

# Pupil Premium Strategy Statement

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils. (3 Year Plan September 2023 – August 2027)

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Avon Valley School and Performing Arts College
Number of pupils in school	1101
Proportion (%) of pupil premium eligible pupils	35.9% (396 Students) (34.1% FSM 375 Students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	B Francis
Pupil premium lead	L Hawkins
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411220 (24/25)
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£411220

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school we value each and every individual. We believe that all students can succeed and that they have unlimited potential. It is our aim to unlock this potential through the provision of a first class education that inspires students to become lifelong learners.

Underpinning this aim is our desire for our students to enjoy their school days and be equipped with the skills and knowledge for life. We want our students to understand their rights and responsibilities and those of others and be compassionate and caring members of society.

Our Pupil Premium Strategy aims to address the main challenges our school and our pupils face. Through intelligent tracking, evidence of impact and careful planning,

The Avon Valley Schools pupil premium strategy focuses on the use of research and best practice to deliver the most appropriate interventions and support to our students within the context of our cohort.

The strategy centres on the research provided by the EEF – The EEF A Schools Guide to Implementation and the EEF Guide to Pupil Premium.

The three strands as presented by the EEF

### High Quality Teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Professional development to support the implementation of evidence-based approaches. Mentoring and coaching for teachers. Recruitment and retention of teaching staff. Technology and other resources to support high quality teaching and learning.

### Targeted Academic Support

One to one, small group or peer academic tuition. Targeted interventions to support language development, literacy and numeracy. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions. Extended school time, including summer schools

### Wider Strategies

Supporting pupils' social, emotional, and behavioural needs. Supporting attendance. Extracurricular activities. Breakfast clubs and meal provision. Communicating with, and supporting, parents.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantage Pupils underachieve across level 2 outcomes, with the gap between non PP and PP students remaining high.
2	Low levels of literacy and numeracy on entry, low level engagement with reading.
3	Negative impact on learning caused by poor social behaviours and lack of accountability and active participation with school society (both in lessons and across extra-curricular offers)
4	Lacking cultural experiences and the meta-cognitive skills to achieve future aspirations.
5	Raise the level of attendance.

## 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
Improve pupil progress and outcomes for all pupils, with specific focus on level 2 outcomes.	<p>Progress 8 Score 2022: -0.38 (-0.5 without Early entry English Lit)</p> <p>Progress 8 Score 2023: -0.44</p> <p>Progress 8 Score 2024: -0.44</p> <p>Internal Gap between PP and Non PP continues to close. Positive P8 school score 2025 – PP P8 increases in proportion with whole school improvement.</p> <p>Current National Figure -0.55 P8 (2023)</p>
To enhance the level of reading and literacy skills across the whole school.	<p>Become a reading rich environment Evidenced through internal Quality Assurance Process, Staff and Student Voice, Literacy Tracking Data</p> <p>Narrowing of the gap between disadvantaged and non-disadvantaged P8 English element (2023 -0.3pp, Nationally 2022 -0.52pp 0.13 Non pp)</p>

<p>To enhance the level of numeracy skills across the whole school.</p>	<p>Narrowing of the gap between disadvantaged and non-disadvantaged P8 Maths element (2023 -0.35pp, Nationally 2022 -0.49pp 0.14 Non pp)</p>
<p>To improve pupil behaviour towards their own learning, attitude and engagement within lessons in order to positively impact on progress.</p>	<p>Level of negative behaviour points is not disproportionate in comparison to the PP and Non PP ratios within the School.</p> <p>Reduction in the number of school sanctions issued across the academic years (Detentions/Suspensions/Exclusions)</p> <p>Improvement in punctuality and attendance to school.</p> <p>Increased number of students receiving positive awards across the school.</p>
<p>To provide each student with a wealth of opportunities to enhance aspirations and cultural experiences in order to improve ambitions for post 16 destinations.</p>	<p>All students engage with a wealth of Personal Development opportunities that are provided in school. The equivalent proportion of Pupil Premium and non-Pupil Premium will be involved in extracurricular opportunities.</p> <p>To build a program centred on aspirations including cultural opportunities and experiences. To raise the overall progress level of Pupil Premium students. Support students with high ambitions/aspirations to reach those goals.</p> <p>Increased engagement with extra – curricular activities</p> <p>Increased participation with school trips</p> <p>Increased number of student on the student leadership team</p>

## 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: £ 338912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed strong adaptive teaching practices across the school in all subject areas.	Spaced practice and retrieval improves long-term learning of academic knowledge and skills in languages, maths, science and social studies (Pooja K. Agarwal, Ph.D, RetrievalPractice.org Founder)	1, 2
Continued development of quality first teaching through our school CPD programme.	Good embedded teacher CPD can have strong impacts on student outcomes (Cordingley et al 2015, Darling-Hammond et al 2017). Gains for disadvantaged students have been shown to be greater (William 2016 and Timperley et al)	1, 2
Continued recruitment and retention of staff in core subject areas. Use of TLRs for Literacy and Numeracy Coordinators, KS4 Pupil Premium Coordinator.  Over-staff Maths/English to allow for smaller group sizes.	The number of secondary school teachers has been falling since 2010, with teachers leaving for reasons other than retirement since 2012 (Commons Committee of Public Accounts 2018)  The Education Endowment Foundations Teaching and Learning Toolkit states that reduction in class sizes can provide 2+ gains and support with minimising disruption.	1, 2
Continued funding of Home School Liaison Officer	The link between absence and attainment at KS2 and KS4, states the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. Department of Education.	5
Weekly Mentoring support for Early Career Teachers	National Foundation for Educational Research (NFER) & EEF suggests that supportive and consistent mentoring	1, 2

	can potentially foster a sense of belonging and stability that helps early career teachers feel more connected and supported in their schools.	
Introduce staff Well-being group and continue with staff voice.	Comparison of annual staff survey and retention and recruitment data.	1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assertive Mentoring – Provides disadvantaged students with support around independent learning, effective revision strategies and how to overcome obstacles in preparation for their examinations.</p>	<p>Farrar and Judson state that an ‘assertive mentoring approach’ will have a strong impact in transforming outcomes. The mentoring focuses on Hard/assertive evidence to challenge student behaviour.</p> <p>This approach has been adopted in many schools and Post 16 establishments (Assertive mentoring: An effective method of supporting post-16 students, Ann Horsley).</p> <p>The EEF maintains that some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support</p>	<p>1, 2, 3</p>
<p>Continue to provide literacy interventions including Lexonik Advance and Lexonik Leap (Sound Training) – Externally provided course.</p> <p>Effective plans to raise the reading ages of all students, focus on Key Stage 3 catch-up interventions.</p> <p>Timetable additional literacy support groups for students with low level literacy skills.</p>	<p>A unique, research-based programme leveraging metacognition, repetition, decoding and automaticity, Lexonik Sound Training trains learners to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions. Proven research shows an increase on average of 27 months in reading ages.</p>	<p>1, 2</p>
<p>Maths and English Academic Mentors – 1 to 1 or small group sessions. Delivered by experienced Teachers and Academic Mentors.</p>	<p>The Education Endowment Foundations Teaching and Learning Toolkit states that 1 to 1 and 1 to Small Group (Up to 5) have a High Impact on student progress (+4/5 Months)</p>	<p>1, 2</p>

<p>Use external guest speakers, theatrical companies and public figures to promote current Social, Emotional and Mental Health Issues along with current society dangers (knife crime, county lines, gang culture and online social media content)</p>	<p>County lines is a cross-cutting issue that often overlaps with other forms of abuse and criminal exploitation. It can lead to serious physical and emotional harm to young people (Home Office, 2020a).</p> <p>Support for tackling the issues:</p> <ul style="list-style-type: none"> <li>- Tackling drugs, Changing lives – Award winning speaker Paul Hanniford</li> <li>- Loudmouth Education &amp; Training, “Calling it Out” ( Sexual Exploitation) and “Working for Marcus” (County Lines)</li> <li>- Warning Zone Life Skills Centre, “Crowd Control” online awareness.</li> </ul>	<p>3, 4</p>
<p>Funding of food ingredients for all Pupil Premium Students</p> <p>The Hive breakfast Club – Fully funded to provide breakfast for students attending the provision.</p> <p>Y10 High Achievers group.</p>	<p>How Schools are spending the Pupil Premium Funding (Ofsted 2012) identified good practice for maximising achievement. Where support is given to ensure that all pupils have full access to broad educational experiences, sporting and careers events.</p>	<p>1, 3, 4</p>
<p>Clear monitoring of student progress through Curriculum Progress Meetings, and identifying appropriate interventions – Supporting students to gain their high aspirations.</p>	<p>“Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.” Aspirations Interventions EEF</p>	<p>1, 2, 3</p>



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32491

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed opportunities for students to participate in different experiences within the curriculum and the wider school that are not always provided within their immediate family experiences.</p> <p>To track and improve student involvement with their personal development.</p> <p>Opportunities include: 3 year plan to increase the take up of musical instruments. Year 1 – Establish links with County Music, Taster sessions for KS3 Year 2 – Funding for Y7 to take on peripatetic lessons Year 3 – Year on Year increase of Music provision.</p> <p>All Year 7 to attend a visit to a Higher Education Establishment.</p> <p>Outdoor Education lead to development courses for students to achieve Level 1 Certification, courses will cover: Skiing Kayaking Rock Climbing</p>	<p>According to Bourdieu’s theory of cultural reproduction (1970), children from middle class families are advantaged in gaining educational credentials due to their possession of cultural capital.</p> <p>D Reay (2004) summarises that pupils from working class backgrounds are less likely to remain on initiatives pertaining to cultural capital, therefore exacerbating class inequalities in education.</p> <p>Gatsby Benchmarks.</p> <p>There have been numerous studies regarding the benefits of studying music.</p> <p>A study published in the Journal of Neuroscience facilitated by Northwestern University that focused on The Harmony Project, a community music program in LA for low income kids. The study showed direct evidence that music training has a biological effect on a child’s developing nervous system (Locker 2014). The results of the study indicate students that were actively engaged (twice per week) in the interactive music class scored higher on reading tests and showed larger improvements in their brain’s ability to process speech than their less involved or non-attending peers (Locker 2014).</p> <p>Collins (2014) found that there is improved communication between hemispheres (of the brain) and this is then translated to a musician’s enriched ability to solve problems more effectively and creatively in academic and social settings.</p>	<p>4, 5</p>

FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.	How Schools are spending the Pupil Premium Funding (Ofsted 2012) identified good practice for maximising achievement. Where support is given to ensure that all pupils have full access to broad educational experiences, sporting and careers events.	1, 2, 3, 4 & 5
Pixl Edge  ARC Weeks/Splash Days	How Schools are spending the Pupil Premium Funding (Ofsted 2012) identified good practice for maximising achievement. Where support is given to ensure that all pupils have full access to broad educational experiences, sporting and careers events.	3 & 4
Awards – Increase of awards presented to Pupil Premium Students.	Embedding positive discrimination with Pupil Premium students is a key to unlocking potential and motivation (Sutton 2022)	3 & 4

**Total budgeted cost:** £411220

### Budget – Specific Allocations

Activity	Cost
University Year 7 Visits	£ 1500
Lexonik Licence Renewal	£ 2800
Food Technology Support	£ 3100
FSM £75 Fund	£ 28125
External Speakers	£ 1500
The Hive Breakfast Club	£ 300
Splash/ARC Weeks	£ 1500
Mentoring	£ 28728
Pixl Edge	£ 1366
KS4 Coordinator	£ 3389

