



# **Pupil Premium Strategy Statement**

**(Following review October 2022)**



# Pupil premium strategy statement

This statement details The Avenue School's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Avenue School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	23 pupils - 36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Following annual review October 2022
Date on which it will be reviewed	Annually
Statement authorised by	Louise Kimber, Headteacher
Pupil premium lead	Louise Kimber
Governor / Trustee lead	Amanda Moorghen (Q of E)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,055
Recovery premium funding allocation this academic year	£22,752
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£51,807

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us to continue to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face due to their SEND it is important that we continue to invest our Pupil Premium to ensure that all of our pupils achieve comparably regardless of their socio-economic circumstances.

At the heart of our approach is high-quality teaching focussed on the areas where our disadvantaged pupils require the most targeted support. This is always based on robust diagnostic assessment of need, and access to a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure that wider outcomes for our pupil population are enhanced.

Our strategy is integral to wider school plans for education recovery. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience each child requires to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	<p>In <b>2020/21</b> our assessments showed that disadvantaged pupils made slightly less progress in the area of <b>receptive communication</b>.</p> <p><b>(- Difference of 6.8%)</b></p> <p>In <b>2021/22</b> this gap was closed and pupils in receipt of Pupil Premium made progress in line with pupils not in receipt of Pupil Premium.</p> <p><b>(+ Difference of 0.3%)</b></p>
2	<p>In <b>2020/21</b> our assessments showed that disadvantaged pupils made slightly less progress in the area of <b>expressive communication</b>.</p> <p><b>(- Difference of 8.8%)</b></p> <p>In <b>2021/22</b> this gap was closed and pupils in receipt of Pupil Premium made considerably better progress than those not in receipt of Pupil Premium.</p> <p><b>(+ Difference of 7.9%).</b></p>

3	<p>In <b>2020/21</b> our assessments showed that disadvantaged pupils made slightly less progress in the area of <b>writing</b>. <b>(- Difference of 8.4%)</b></p> <p>In <b>2021/22</b> this gap was closed and pupils in receipt of Pupil Premium made slightly better progress than those not in receipt of Pupil Premium.</p> <p><b>(+ Difference of 4.9%)</b></p>
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments and observations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., toileting, independent travel.
6	<p><u>New challenge identified 2021/22</u></p> <p>Our data <b>2021/22</b> indicates that our disadvantaged pupils who transition to the school in year require a higher level of support to enable them to settle, establish relationships and demonstrate their skills in a brand new environment.</p> <p><b>(- Difference of 22.2%)</b></p>

## 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
Continue to focus upon ensuring similar outcomes for pupils in receipt and not in receipt of Pupil Premium in relation to <b>communication</b> , relative to their starting points as identified through assessments.	To narrow the gap to 0% by the end of our strategy in 2024/25.
Continue to improve attainment for disadvantaged pupils in <b>writing</b> , relative to their starting points as identified through assessments.	To narrow the gap to 0% by the end of our strategy in 2024/25.
Continue to focus upon promoting disadvantaged pupils to have greater confidence and independence so that they will be able to participate in the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
To ensure that disadvantaged pupils and their families are well prepared for transition to The Avenue School. To ensure that once transitioned disadvantaged pupils receive higher levels of classroom support to pair and build relationships with adults who support them.	Observation/ discussion/ termly data collection.

## 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

Budgeted cost: **£6,807**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabling of NET extravaganza week to develop and improve natural environment teaching across the school in line with DfE guidance.</p> <p>The Director of Inclusion, BCBA and Verbal Behaviour Supervisor, BCBA will develop staff skills in providing high quality NET sessions that impact on the achievement of individual pupil PIP targets.</p>	<p>Verbal Behaviour approaches are widely understood to have a very positive impact upon pupils with autism. Naturalistic Teaching approaches are effective in promoting the generalisation of language skills. This finding is clear and consistent with multiple replications (see, Carbone, Sweeney-Kerwin, Attanasio &amp; Kasper, 2010; Albert, Carbone, Murray, Hagerly, &amp; Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zecchin &amp; Janecky, 2007; Alpert &amp; Kaiser, 1992; Angelo &amp; Goldstein, 1990; Cavallaro &amp; Bambara, 1982; Charlop, Schreibman, &amp; Thibodeau, 1985; Hart &amp; Risley, 1975; Hemmeter &amp; Kaiser, 1994; Kaiser, Yoder, &amp; Keetz, 1992; McGee, Krantz, &amp; McClannahan, 1985; Rogers-Warren &amp; Warren, 1980; Warren, 1992; Warren &amp; Bambara, 1989; Warren &amp; Gazdag, 1990; Warren &amp; Kaiser, 1986; Warren, McQuarter, &amp; Rogers-Warren, 1984; Yoder, Kaiser, &amp; