

Pupil premium strategy statement – Filton Avenue Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	592
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Daniel Rodeck, Headteacher
Pupil premium lead	Sarah Stefanini, Deputy Headteacher
Governor / Trustee lead	Anne Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,835.00
Recovery premium funding allocation this academic year	£36,830.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£381,665.00

Part A: Pupil premium strategy plan

Statement of intent

We are determined to combat educational disadvantage and social inequalities to ensure excellent outcomes for all our children.

Our approach is centred around developing highly effective quality first teaching, so that disadvantaged pupils attain excellent outcomes across all subject areas, irrespective of their background or the challenges they face. The Sutton Trust research clearly indicates the impact of quality teaching on closing the disadvantage attainment gap. We develop highly effective teaching through rigorous staff professional development including research-based instructional coaching.

We also recognise that, for some disadvantaged pupils to benefit from quality first teaching, we also need to tackle other barriers to learning including social and emotional issues, and attendance. In this respect, we are responsive to both common challenges and individual needs, rooting interventions in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Implicit in all our intended outcomes is the intention that non-disadvantaged pupils' attainment will always be sustained and improved alongside that of their disadvantaged peers, and that other vulnerable groups, e.g. those who have a social worker or are a young carer, will also be targeted in any pupil premium provisions, regardless of whether they are disadvantaged.

Our strategy is also integral to school plans for education recovery following the COVID-19 pandemic, for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure our approach is effective we will:

- Ensure school's performance data is always viewed and evaluated with a lens on disadvantage.
- Ensure all staff are committed to closing the disadvantage gap, are aware of the disadvantaged learners they teach, and consciously build strong relationships and a sense of belonging for these students to help them excel.
- Prioritise disadvantaged learners for enriching academic and extra-curricular opportunities that challenge and inspire them.
- Intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and Oracy development:</p> <p>Pupils experiencing disadvantage frequently arrive with underdeveloped oral language skills and vocabulary gaps, and this has worsened since Covid. In the last 3 years, on entry in reception, 75% of our disadvantaged pupils were below age-related expectations for speaking compared to 50% of other pupils. Observations show this gap narrows but remains significant in KS1 and KS2, and pupils experiencing disadvantage are less likely to use talk to connect ideas and explain what is happening coherently.</p>
2	<p>Attainment in key subject areas:</p> <p>Attainment of those experiencing disadvantage is lower than non-disadvantaged in Reading, Writing and Mathematics. On entry in Reception, most learners experiencing disadvantage are working below age-related expectations, and there is a significant disadvantage gap. Internal and external assessments show this disadvantage gap narrows but remains significant at the end of KS2 in Reading, Writing and Mathematics. Additionally, a high percentage of disadvantaged pupils, who join the school in later year groups, are assessed as working below age-related expectations on entry and struggle to catch up.</p>
3	<p>Progress for pupils working at Greater Depth:</p> <p>A lower proportion of learners experiencing disadvantage reach Greater Depth, compared to their non-disadvantaged peers. This is particularly the case in writing and has been exacerbated since the pandemic.</p>
4	<p>Phonics and Early Reading Progress:</p> <p>Learners experiencing disadvantage have lower levels of reading attainment in KS1 than non-disadvantaged peers. Not being a fluent reader can impact adversely on learners' access and understanding of the curriculum.</p>
5	<p>Factual Fluency in Mathematics:</p> <p>Knowledge of addition and subtraction facts and times tables is lower for pupils eligible for Pupil Premium than for other pupils; less than half of those experiencing disadvantage met age related expectations in the Y4 multiplication check.</p>
6	<p>Social and emotional behavioural issues:</p> <p>Behaviour data, and observations and pastoral assessments have identified social and emotional issues for many pupils, notably due to challenging home circumstances, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for behavioural, emotional and social support are high. 47 pupils (38 of whom are disadvantaged) currently require additional support with social and emotional needs and receive one to one or small group interventions.</p>
7	<p>Low attendance and above average levels of persistent absenteeism:</p> <p>Attendance data over the last two years indicates that attendance among disadvantaged pupils has been 6% lower than for non-disadvantaged pupils.</p>

Disadvantaged pupils have been more likely to be ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

P.A. %	All	DA.	Non-DA.
2023-24 (to date)	23.4	35.4	13.4
2022-23	27.8	44.2	17.6
2021-22	26.1	41.8	16.2

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
Improved oracy and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> - Higher proportion of disadvantaged learners achieving the early learning goal for speaking - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, books and ongoing formative assessment.
Improved attainment among disadvantaged pupils in reading, writing and mathematics	<ul style="list-style-type: none"> - Data tracking demonstrates a higher percentage of disadvantaged pupils achieve at age-related expectations or above from EYFS and the gap closes as the children move up through the school. - The gap in attainment between disadvantaged and non-disadvantaged is narrowing year on year, and attainment of disadvantaged is above 70% in each subject by 2025/26
Improved attainment for disadvantaged pupils at Greater Depth.	<ul style="list-style-type: none"> - Disadvantaged pupils identified as Greater Depth in KS1 will make as much progress as 'other' more able pupils. Evidence will be seen in planning and in pupils' books.

