

Pupil premium strategy statement 2020-23

School overview

Metric	Data
School name	Filton Avenue Primary School
Pupils in school	686
Proportion of disadvantaged pupils	37.96 %
Pupil premium allocation this academic year	£ 342,975
Academic year or years covered by statement	2021-23
Publish date	01 December 2021
Review date	01 July 2022
Pupil premium lead	Komilla Datta

STRATEGY STATEMENT

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionately affected by poor quality teaching.

The overall aims of this catch-up premium strategy:

- Ensure mental wellbeing of children on their return to school after extended time out due to COVID lockdown
- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Measure	Activity
Priority 1	

<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Ensure all relevant staff have RWI training • All CPD carefully planned to match priorities in our SDP, including subject knowledge, Instructional Coaching, Maths Meetings • Reading Wise with targeted pupils • More individual reading with targeted pupils • A focus on Lower Prior Attainers and specific support for this group • Termly meetings with Maths/English leads to look at disadvantaged data • Progress Reviews include a focus on disadvantaged pupils and their progress, discussions and follow up with pupils
<p>Priority 2 For all disadvantaged pupils in school to make or exceed disadvantaged nationally expected progress rates.</p>	<ul style="list-style-type: none"> • Through Learning Reviews, lesson observations/VEO, planning, book looks, data, Pupil Progress Meetings and Pupil Voice.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Low levels of literacy skills, particularly writing and resilience for writing. Children's resilience for writing was affected by the lockdown period. Based on initial assessment of their return, the children have required additional focus on previous year's key objectives for grammar, punctuation, spellings and cohesion. They also need opportunities to develop resilience for accurate handwriting. • Low levels of attainment of Phonics, particularly the lower prior attainers. Children start school with little or no phonics knowledge and skills and the extended lockdown period has meant that children have missed vital phonics input from school. There is particular need in years 1 and 2. • Low levels of reading skills, particularly inference skills. Based on initial assessment on their return, the children need additional focus on higher reading skills such as fluency, decoding and re-engaging with reading. • Speech and language development due to lack of social interactions with peers in particular. • Low levels of maths skills, particularly application and reasoning skills. • On the return to in school learning, teachers have been continuing with the schemes of learning, identifying gaps and using lesson time and feedback sessions to address gaps in prior learning or misconceptions as they arise. Additional 'Maths Meeting' (fluency) sessions have also been introduced to enable learners to practise key mathematical skills. Where concerns have arisen, teachers are supporting their planning with resources from the

DfE Mathematics Guidance for KS1 and KS2 (June 2020) and the supplementary resources around Ready to Progress criteria from the NCETM (National Centre for Excellence in the teaching of Mathematics).

Strategy aims for disadvantaged pupils

Measure	Expected Standard
Meeting expected standard at KS2 RWM Reading Writing Maths	65 %
Achieving high standard at KS2 RWM Reading Writing Maths	11 %

Targeted academic support for current academic year to achieve the overarching strategy statement

Measure	Activity	What's the evidence and rationale for this choice?
Priority 1 To raise attainment and accelerate progress through developing provision,	<ul style="list-style-type: none"> To ensure that RWI continues to be monitored closely and pupils making below expected progress are identified Target disadvantaged pupils using Insight data (book band levels, Accelerated Reader, NFER, Reading Wise) and teachers to 	<p>Internal analysis of assessments.</p> <p>Evidence from EEF and Sutton trust for teaching assistants to lead interventions groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>

teaching and outcomes in Reading

consider gaps in learning. Feedback in class used to make next steps explicit. Use of QLA to inform planning

- To monitor the Accelerated Reader in KS2 and ensure regular reading opportunities are being seen
- Triangulation of monitoring evidence from the school monitoring cycle Class data to be analysed for impact and discussed during pupil progress meetings/ Learning Reviews. This includes monitoring Reading lessons.
- To encourage book talk in Reading Lessons where children are considering characters, settings and story lines.
- To develop a school community with a passion for reading through story times, book reviews and ensure this reflects representation. Promote use of myON. This is to inspire and excite children to read through the reading reviews and bedtime stories on Class Dojo.
- To provide a tailored, targeted provision for developing all learners as independent readers (through benchmarking, STAR tests, NFER). Create clear pathways for reading interventions and results and impact recorded on Edukey.

EEF Literacy recommendations

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy>

Evidence from EEF about the value of pre-teaching for all to access the curriculum.

<https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send>

Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. The Reading Teacher

https://www.researchgate.net/publication/250055749_Fluency_Bridge_Between_Decoding_and_Reading_Comprehension

Dan Nicholls – Urgent Action Required, addressing disadvantage

<https://dannicholls1.com/>

	<ul style="list-style-type: none"> • To improve fluency and comprehension through the teaching of whole class reading lessons in Years 2-6. Start with a pilot fluency project in Year 3. Provide staff training on the delivery of fluency sessions. • To ensure reading opportunities to read across the curriculum. • To improve parental engagement with reading. 	
<p>Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress</p>	<ul style="list-style-type: none"> • To upskill support staff with appropriate approaches and pedagogy to teaching interventions through a carefully planned CPD programme. Use of VEO and WalkThrus to enable staff to improve their own teaching practice. • Additional staff training for planning and teaching priority objectives in Phonics, Reading, Writing, Maths, including subject knowledge CPD. • To identify pupils who may require more targeted support on a regular basis. This will be through triangulation of monitoring evidence from self-assessment cycle; class data to be analysed for impact; Learning Reviews • 'Maths Meeting' Fluency sessions to reinforce key skills and recap missed learning. Number Sense used in Key Stage 1 and to support learners that need it higher up. 	<p>Internal analysis of assessments.</p> <p>Reading Wise progress data from T2.</p> <p>Accelerated Reader +3-5 months progress (higher for students with Free School Meals).</p> <p>Evidence from EEF and Sutton trust for TA to lead interventions groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Rosenshine's 10 Principles of Instruction (WalkThurs) https://eltplanning.com/2020/08/22/review-rosenshines-principles-in-action/ https://www.walkthrus.co.uk/</p>

	<ul style="list-style-type: none"> • Phonics Streaming in Reception and Year 1. Targeted pupils in Year 2, 3 and 4 to have phonics as well. • To use Oracy as an effective tool across the curriculum – ensure big themes of text and wider vocabulary progression is being taught 	
<p>Priority 3 COVID Catch up funding used to accelerate progress for those affected by COVID and disadvantaged pupils</p>	<ul style="list-style-type: none"> • Targeted small group and individual reading interventions led by a qualified Reading Recovery Teacher • Targeted small group interventions with a TA focused on disadvantaged pupils and lower prior attainers in Maths and English 	<p>Closing The Gap: The Benefits Of Small Group Tuition</p> <p>https://engage-education.com/blog/closing-the-gap-the-benefits-of-small-group-tuition/#:~:text=Is%20Small%20Group%20Tuition%20Effective%3F%20In%20the%20EEF%E2%80%99s,effectiveness%20of%20this%20form%20of%20tutoring%20goes%20down</p> <p>EEF Small Group Tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations – 96 %</p>	<ul style="list-style-type: none"> • To identify pupils who are falling behind national through weekly attendance meetings. • To provide support for families with low attendance, working with the learning mentor. • To provide pupils with the opportunity to attend the Breakfast for free.
<p>Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> • To ensure the curriculum is balanced and carefully sequenced, and the curriculum allows opportunities for cultural capital • To provide greater enrichment opportunities for disadvantaged pupils. For example in Y3, music lessons, States of Being visitors, Year 5 recorder lessons, Duke of Filton Avenue, after school clubs etc • A full range of extracurricular activities. 50 % discount from Bristol Sports for those eligible for the Pupil Premium Grant • Brilliant Club for Phase 3 pupils (targeting Higher Prior Attaxiners that are PP) • We are Awesome club to be launched 22-23 targeting higher prior attaining Pupil Premium children
<p>Priority 3 To work reactively with families and provide support</p>	<ul style="list-style-type: none"> • To support current pupils and those who are new to Filton Avenue. This may be on additional interventions or additional adult support through our Learning Mentor or Thrive practitioners. • Mental Health First Aid training. Three colleagues will be trained as Mental Health First Aiders to support adults in the Academy post the pandemic. Mental Health First Aiders recognise warning signs of mental ill health, and develop the skills and confidence to approach and support someone. A key role is effective signposting to support for the child and parent/carer.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor attendance, including the impact of #Covid19 • Ensure targeted children attend breakfast club (currently LR) and have access to the Learning Mentor/Thrive • Impact of COVID and mental health of the pupils, particularly on younger pupils that have particularly suffered
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Quality First Teaching & CPD	220,000
Learning mentoring and emotional support (including boxing mentoring)	40 000
Reading Wise	1200
Staffing costs to deliver Reading Wise	20 000
VEO	1200
WalkThurs	600
Voice 21	1500
SOL attendance	400
Accelerated Reader	2689
Thrive Training	2343
Breakfast Club	4000
Nurture Group (at LR)	5000
Books	5000
Reading Interventions	20 000
Number Sense	299
Oracy and Curriculum Lead release time	3000
Enrichment	5000
Maths Intervention	3000
Phonics intervention (Year 2)	10 000
Total Projected Spend	Approx. 340,000
Covid Catch Up funding	36,000

Projected Spending

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths, English and Curriculum Leads.	Use of INSET Days and twilight sessions.
Wider strategies	Engaging the families facing the most challenges	Working closely with families with greatest need and liaise with social care and GP to signpost to local services.

Review: last year's aims and outcomes (Please see detailed review in last year's impact report)

Aim	Outcome
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.in RWM	Covid impacted the outcomes of the children who left Reception in 2020 and 2021, but this was minimised by well-structured and coherent home learning, including daily phonics videos and 1:1 virtual reading conferencing with parents and children throughout the period of lockdown, and beyond, for those isolating. Parents were actively involved in their children's learning through Class Dojo and the leadership team and teachers supported families who struggled with the learning due to technology

	<p>or personal circumstances. Data for these cohorts has been analysed and interventions and support put in accordingly.</p> <p>Phonics Data</p> <p>Reception- May 39%</p> <p style="padding-left: 40px;">July 55%</p> <p>Year 1- May 52%</p> <p style="padding-left: 40px;">July 52%</p> <p>Year2 - May 76%</p> <p style="padding-left: 40px;">July 84%</p> <p>The outcomes for our disadvantaged pupils were also broadly in line with, or better than, those for their national/local equivalents in Year 6.</p> <p>Year 6 Outcomes for PP children compared to disadvantaged pupils combined</p> <table border="1" data-bbox="801 1129 1397 1284"> <tr> <td>Reading</td> <td>68 %</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">51 %</td> </tr> <tr> <td>Writing</td> <td>66 %</td> </tr> <tr> <td>Maths</td> <td>75 %</td> </tr> </table>	Reading	68 %	51 %	Writing	66 %	Maths	75 %
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<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics</p>	<p>No Phonics data 2020. However the Y2 who sat the Phonics screening in November 2021 saw pass.</p>							

Other	Attendance improved after COVID19 – high impact.