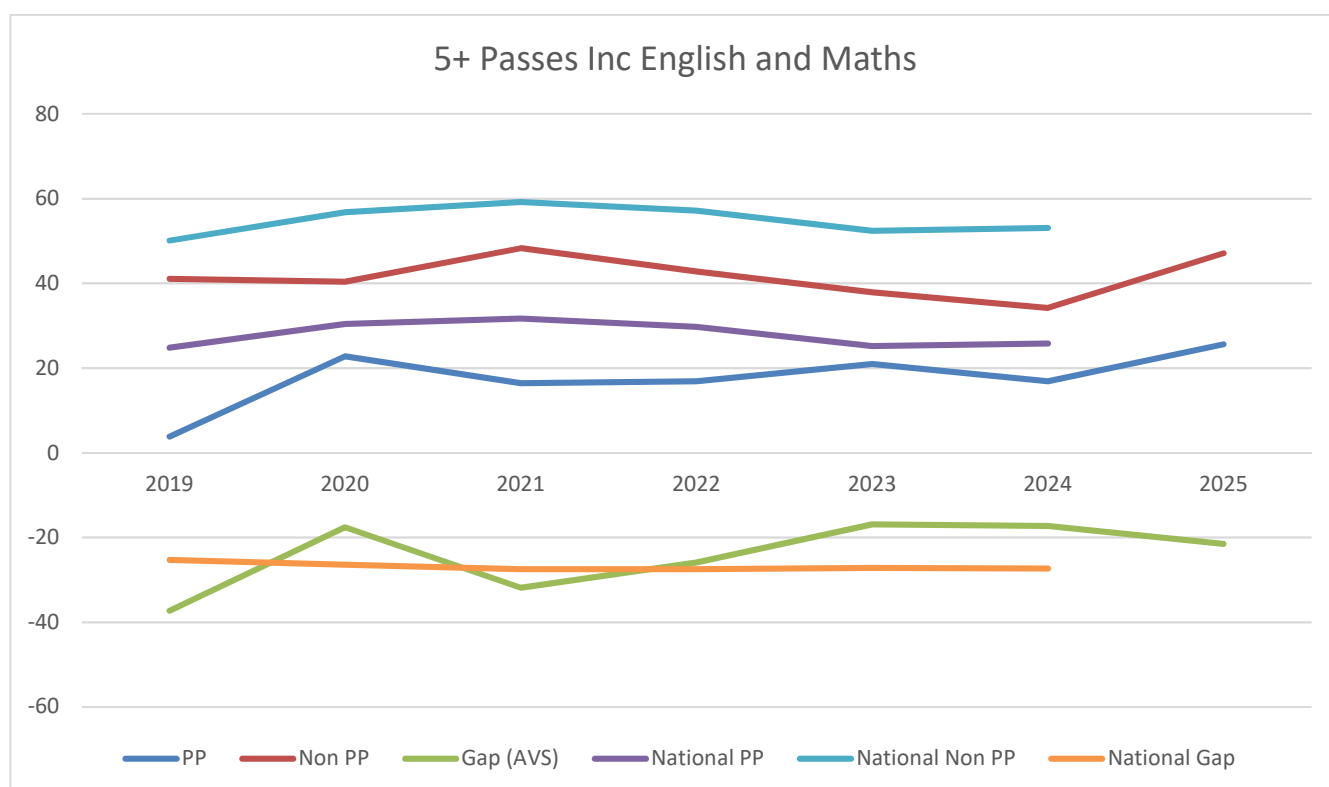
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Level 2 Outcomes

Results are based on the following criteria:

- 2022-2024 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

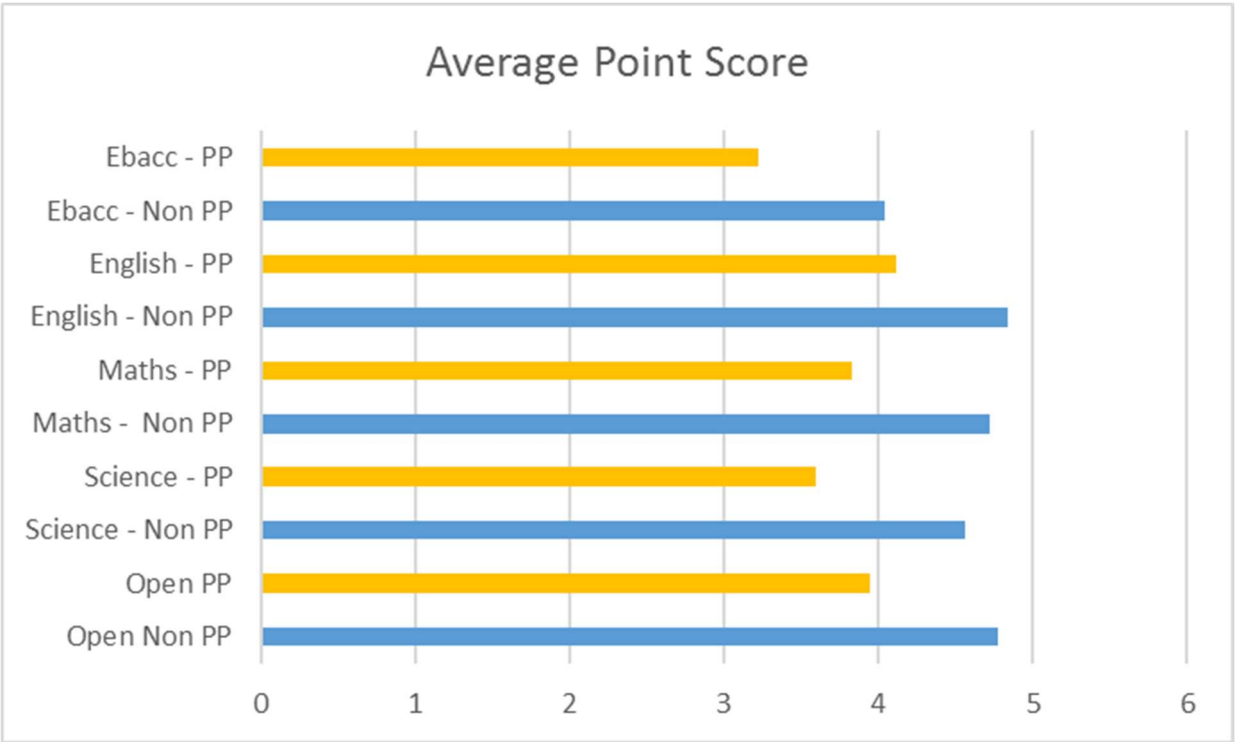
| 5+ Passes (Inc Eng/Math) 9 - 5 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|
| PP | 3.8 | 22.8 | 16.4 | 16.9 | 21 | 16.9 | 25.6 |
| Non PP | 41.1 | 40.4 | 48.3 | 42.8 | 37.9 | 34.2 | 47.1 |
| Gap (AVS) | -37.3 | -17.6 | -31.9 | -25.9 | -16.9 | -17.3 | -21.5 |
| National PP | 24.8 | 30.4 | 31.7 | 29.7 | 25.2 | 25.8 | |
| National Non PP | 50.1 | 56.8 | 59.2 | 57.2 | 52.4 | 53.1 | |
| National Gap | -25.3 | -26.4 | -27.5 | -27.5 | -27.2 | -27.3 | |

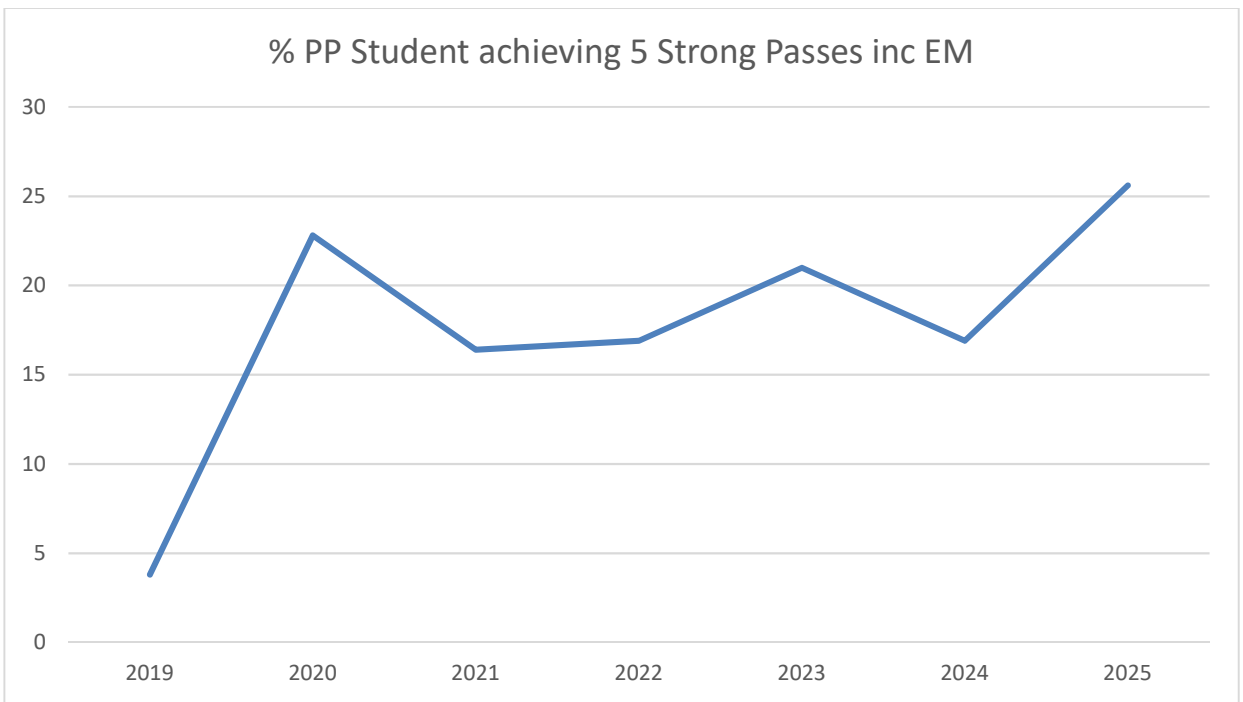
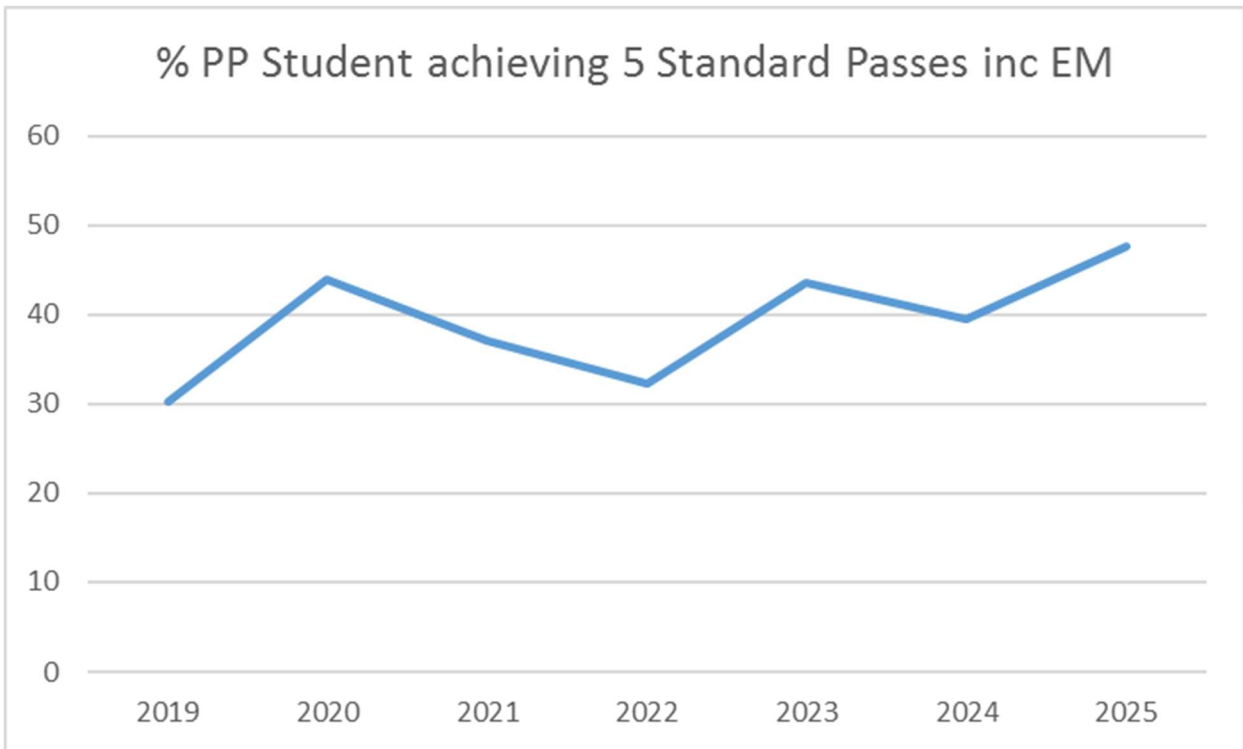