	<ul style="list-style-type: none"> - More disadvantaged pupils will achieve Greater Depth at the end of KS2.
Improved phonics outcomes for disadvantaged by end of Y1	<ul style="list-style-type: none"> - Disadvantaged pupils make a strong start to phonics and make expected progress in phonics in Reception and Year 1. - Phonics screening outcomes in 2025/26 show that 80% of disadvantaged pupils meet the expected standard.
Improved factual fluency for disadvantaged pupils	<ul style="list-style-type: none"> - By 2025/26, when tested at the end of Year 4, 95% of disadvantaged pupils will know their basic times tables to 12 x 12 fluently, excluding those who are disapplied from the MTC. - At the end of Year 2 95% of all disadvantaged pupils will know number bonds within 20.
Improved wellbeing for disadvantaged pupils	<ul style="list-style-type: none"> - Qualitative data from pupil, parent and teacher surveys and teacher observations shows an improvement in wellbeing of disadvantaged students. - Participation in enrichment activities by disadvantaged pupils by 2025/26 will be at 50%. - Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach. - Pupil voice reflects a high proportion of positive attitudes towards school and learning.
Improved attendance for disadvantaged pupils	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - Attendance is above 95%, and the attendance gap has reduced between disadvantaged and non-disadvantaged. - Persistent absentees are below 10%, and the figure for disadvantaged is no higher than 15%.

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: £154,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.	The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners.	1, 2, 3, 4, 5, 6
CPD on pedagogy and the science of learning for all staff: including work on cognitive overload and metacognition	EEF High Quality Teaching Chandler P and Sweller J (1991) Cognitive Load Theory and the format of instruction. <i>Cognition and Instruction</i> 8(4): 293–332. Chandler P and Sweller J (1992) The split-attention effect as a factor in the design of instruction. <i>British Journal of Educational Psychology</i> (62): 233–246.	1, 2, 3, 4, 5
CPD on Maths teaching and subject knowledge: We will fund teacher release time for Maths CPD to improve approaches to scaffolding in Maths and embed mastery approaches to factual fluency using a systematic	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3, 5

approach to Times Tables and Numberstacks. This is in line with DfE and EEF guidance.		
CPD through instructional coaching for teachers and teaching assistants: Utilising VEO and 'WalkThrus' to improve key areas identified in school improvement plan and linked to CPD on the science of learning and the application of this through direct instruction techniques	EEF evidence states that schools benefit from focusing on pedagogical expertise. The EEF guidance on 'Effective Professional Development' shows that coaching is effective. Effective PD Mechanisms Instructional coaching has a better evidence base than any other form of CPD in terms of impact on student outcomes. https://www.ambition.org.uk/blog/what-instructional-coaching/ https://steplab.co/resources/case-studies/BPxa5rgd/Developing-TA-Practice-with-Instructional-Coaching-Part-1	1, 2, 3, 4, 5, 6
Curriculum planning and evaluation: Continue to develop and teach a knowledge rich curriculum that is built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout. Subject lead release time to further develop curriculum intent, impact and implementation.	EEF evidence states that schools should prioritise curriculum development. Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) Why children don't like school (Daniel T. Willingham)	1, 2, 3
Further develop oracy provision and build on	EEF evidence shows dialogic activities such as high-quality classroom discussions are inexpensive to implement with high impacts on reading:	1, 2

school's status as an Oracy Centre of Excellence: Voice 21 training and oracy lead release time to embed oracy across the curriculum.	Oral Language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Voice 21 also shows the impact of oracy on combatting disadvantage: https://voice21.org/why-oracy-matters/	
CPD to support the implementation of RWI: Phonics training, observation, assessment and evaluation using Ruth Miskin Training, RWI materials, RWI lead release time and training days	The EEF considers phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it, to improve word reading particularly for disadvantaged pupils. Pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum is heavily dependent on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning. Phonics Teaching and Learning Toolkit EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
CPD on SEND Ordinarily Available Provision: Bespoke training for all staff to improve quality of teaching provision for pupils with special educational needs, including setting up regulation stations to improve self-regulation strategies	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. The EEF guidance report on Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4, 5
Diagnostic assessments and analysis: Smartgrade standardised diagnostic assessments	Diagnostic assessments can highlight areas that individual pupils, classes and year groups need further support with. See EEF Diagnostic assessment guidance and supporting case studies: https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	2, 3

