

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	2021-22
Publish date	01 December 2022
Review date	01 December 2023
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	Impact
Priority 1 To raise attainment and accelerate	<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 	Learners in all year groups enjoy reading. The children interviewed could talk confidently

<p>progress through developing provision, teaching and outcomes in Reading</p>	<ul style="list-style-type: none"> • 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. • 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 this reflects representation. This is to inspire and excite children to read the books promoted on Class Dojo. • 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>about books they had enjoyed reading or listening to, despite being low prior attainers.</p> <p>All children on the phonics programme are reading books exactly matched to the sounds they have been taught to build confidence in the code. Teachers are also promoting quality fiction and non-fiction to share at home for those on phonics programme to build their vocabulary and enjoyment of stories. Learners were able to talk confidently about books they had taken home to share as well as the RWI books they were reading.</p> <p>Learners in the bottom 20% are receiving targeted additional support.</p> <p>Phonics keep up and catch-up interventions in EYFS have replaced 1:1 reading using book banded books.</p> <p>In Y1, RWI now happens twice daily to ensure the lowest prior attainers receive small group support for an hour a day.</p> <p>In Y2 to Y6, all children in the bottom 20% receive phonics interventions (where necessary) and read at least twice weekly with their class teacher either 1:1 or within a guided fluency group.</p>
--	--	---

		<p>Fluency groups in ERIC time are supporting the bottom 20% by providing more regular, repeated oral reading.</p> <p>Quality story time is happening daily across the school using the recommended spine of texts and exposing all children to rich language. All learners are able to talk about story time and the stories they have enjoyed listening to so far this year. Staff share a range of representative texts across the year – a good proportion of these also deal with key issues around ethnicity, diversity, inclusion and belonging.</p> <p>Talk through stories have been introduced in Y1 twice weekly to provide well-planned oral comprehension sessions which also support vocabulary development.</p> <p>Reading lessons from Y2 to Y6 are well planned and focused on key skills. Reading folders in all year groups show that challenging texts are being used to develop the children's comprehension skills.</p> <p>Y3 to Y6 are now focusing on non-fiction in ERIC at least once a week and encouraging non-fiction book-sharing to address the imbalance between fiction and non-fiction in our reading curriculum and create an</p>
--	--	--

		<p>opportunity for mixed-ability paired oral reading.</p> <p>Tutoring is targeting low prior attainers and those eligible for pupil premium. This will help to address the pupil premium gap shown in the reading data.</p>
<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. • 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 	<p>We set ambitious KS1 targets, particularly given the disruption this cohort had due to Covid; unfortunately, we didn't meet these targets. This is also a low prior attaining cohort, with significant SEND and poor attendance ($\frac{1}{4}$ of the cohort were PA) - we have specific plans to support this year group in Y3, involving interventions and tuition.</p> <p>For both Phonics and EYFS GLD, we aimed to exceed 2019 national standards. Again, these were ambitious, for the same reasons as above. 67% of Y1 pupils passed the PSC, while 63% of Reception pupils achieved GLD.</p> <p>Our KS2 outcomes have good and reflect what Ofsted commented on. EXS+ in writing and GDS in reading, which supported the high scaled score is testament to the strength of the curriculum and teaching. The value-added scores provided by FFT are also a positive, as is keeping the PP gap to single figures.</p>

Reception and Y1 pupils made excellent progress from very low starting points and their attainment stands them in better stead going forward than the previous cohorts.

Maths outcomes at KS1, looking at their scaled score are in line with national. PP outcomes in R, W + M are broadly in line with their national equivalents. RWM was not far below national.

Our iterative approach to CPD certainly had a positive impact on teaching and learning, particularly in developing teacher's pedagogy and practice through 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 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.

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 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

		<p>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'. 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.</p> <p>We have clear progression in knowledge and skills throughout every enquiry taught. Last year we developed whole school documents for progression in historian, geographer and scientist. This year our focus in on developing knowledge and skills when working as artists, engineers and musicians.</p>
--	--	---