

Pupil premium strategy statement 2020-23



2022-23 update in green

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 December 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
<p>Priority 1</p> <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 • Ensure targeted staff have RWI coaching from RWI leader • Ensure RWI taught twice daily in year 1 • Catch up interventions in Y2 and KS2 and 1:2 tutoring and pinny time in Y1 and YR • Ensure books are exactly matched to phonic knowledge in early reading • Scaffolding project to ensure teachers focused on improving the quality of scaffolding for low prior attainers and enabling them to make accelerated progress • Daily handwriting practice introduced to support children who have struggled with letter formation due to Covid. • Reading fluency taught 2x weekly to target groups • All CPD carefully planned to match priorities in our SDP, including subject knowledge, Instructional Coaching, Maths Meetings
<p>Priority 2</p> <p>For all disadvantaged</p>	<ul style="list-style-type: none"> • Through Learning Reviews, lesson observations/VEO, planning, book looks, data, Pupil Progress Meetings and Pupil Voice.

<p>pupils in school to make or exceed disadvantaged nationally expected progress rates.</p>	
<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 daily 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	59 % (Down from 65 %)
Achieving high standard at KS2 RWM Reading Writing Maths	11 %

Targeted academic support for current academic year

Measure	Activity	What's the evidence and rationale for this choice?
<p>Priority 1 To raise attainment and accelerate progress through developing provision, teaching and outcomes in Reading</p>	<ul style="list-style-type: none"> • To ensure that RWI continues to be monitored closely and pupils making below expected progress are identified and provided with interventions • Target disadvantaged pupils using Insight data (book band levels, Accelerated Reader, NFER, Reading Wise) and teachers to consider gaps in learning. Feedback in class used to make next steps explicit. • Smart Grade purchased 2022 to enable more standardised testing. • To monitor the use of Accelerated Reader in KS2 • 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 develop a school community with a passion for reading through story times, book reviews and ensure 	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p> <p>EEF Literacy recommendations</p> <p>Internal analysis of assessments.</p> <p>Evidence from EEF about the value of pre-teaching for all to access the curriculum.</p> <p>Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. <i>The Reading Teacher</i>, 58, 510-519</p>

	<p>this reflects representation. This is to inspire and excite children to read the books promoted on Class Dojo.</p> <ul style="list-style-type: none"> • To provide a tailored, targeted provision for developing all learners as independent readers (through benchmarking, STAR tests, Smartgrade). Create clear pathways for reading interventions and results and impact recorded on Edukey. • 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 through parent workshops. 	
<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 • Pre-teaching in Maths established to make curriculum access more equitable. 	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p> <p>EEF Teaching and Learning Toolkit</p> <p>WalkThrus (Rosenshine's 10 Principles of Instruction)</p> <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</p>

	<ul style="list-style-type: none"> • Tutoring in Maths will happen in Year 2 and 3 Maths up from next term using Number Stacks (already in use in T3). Tutoring in Year 4 will focus on timetables (using the Clair Christie systematic approach to teach timetables). • Maths Review to happen in T3. • Further staff training on scaffolding, addition subject knowledge, vocabulary and sentence stems. This focus on lowest 20 % so the children are on the same journey with the same outcomes. • New Maths plan to stream in Year 6 to ensure most children achieve ARE (particularly in the lowest 20 %). • Mathematics is being focused on those that are close to achieving ARE in Year 5 and 6. This is based on the most recent test data. • Maths Seeds launched in T3 as a home learning tool. Personalised learning programme in Maths. • Daily Fluency sessions to reinforce key skills and recap missed learning. • 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 • Launch of word of the week to develop vocabulary 	<p>Meals)</p> <p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p>
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	<ul style="list-style-type: none"> As a stage 3 school we are show casing best practice to schools. We will have up to 30 schools visiting us in February. 	
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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. Liaison across the trust to share good practice Increased regular and frequent communication using social media platforms to reach all parents to include holidays. Increased Home visits and regular phone calls home to target persistent absentees. Phone calls to be made during holidays to PA families to remind them of start dates Training for staff involved from Sol, Arbor and Bristol City council, Anna Freud for EBSA (emotionally based school avoidance) Attendance lead developing an Attendance strategy for whole school Foster a feeling of belonging following recommendations from EDIB Audit, for all pupils, which is fundamental to pupil attendance and engagement. (INSET)

	<ul style="list-style-type: none"> • Update all communications in line with this approach, and in line with Bristol Belonging Strategy: Belonging in Education • Analysis of groups to identify challenges and subsequently understand the underlying problem that is creating absences. • Analysis of days of the week absences and implications of first week of term absence. • Update Attendance policy and website to ensure it is equitable and links to the mental health and well-being policy (and vice versa). • Develop the use of Attendance Action plans for PA families • Teachers to use Class Dojo to monitor class attendance • Relaunch class rewards for good attendance
<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, Enrichment programme, Duke of Filton Avenue, after school clubs etc • Utilise pupil Oracy champions and give them plenty of opportunities to speak to large audiences, create assemblies and communicate with visitors.
<p>Priority 3 To work proactively 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

	<p>Academy post the pandemic. Mental Health First Aiders recognise warning signs of mental ill health</p> <ul style="list-style-type: none"> • 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. • Termly coffee mornings held with attendance from external agencies to support
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 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

Projected Spending

Strategy	20-21	21-22
Quality First Teaching & CPD	220,00	222,000
Learning mentoring and emotional support	40, 000 (including boxing mentoring)	40, 000 (including boxing mentoring)

Reading Wise	1,200	1,200
Staffing costs to deliver Reading Wise	20 000	20, 000
VEO	1,200	1200
WalkThrus	600	600
Voice 21	1500	1500
SOL attendance	400	400
Accelerated Reader	2689	2689
TT Rockstars	300	300
Thrive Training	2343	1986
Nurture Group at LR	5000	4000
Books	5000	6000
Reading Interventions	20 000	20 000
Oracy and Curriculum Lead release time	5000	5000
Enrichment	5000	5000
Maths intervention	3000	3000
Phonics intervention (Year 2)	10 000	10 000

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 and Impact: last year's aims and outcomes 2021-22 (Please see detail in Impact Report 2021-22)

Aim	Outcome		
To raise attainment and accelerate progress through developing provision, teaching and outcomes in Reading	Phonics Data		
		Current Y1	Current Y2
	% pupils OT at	55%	32%

start of Y1		
% pupils passing check in Y1		67%

Here are the Y2 results from last year in reading:

End of Year 1 (2021)	End of Year 2 (2022)
34% WA 6% GD	47% WA 6% Greater depth

Data for this year's reception is much improved for this point in term 2.

84% On Track, compared with 39% at this point last year.

Teaching practices have changed in YrR, Yr1 & 2 to ensure teaching is purely

	systematic synthetic phonics until children complete RWI.												
<p>To ensure summative end of KS2 results are at, or exceed, national expectations for progress</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>For all disadvantaged pupils in school to make or exceed disadvantaged nationally expected progress rates.</p>	<p>Year 6 Outcomes for PP children compared to disadvantaged pupils combined</p> <table border="1" data-bbox="801 427 1391 767"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>All Pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>54%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>65%</td> </tr> </tbody> </table> <p>Maths</p> <p>New White Rose Planning which has been shared with staff with an expectation that year groups use this. Breaks down how the steps have been broken down and the importance of the new steps.</p> <p>Misconceptions are clearly identified which supports teachers pick apart and plan for an misconceptions that may come up.</p>		Disadvantaged	All Pupils	Reading	54%	65%	Writing	46%	57%	Maths	50%	65%
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	<p>New sentence stems support our Oracy objective. These are Maths Talk with clear progression.</p> <p>Lisa has also delivered the Calculation policy (addition and subtraction) to all staff.</p> <p>Pre teaching has continuing in Year 3 and 4 and this has seen impact as well.</p> <p>Maths Meeting and number sense is still continuing to revisit missed learning and misconceptions that have arisen due to this.</p> <p>Number stacks – an online programme for specifically Year 3 (targeted for the greatest need). The impact will be reviewed in Spring 2023. This really focuses on Number.</p> <p>Our iterative approach to CPD certainly had a positive impact on teaching and learning, particularly in developing teacher's pedagogy and practice through</p>
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the use of VEO, IC, and WalkThrus, and ensuring that our PDR process was intrinsically linked to this.

We made significant changes to how Phonics and early reading were taught, which ensured the pupils in those year groups made sustained progress, from low starting points, as mentioned above.

Writing is a strength in the school and the leadership of this subject area, particularly the time spent with class teachers mapping out the 'planning circles', ensured outcomes were successful.

In Maths, our CPD programme focused on improving teacher's subject knowledge, as research shows this has the most impact on outcomes. This has positively impacted on T+L and outcomes.

Oracy is embedded throughout the learning experience at Filton Avenue. All enquiries throughout KS1 and KS2 have a specified oracy outcome to showcase learning and highlight knowledge learnt in response to the big question. Learners regularly present to their peers, other year groups, parents and visitors. We are

	<p>currently raising our expectations further by ensuring we have a wide range of different purposes for talk, for example, explain, recite, persuade. Each state of being now has sentence stems to support talk in the classroom to elevate the use of subject specific language. We are now a Voice 21's Stage 3 school, as they believe we have 'a sustained and wide-ranging curriculum for oracy' and 'are innovating and would are now sharing what we are doing with other schools'.</p> <p>Our States of Being child Oracy champions have been working with the States of Being Leads to look at school improvement by looking at books and planning. This pupil leadership opportunity was recognised by our recent Ofsted report. The champions are representative of our school community and also Pupils Premium.</p>
<p>Wider Strategies</p> <p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations – 96 %</p> <p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<p>Attendance has been challenging due to continued illnesses as children are mixing more following school closures. Please see above for strategies to improve attendance 21-22 above.</p> <p>To support and develop our children's cultural capital, we have created an SMSC Calendar that gives the children</p>

<p>To work proactively with families and provide support</p>	<p>opportunities and experiences to enhance their lives. This is through extra-curricular activities throughout the year which includes clubs from staff and Bristol Sport.</p> <p>SMSC Calendar - 2022-2023</p> <p>SMSC Calendar - 2021-22</p> <p>Our personal development is carefully designed and is a high priority, with a wide range of activities including opportunities to develop aspiration – including Enrichment and career fairs – through our involvement with Compass for Life programme and our Super North Star offering.</p> <p>We have developed a range of opportunities for children to develop leadership skills. For example, States of Being Leads, Pupil Advocates, Oracy Champions and School Council. Children support with the evaluation cycle, conducting pupil voice and reviewing learning; lead assemblies; support with school tours etc.</p>
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	<p>We have also pledged that all children will have visited all places of worship by the time they leave in year 6. Children have the opportunity to study different religions and work collaboratively to share their new learning.</p> <p>We have built community links that allow children to work and support the community; this is through the church, foodbank, local university, shops and business plus opportunities to support charities in many different ways.</p> <p>Creating an Enrichment programme designed to support the children and enhance their cultural capital; silent discos, Commonwealth Games, Panto in School, Trips to the Theatre, Virtual Tours, Bristol Sport, Tickets for events, Day of Dance and Heritage as well as Oracy an Theologian Days.</p> <p>For parents and carers we have created a vision that is “Filton Avenue Primary School is the heart and soul of the Horfield and Lockleaze Community – We</p>
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	<p>are more than just a school – where our school is part of society and our pupils are citizens of the community”</p> <p>To support this vision we offer a range of support through the following; Parent Advice opportunities, parent support morning, adult class (to start in January 2023), Community Partnership Newsletter (Monthly), Parent Coffee Mornings (with local guests offering support and advice)</p> <p>We have opened our own school shop to support our parents with clothing and a range of other things.</p>
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