Training for staff to ensure assessments used to inform teaching		
Using technology to support class teaching and home learning: Accelerated reader, Reading Eggs, Maths Seeds and Mathletics to improve pupil practice. Flash Academy to support pupils with EAL.	EEF guidance states that technology offers ways to improve the impact of pupil practice and can enable teachers to adapt practice effectively both inside and outside the classroom. It can also play a role in improving assessment and feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2, 3, 4, 5
Supporting the recruitment and retention of teaching staff: Providing cover time to undertake professional development such as coaching, National Professional Qualifications (NPQs) and subject leadership courses	EEF guidance states that managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may also be practical approaches selected by school leaders. EEF's 'Effective Professional Development' guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development DfE's 'Reducing School Workload Collection': https://www.gov.uk/government/collections/reducing-school-workload	1, 2, 3, 4, 5, 6,
Evaluation of impact on disadvantaged and action planning to refine approaches: Action planning meetings and Phase and Subject Leader release time to ensure: -high expectations of disadvantaged	EEF Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF recommends a balanced approach to professional development: https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development	1, 2, 3, 4, 5, 6, 7

learners within year groups -consistency of school wide approaches -monitoring, assessment & moderation		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 92,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths intervention teaching	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	2, 5
Speech and language interventions e.g. Talkboost	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 2
Reading Wise and staffing costs to deliver Reading Wise	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	4

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND e.g. The Nest, 1:1 provision plan work	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £134,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance: Training and release time for staff to develop and implement new procedures and appointing dedicated attendance/support officers to improve attendance.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>EEF guidance report: EEF Parental Engagement Guidance Report EEF Rapid Evidence Review: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	7
<p>Learning mentoring and emotional support including ELSA and Drawing and Talking</p>	<p>EEF state that the average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year, though the efficacy of approaches in individual settings need to be closely monitored. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	6, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Supporting pupils' behavioural needs	Evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviour Interventions	6, 7
Enrichment and extra-curricular activities, including sport, arts and culture, for example enrichment days, free clubs for disadvantaged children and school trips	EEF evidence shows approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6, 7
Communicating with and supporting parents, particularly those experiencing disadvantage. This includes practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, as well as targeted individual approaches where other vulnerabilities have been identified e.g. early intervention to support families and sign-posting to relevant agencies, parenting support and early help.	We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. Levels of parental engagement are consistently associated with improved academic outcomes. The EEF Toolkit has a strand on parental engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6, 7

Total budgeted cost: £ 381,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. At the time of assessment there were 231 disadvantaged pupils. 45 disadvantaged pupils also had a special educational need.

For reference:

Year group	Disadvantaged pupils	Disadvantaged pupils with SEND	Disadvantaged pupils who were persistent absentees 2022-23
R	20	2	n/a
1	39	10	19
2	30	6	14
3	23	2	8
4	34	7	11
5	44	9	20
6	41	9	11

We have analysed the performance of our school's disadvantaged pupils compared to non-disadvantaged pupils and national performance data for these groups, during the previous academic year, using national assessment data and our own internal summative and formative assessments.

Our evaluation of the approaches delivered last academic year indicate that the focus on reading, in particular, a strong start to phonics in EYFS, has improved attainment in reading for disadvantaged pupils. The percentage of disadvantaged pupils achieving age related expectations is higher year on year, with the most significant improvement for disadvantaged pupils in EYFS and Y1. In EYFS, the percentage of disadvantaged children reaching age-related expectations rose year on year from 44% in 2021-22 to 63% in 2022-23, and in Y1 it rose from 48% in 2021-22 to 66% in 2022-23. This meant for the Y1 cohort there was a narrowing of the disadvantage gap from 26% in 2021-22 to 12% in 2022-23.

The end of the KS2 outcomes the school aimed to achieve in our previous strategy by the end of 2022/23 were partly realised. Summative end of KS2 results were at, or exceeded, national expectations for attainment and progress in reading and writing but

were slightly below in mathematics. The average scaled score for disadvantaged children increased by one point in mathematics and was maintained in reading. Early FFT analysis indicates that progress scores for disadvantaged pupils who were higher prior attainers and middle prior attainers were positive in both reading and writing showing these pupils made better progress than disadvantaged pupils nationally. Although, progress scores for disadvantaged lower prior attainers were below national, further analysis shows that many of these pupils had other contributing factors that impacted on their outcomes. The most common of these factors including being identified as requiring 'SEND Support', engagement with social care or a history of low school attendance (>90%). School closure during Covid-19 was also most detrimental to our disadvantaged pupils, and some pupils in this cohort were not able to 'catch up' through pupil premium-funded improvements to teaching and targeted interventions as much as we had intended.

Our wider strategies for pupil premium funding focused on improving attendance, enhancing pupils' cultural capital by providing a breadth of experiences and working proactively with families to provide support. A range of evidence including pupil voice, parent voice and dialogue with staff demonstrated that within the school, disadvantaged pupils were engaged, and well-supported where there were pastoral needs to address, although attendance was slightly below national.

Based on all the information above, the performance of our disadvantaged pupils partially met expectations. Given this evaluation, we have reviewed our strategy plan for the next three years and made changes to how we intend to use our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Voice 21	Voice 21
ReadingWise	IdeasWise Ltd
Flash Academy	Learning Labs
Smartgrade	Smartgrade Ltd
Accelerated Reader	Renaissance Learning
Mathletics and Maths Seeds	3P Learning
Reading Eggs and Reading Eggspress	3P Learning
VEO	VEO
Teaching Walkthrus	John Catt Educational Ltd
ELSA	ELSA

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils