



Pupil Premium Grant Report:

2015-2016

Avanti Court Primary School is a fairly new four form entry school in Redbridge with a Nursery. Currently, we have pupils from Nursery to Year 4. We will have pupils in Year 6 in 2018.

As a school we have high very high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe as a school that the best education should be provided to all children no matter where you come from or your background. Education comes from a passion and thirst for knowledge, and your dedication and commitment to learning makes the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential so that they achieve everything possible. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and aspiration - and so we are determined to create a climate that does not limit a child's potential in any way.

Key facts

- Our school motto 'Everyone Welcome and Everyone Included' reflects our high expectations of the whole school community and reinforces our belief that no child will be left behind
- We are committed to working with a wide range of organisations which strongly enhances our provision and supports our local community
- Accreditations reflecting our best practice include:

Sustainable Travel Bronze award 2014

We are currently working towards the Silver PSQM award for Science for 2016

We aim to achieve the Basic Skills mark in 2016

Recent Improvements

- The School is determined to create a positive culture in which everyone can reach their full potential
- Good performance standards at EYFS, KS2 and KS1
- Increase in the number of pupils achieving a Level 3 in Year 2 (2015) compared to results in 2014
- Leadership intervention established to continue to improve quality of teaching, ensure greater consistency in practice and expectations
- Earlier intervention in place in Years 1/2 and EYFS
- New and improved computing infrastructure, including the use of ipads/visualisers, allowing ICT to be embedded in learning



- New building improvements/developments to facilitate improved teaching of especially in Reception
- Increased numbers of voluntary readers working in the school
- Welfare Assistant based at school, providing support for families and children with social, emotional and behavioural issues
- Growing Leadership team including a SENCO who is not class based
- Mentoring provides support for children. Children acting as “leaders” across the school in a variety of roles
- Increased sports provision in school time provided by specialist teachers

Objectives of Pupil Premium

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all children are high attaining. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

Key Principles -Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming



- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD which is evaluated for impact
- Improve assessment through joint assessment and moderation both in the borough and out of the borough

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
- Recognising and building on children's strengths to further boost confidence

How we spent the 2014-2015 Allocation:

Proposed Pupil Premium Grant Expenditure: Report to Parents Autumn 2014/15

This report shows how many children are entitled to the Pupil Premium Grant (PPG), the amount per child, how much in total was received and how we spent the money. It also shows how we quality assure each 'item/project/intervention' and evaluate outcomes for pupils. We



have high expectations of all our young people and want to ensure that the extra funding is impacting on children's learning and success.

Overview of the school: Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll (3 Oct 2014)	362
Total number of pupils eligible for PPG	15 (Free School Meal entitlement = entitled to Pupil Premium) 1 (Looked After Children)
Amount of PPG received per pupil	£1300
Total amount of PPG received	Grand Total= <u>£19500</u>

Overview of PPG expenditure and outcomes for pupils

Nature of support	How is it linked with the school curriculum?	How much was spent?	What are the outcomes for pupils?
Subscription to Mathletics ICT, Spellodrome, Reading Eggs programme for parents to access at home and for pupils to use on laptops at school	Development and improvement of individual maths, reading, spelling skills based on curriculum	£450	Raise achievement in Literacy and Maths
Education City subscription for Maths, Literacy	Raising standards in basic maths and literacy	£360	Raise achievement in Literacy and Maths
Parent Support Advisor to liaise with families with a focus of removing barriers to learning	Parental support can raise standards in educational attainment. We wanted to ensure that parents of children entitled to PPG are supported, if needed, to help their child.	Contribution to PSA salary (equivalent to 30 hours work=£500)	Attendance to school is improved from Autumn to Summer term. Pupils are more independent and organised as a result of better communication with PPG parents
Pupil conferences	All pupils have personalised targets in each of the core areas. PP Pupils achieve in core subjects. APS gap is reduced by half. Class teacher and pupil meet 1:1 to discuss their targets, areas for improvement and what/who would be	Supply cover 1 day per term =£800	Raise pupil self esteem, can do attitude leads to better achievement in core subjects.



	able to help them. Parents consulted.		
Purchase of Maths Texts (Maths Target) and Home- learning support material	Development and consolidation of maths topics studied	£400	Raised achievement in Maths. Improved home-school links.
Continuing Professional Development of all staff to ensure Quality First Teaching	CPD- developing teachers practice to ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives.	£1000	Key priorities of questioning and challenge is improved Increase in the number of pupils attaining higher than the expected level
Providing a range of proven TA led interventions: training and support for TAs	Interventions for reading, phonics, maths help to raise to the standards and consolidate learning of maths concepts taught in class.	£2000 Incl salaries of TAs	Identified pupils to make accelerated progress Pupils make accelerated progress and attain age appropriate levels in reading and maths. Improved confidence and self-belief.
Enriched curriculum opportunities- subsidised trips and visitors	Curriculum is broadened to include exciting links , increasing pupils engagement and excitement	£2000	Improved attendance Raised self esteem Increased pupil participation
1:1/ 1:2 tuition (50 hours)	Raising standards in maths and English	£1000	Raised achievement in Maths and English
How do you check if children are progressing?	<p>Tracking progress of pupils eligible for PPG through LABs meetings held half termly</p> <p>Termly pupil progress meeting with focus on targeted PP children</p> <p>Gap narrows in Phonic assessments</p> <p>PP pupils show as good level of progress as their Non-PP peers to narrow the gap. Accelerated progress is expected.</p> <p>Attendance improvements by 25% (from Autumn compared with Summer terms)</p>		



Evaluation of Pupil Premium Interventions 2014-15

Year Group	Item/Project	Objective	Impact	Comment
FSM6 from R to Y3	ICT programmes Mathletics Spellodrome Reading Eggs	<ul style="list-style-type: none"> • Raise achievement in Literacy and Maths • Individualising support • Home learning continued • Parent engagement 		Support at school by an adult. Special time allocated for the intervention raises achievement
Whole School	Education City Maths, Literacy	<ul style="list-style-type: none"> • Raise achievement in Literacy and Maths • Improving day to day teaching • Extending resources to whole staff body 		
Whole School	Parent Support Advisor	<ul style="list-style-type: none"> • to liaise with families with a focus of removing barriers to learning 		Attendance improved by a small margin from 94.63 in the Autumn Term to 94.85 in the summer Term. Role was part time. Need a staff member dedicated time for full impact.
FSM6 from Y1 to Y3	Pupil conferences	<ul style="list-style-type: none"> • All pupils have personalised targets in each of the core areas. • PP Pupils achieve in core subjects. APS gap is reduced by half. Class teacher and pupil meet 1:1 to discuss their targets, areas for improvement and what/who would be able to help them. Parents consulted. 		Feedback from pupil and Class teacher was positive. Majority of pupils made between 4APS to 6APS points
Ks2	Maths Target Texts and Home-learning support material	<ul style="list-style-type: none"> • Development and consolidation of maths topics studied 		Texts not purchased. Will need to be done for academic year 2015-16



Whole School	CPD for staff	<ul style="list-style-type: none"> developing teachers practice to ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives 		
FSM6 from Y1 to Y3	Providing a range of proven TA led interventions/training and support for TAs	<ul style="list-style-type: none"> Interventions for reading, phonics, maths help to raise to the standards and consolidate learning of maths concepts taught in class. 		Majority of pupils made between 4APS to 6APS points
Whole school	Enriched curriculum opportunities subsidised trips and visitors	<ul style="list-style-type: none"> Curriculum is broadened to include exciting links, increasing pupils engagement and excitement 		There is no statistical evidence that this impacts on empirical outcomes however 9/15 pupils achieved expected or above expected age levels
FSM6 from Y1 to Y3	1:1/ 1:2 tuition (50 hours)	<ul style="list-style-type: none"> Raising standards in Maths and English 		The biggest impact on pupil progress

Pupil Premium Data Analysis Summer 2015

Reception

	Maths		Reading		Writing	
	Baseline	Summer	Baseline	Summer	Baseline	Summer
Pupil A	40-60E	40-60S 2steps progress	30-50S	40-60S 3steps progress	40-60E	40-60S 2steps progress
Pupil B	30-50E	40-60D 4steps progress	30-50E	30-50D 1step progress	30-50E	40-60E 3 steps
Pupil C	30-50D	ELG Expected level	30-50D	ELG Expected level	30-50S	ELG Expected level



- There are 3 pupils in the who are in receipt of pupil premium.

Year 1

- There are 7 pupils in receipt of pupil premium funding.
- Attendance also remains an issue with this group.

	Maths			GLD Summ er 14	Reading		GLD Summe r 14	Writing	
	GLD Summ er 14	Met/N ot Met Aut 14	Summ er 2015		Met/N ot Met Aut 14	Summ er 2015		Met/No t Met Aut 14	Summe r 2015
Pupil A	2	1c Met	1a 4 pts	2	1c Met	1a 4pts	2	Wa n/m	1a 4pts
Pupil B	1	Wc N/M	1b 8 pts	1	Wc n/m	1b 8pts	1	Wb n/m	1b 8pts
Pupil C	1	wb N/M	1b 6 pts	1	Wc n/m	1c 6pts	1	Wc n/m	1c 6pts
Pupil D	2	1c Met Aut	n/a	2	Wa n/m	n/a	2	Wa n/m	n/a
Pupil E	1	wa N/M	1c 2 pt	1	Wc n/m	1c 6pts	1	Wc n/m	Wa 4pts
Pupil F	2	1b M	2c 4 pts	3	1b met	2c 4pts	2	1b met	2c 4pts
Pupil G	-	Wc (spring)	Wa 4 pts		Wc spring	Wa 4pts		Wc spring	Wa 4pts

- All FSM pupils have made at least 4APS progress apart from on pupil who has not made this in Maths.
- Pupil Premium funding was used to support pupils in small group practical Maths and English interventions with a TA weekly as well as 1:1 and small group focussed 1 hour sessions after school with a class teacher. These interventions have impacted well on the group and will continue for the rest of the term
- The school has funded for all FSM pupils to have access to 3 online programmes: Mathletics, Spellodrome and Reading Eggs. Pupils will continue accessing these programmes at home and at school.

Year 2

There are 5 pupils receiving PP funding in Year 2 (Expected APS is 4)

	Maths	Reading	Writing
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	Whole	FSM	Whole	FSM	Whole	FSM
Autumn 14	11.26	11.00	11.18	11.80	11.07	12.20
Summer 15	17.15	16.6	17.17	18.20	16.81	17.80
Progress	5.89	5.6	5.99	6.4	5.74	5.6

- All FSM pupils are making above expected progress. In reading, FSM pupils exceed the progress made by their non-FSM peers. There is a tiny gap in Maths and in Writing but the gap has certainly closed for this group.
- 1:1 tuition and small group tuition after school for these pupils have impacted greatly on their achievements. The support was conducted by Year 2 teachers for one hour weekly on pupils' class targets.

Year 3

	Maths		Reading		Writing	
	Pupil A	Pupil B	Pupil A	Pupil B	Pupil A	Pupil B
Summer 14	2b	P7	2b	P6	2c	P6
Summer 15	3c	1b	3c	1c	3c	1b
Progress	4PS	6APS	4PS	6APS	6APS	8APS

Self Evaluation:

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.

- Assessment Data is collected 6 weekly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate



- Teaching staff and, where possible, support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed during these meetings

- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending

We will use RAISE Online, KS2 KS1, Phonics, ASR (Local education authority data summary) as well as whole school data (using Target Tracker) to evaluate impact in terms of attainment and progress.