# Part B: Review of outcomes in the previous academic year

## Pupil Premium strategy outcomes

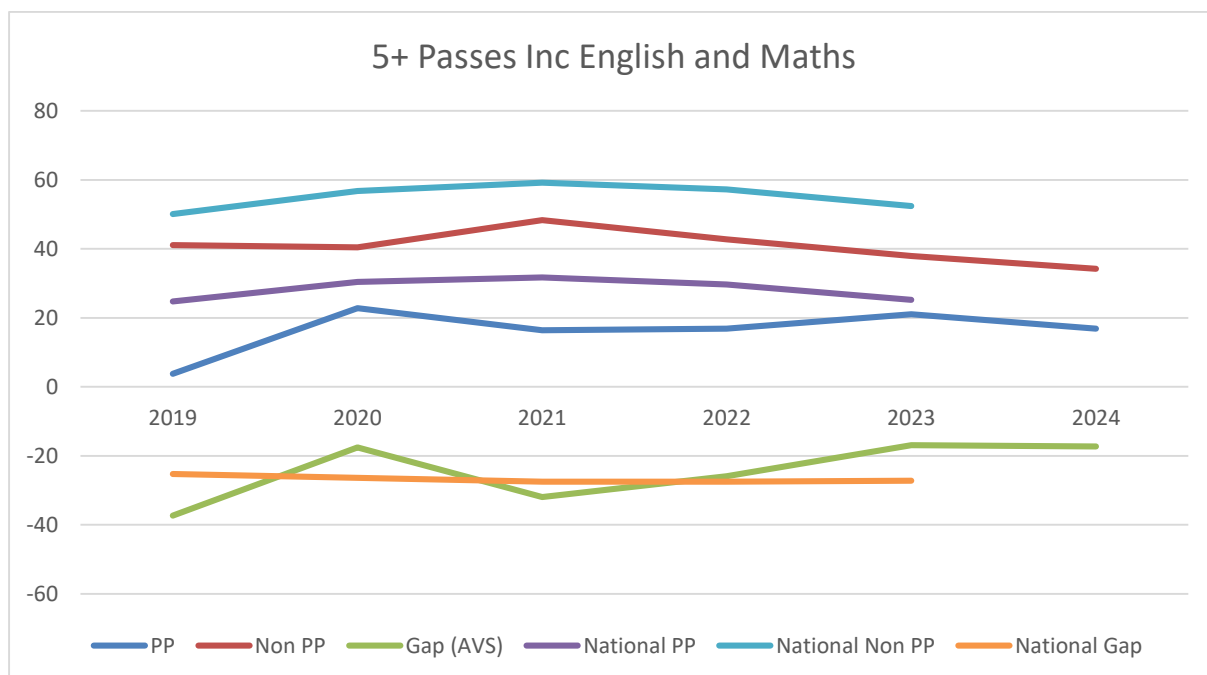
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Level 2 Outcomes

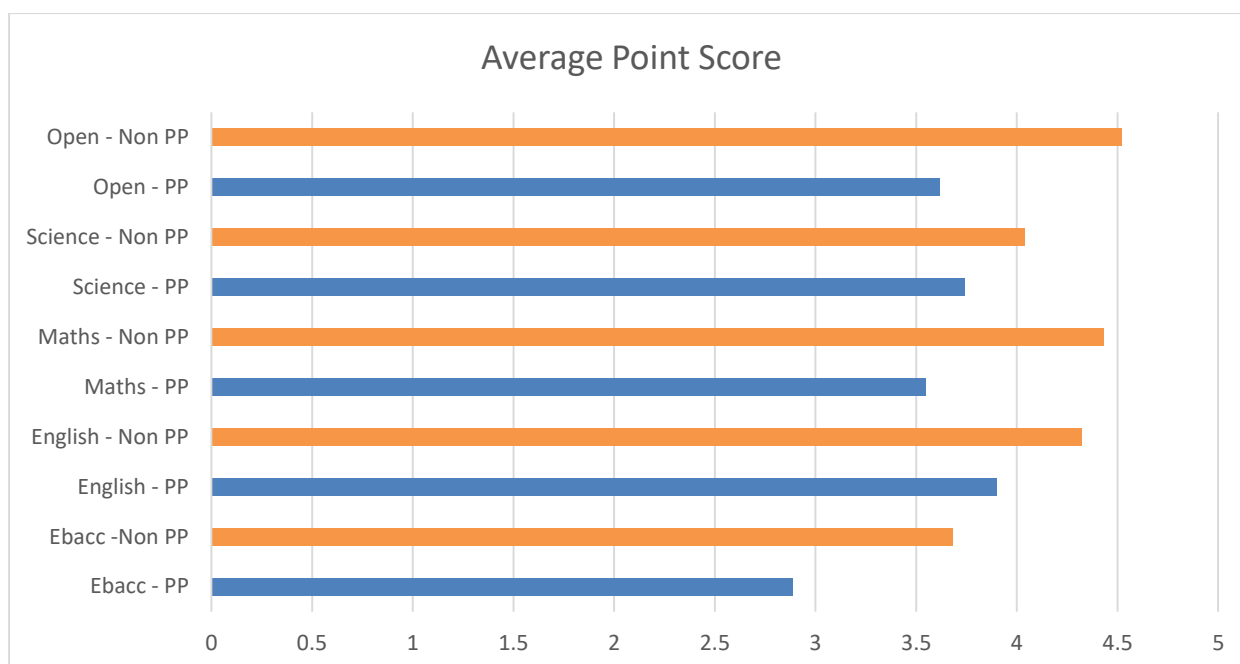
Results are based on the following criteria:

- 2022-2024 GCSE/Vocational examinations and Assessments
- 2021 Teacher Assessed Grades, based on a robust internal standardised test programme.
- 2020 Centre Assessed Grades
- 2019 GCSE/Vocational examinations and Assessments

5+ Passes (Inc Eng/Math) 9 - 5	2019	2020	2021	2022	2023	2024
PP	3.8	22.8	16.4	16.9	21	16.9
Non PP	41.1	40.4	48.3	42.8	37.9	34.2
Gap (AVS)	-37.3	-17.6	-31.9	-25.9	-16.9	-17.3
National PP	24.8	30.4	31.7	29.7	25.2	
National Non PP	50.1	56.8	59.2	57.2	52.4	
National Gap	-25.3	-26.4	-27.5	-27.5	-27.2	



Non PP are following the current national trend since 2021. PP Gap across 2022/23 reduced. In 2024 it increased by 0.4. Outcomes for PP students are similar to PP students nationally.



English has narrowed the gap between, EBacc is still a focus to close the gap for PP students.

## Teaching

***Embed strong adaptive teaching practices across the school in all subject areas.***

SMART connect and AVS recall have been embedded within the Classroom practices across the school. Retention and Retrieval form part of the AVS Teaching for Excellence Model. CPD session was dedicated to Ebbinghaus Curve to reinforce and further develop staff knowledge relating to retention and retrieval.

Adaptive Teaching has focused on Flexible grouping, cognitive and metacognitive strategies, explicit instruction, Use of technology (Investment made for all classrooms to have Visualisers) and scaffolding & modelling.

***Continued development of quality first teaching through our school CPD programme.***

The following CPD sessions were held throughout the academic year:

Adaptive Teaching – Metacognition

Compass – Drugs, Alcohol and Vapes – Contextual Issues

Literacy in the Classroom

Baroness Sue Campbell – motivational talk

Wellbeing and Staff – Mindfulness, Art and Yoga sessions

Embedding Recall and Retrieval practice

Role of the Tutor

Challenge and Resilience in the classroom

**Continued recruitment and retention of staff in core subject areas. Use of TLRs for Literacy and Numeracy Coordinators, KS4 Pupil Premium Coordinator.**

The School held a recruitment evening in November, which successfully generated applicants to needed core and non – core teaching posts.

Literacy coordinator is in place and oversees the whole school literacy strategy. KS4 Pupil Premium Coordinator and supports PP through target Maths Interventions, Mentoring and Support program for HPA PP students,

**Over-staff Maths/English to allow for smaller group sizes.**

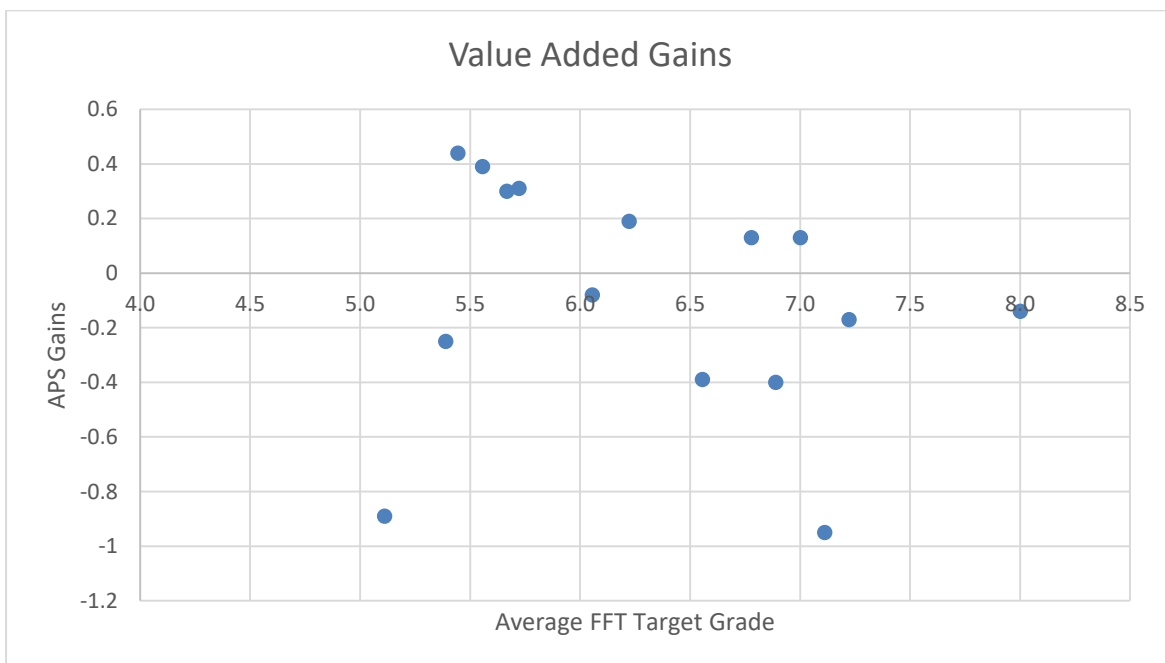
Successful recruitment of new English staff to replace outgoing colleagues. Flexible working conditions provided to retain strong English and Maths staff within post (40% of English/Maths staff).

**Continued funding of Home School Liaison Officer.**

Funding has been maintained.

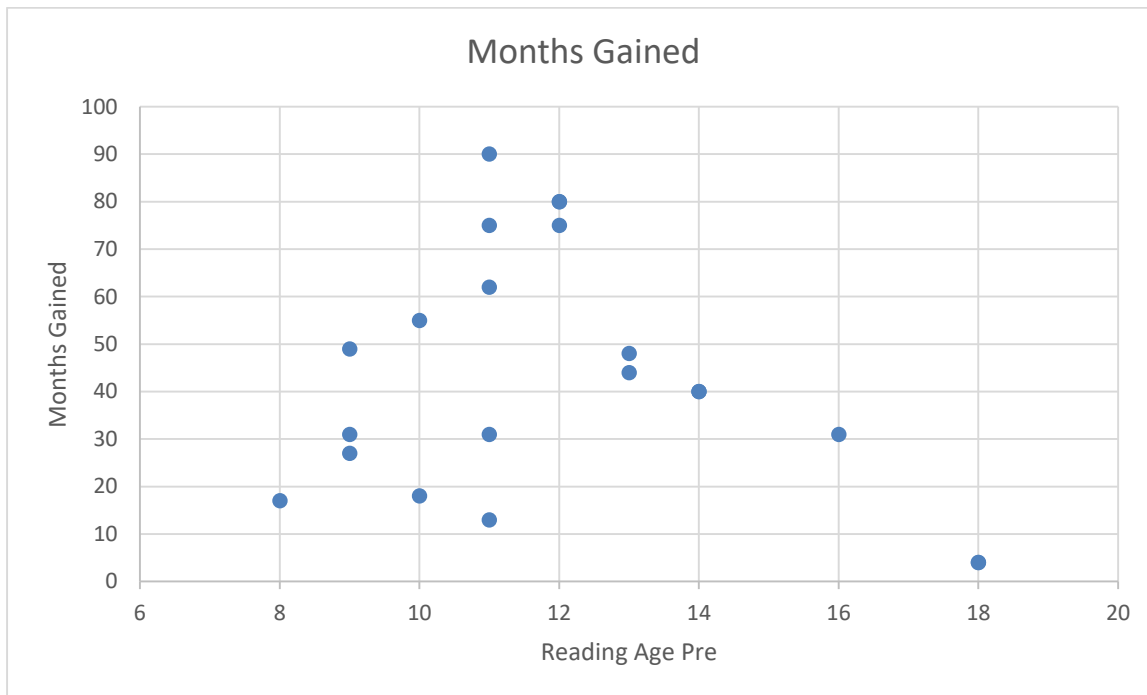
**Targeted Academic Support**

**Assertive Mentoring – Provides disadvantaged students with support around independent learning, effective revision strategies and how to overcome obstacles in preparation for their examinations.**



**Lexonik (Sound Training) – Externally provided course.**

AVS funded three TAs to undertake the Lexonik Advance training (formally Sound Training). Historical evidence has demonstrated the impact of the 6 week intensive student course. 34 students successfully completed the course. The average reading age gained was Pre to post testing was 41.2 months.



**Maths and English Academic Mentors – 1 to 1 or small group sessions. Delivered by experienced Teachers and Academic Mentor.**

**Wider Strategies**

**To embed opportunities for students to participate in different experiences within the curriculum and the wider school that are not always provided through their immediate family experiences. To track and improve student involvement with their personal development.**

We have a strong enrichment/ wider curriculum offer which encompasses our personnel development and careers guidance. All students receive multiple interactions with employers and further/higher educational establishments.

AVS yearly works with the widening participation project (Think Higher, Warwickshire and Coventry University), along with the Royal Academy of Engineering (Lord Bhattacharyya Bursary) to deliver multiple STEM days throughout the year for our PP students, including Energy Quest, Big Bang Science Fair and Network Rail days.

Careers events are embedded throughout the academic year, in the last few years students were able to meet and engage with employers from Tesco, Winvic Construction and Tafazdwa Machemdzde: Biomedical scientist to name but a few. Students in KS3 and KS4 also have

access to our annual careers fair hosted on site. All Y11 participate in a careers interview conducted by employers from external businesses.

Other events support the personal development of our students, including the wealth of sporting opportunities, visits from historical societies, trips and performing arts, "Carmina Comica" Springboard Operetta Workshop, Living History WW1 GCSE Workshop, Holocaust Survivor Outreach, Trips to Bletchley park and the Belgrade theatre are a few examples of the opportunities provided.

We have regular weekly seasonal outdoor education sessions – These include the following qualifications:

Indoor Climbing - NICAS Level 1 and Level 2 Awards

Kayaking - Discover Kayak Paddle UK Award & Explore Kayak Paddle UK Award

Sup board - Paddle UK Discover and Explore Awards

Learn to Ski - Recreational Standard.

***All Year 7 to attend a visit to a Higher Education Establishment.***

Students attended Birmingham University on two occasions in December and participated in the Christmas Lectures.

***FSM £75 – Funding provided to each FSM per financial year, parents/carers have partial autonomy over its spending use.***

40% of potential funds were spent from the FSM funding. £10,791 spent throughout the year. The highest % contributions were activities day trips, resources and catering support. This was a 1% increase in the amount funded last year. (An increase in FSM will have contributed to the increase.)

FSM £75 fund continues to be of benefit to students, parents and carers providing a level of autonomy in how their funds are utilised.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sound Training – Lexonik Advanced	Lexonik
Grofar (22-24)	Grofar

## Key Funding Aspects 23/24

Highlights aspects of discrete funding that was used to support the strategy

Strategy Element	Funding
High Quality Teaching	
Visualisers – All Classrooms	£742.56
Revision Cards	£61.53
Targeted Academic Support	
Smart Raspberry Cookery School	£121.50
American West Workshop (History GCSE)	£472.50
Lexonik	£2800
Makeup Artist – Hair and Beauty Session	£25
Wider Strategies	
Shakespeare Festival – English Speaking Union	£35.00
Corbett Revision	£349.06
The Brilliant Club	£2646
Rock Climbing Level 1 Qualification	£209
University Visit - Leicester	£375
University Visit – Birmingham (Christmas Lectures)	£975
FSM 75 Funding Initiative	£10791.97
Motivation Cards	£54.90



## Further information (optional)

The Avon Valley School uses a number of external systems to support the progress of our Pupil Premium students. GL assessments are used on entry to highlight strengths and gaps in reading and core subjects, supporting the school to identify the barriers to learning. Sisra Analytics is used for internal subject data tracking. ClassCharts is used to track attendance, behavioural issues and positive initiatives across the school. All these systems directly and indirectly support the school's strategic decision making process and tracking of whole school improvement.