Non PP are following the current national trend since 2021. PP Gap across 2022/23 reduced. In 2024 it increased by 0.4. In 2025 the internal gap increased, but the overall achievement of PP students increased significantly compared to previous cohorts.

IDSR – 2025 report shows our disadvantaged are above National Average in a number of Key Attainment areas.

| | | | | | |
|---|-----------------------|----------------------------------|--------------|--------------|---|
| E&M % 5+ Eng A8 Maths A8 Maths % 5+ Hums % 4+ | E & M% 4+ Eng % 4+ | Eng % 5+ Sci % 4+ Sci % 5+ | | | Overall A8 Maths % 4+ EBacc A8 Open A8 Lang % 4+ Lang % 5+ Hum % 5+ |
| Last 3 Years | Last 2 Years | Latest Year | Last 3 Years | Last 2 Years | Latest Year |
| Close to Average | | | Above | | |



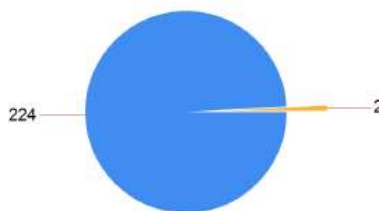


NEET Outcomes

National Figures (Published June 2025) for 2024 destinations has the national NEET figures as 8.9% compared to our 0.9%.

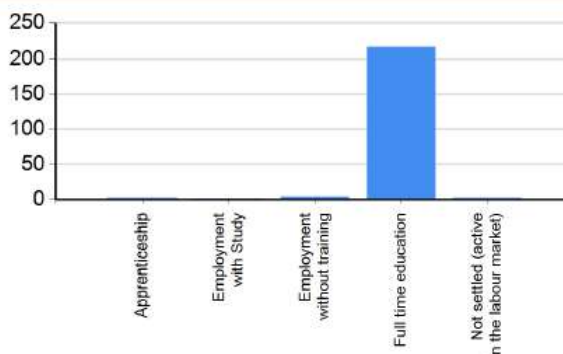
NEET Outcomes

| | No. of Clients | % |
|-------|----------------|-------|
| EET | 224 | 99.1% |
| NEET | 2 | 0.9% |
| Total | 226 | |



DfE Destination Groups

| | No. of Clients | % |
|---|----------------|-------|
| Apprenticeship | 2 | 0.9% |
| Employment with Study | 1 | 0.4% |
| Employment without training | 3 | 1.3% |
| Full time education | 218 | 96.5% |
| Not settled (active in the labour market) | 2 | 0.9% |
| Total | 226 | |



Teaching

Embed strong adaptive teaching 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.

Adaptive Teaching has focused on Flexible grouping, cognitive and metacognitive strategies, explicit instruction, Use of technology (Investment made for all classrooms to have a Visualisers) and scaffolding & modelling.

Continued development of quality first teaching through our school CPD programme.

The following CPD sessions were held throughout the academic year:

Thinking Harder – Focus on increasing participation ratio of all learners.

Thinking Harder Literacy – Reading and literacy strategies to support all learners.

Building an effective approach to whole school reading – How to support readers with different barriers.

Diversity, External Speaker Bennie Kara – Reflection on our curriculum.

Attachment and Trauma training programme

Emotion Coaching

Safeguarding / CPOMS Training

Continued recruitment and retention of staff in core subject areas. Use of TLRs for Literacy Coordinator, KS4 Pupil Premium Coordinator.

The School held a recruitment evening in November 2024, which successfully generated applicants to needed core and non – core teaching posts for the previous academic year. Re-structuring of KS3 has increased staffing capacity within this academic year.

Literacy coordinator is in place and oversees the whole school literacy strategy. KS4 Pupil Premium Coordinator and supports PP through target Maths Interventions, Mentoring and Support program for HPA PP students.

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 (40% of English/Maths staff).

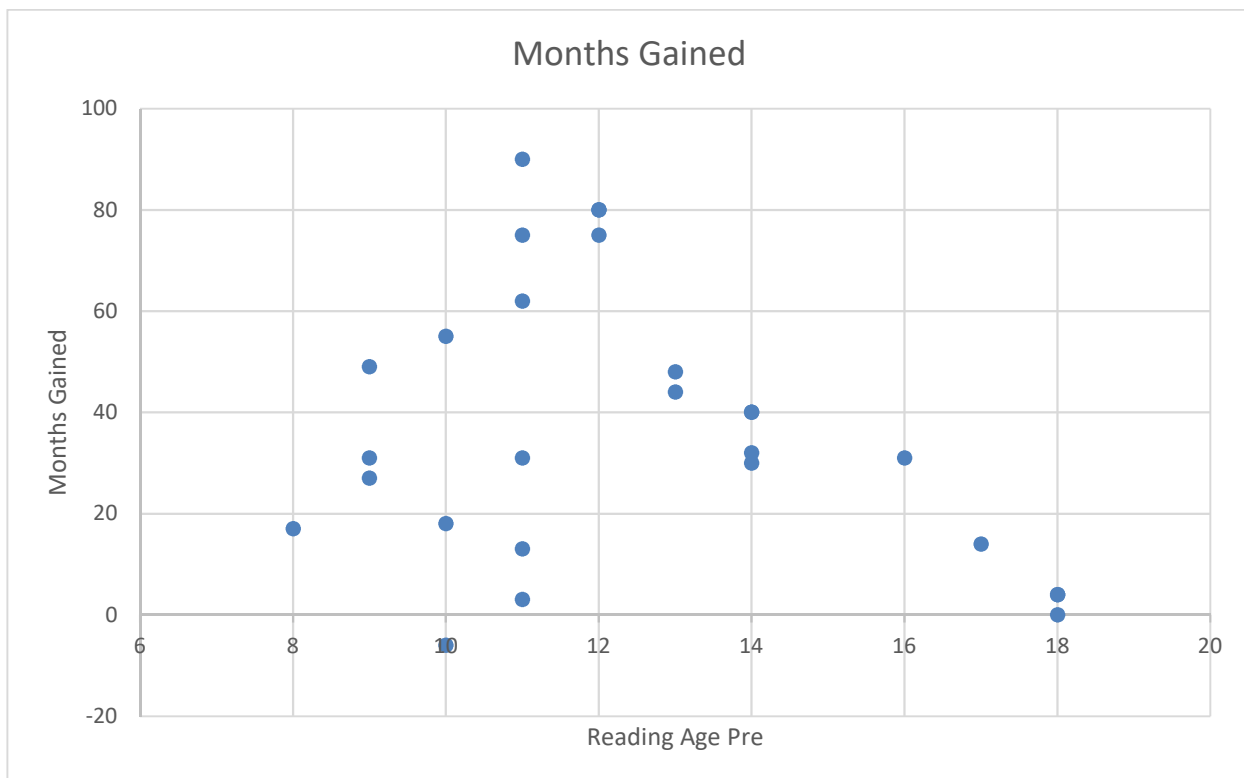
Continued funding of Home School Liaison Officer.

Funding has been maintained for roles, but has been deployed across several key staff members.

Targeted Academic Support

Lexonik (Sound Training) – Externally provided course.

AVS funded two TAs to undertake the Lexonik Advance training (formally Sound Training). Historical evidence has demonstrated the impact of the 6 week intensive student course. Over 40+ students across the last two academic years have undertaken the course.



Wider Strategies

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.

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.

AVS yearly works with widening participation projects (Warwickshire and Coventry University), along with the Royal Academy of Engineering (previously 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. Both of these funding revenues have ceased at the start of the September 2025 Academic year.

Careers event are embedded throughout the academic year, in the last few years students were able to meet and engage with employers from Tesco, Winvic Construction and Tafazdwa Machemdze: 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.

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 Warwick University, Leicester University and the Belgrade theatre are a few examples of the opportunities provided.

We have regular weekly seasonal outdoor education sessions – These include the following qualifications:

Indoor Climbing - NICAS Level 1 and Level 2 Awards

Kayaking - Discover Kayak Paddle UK Award & Explore Kayak Paddle UK Award

Sup board - Paddle UK Discover and Explore Awards

Learn to Ski - Recreational Standard.

FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.

40% of potential funds were spent from the FSM funding. £10791 spent throughout the year. The highest % contributions were trips, resources and catering support. The last three academic years have seen a year on year increase of students accessing the FSM support fund.

| Year | FSM Support Fund |
|------------|------------------|
| 2022-2023 | £10503 |
| 2023-2024 | £10792 |
| 20240-2025 | £11231 |

FSM £75 fund continues to be of benefit to students, parents and carers providing a level of autonomy in how their funds are utilised.

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 (22-24) | Grofar |
| Unifrog (25-) | Unifrog |
| Attendeez | Attendeez |

Key Funding Aspects 24/25

Highlights aspects of discrete funding that was used to support the strategy

| Strategy Element | Funding |
|--|----------|
| High Quality Teaching | |
| Adaptive Teaching / Recall resources | £1232.55 |
| Visualisers | £116.66 |
| Revision Cards | £183.67 |
| Targeted Academic Support | |
| Breakfast Club (Hive) | £79.42 |
| Lesley Smith – Historian, Elizabethan England (History GCSE) | £425 |
| Lexonik | £2800 |
| Apprenticeship Show | £210 |
| Wider Strategies | |
| Shakespeare Festival – English Speaking Union | £35.00 |
| Vocab Flashcards | £497.64 |
| KS3 Science Resources | £247 |
| Social Time Equipment | £301 |
| Library & Literacy Resources | £537 |
| FSM 75 Funding Initiative | £11231 |

| | |
|------------------|-----|
| Motivation Cards | £65 |
|------------------|-----|

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.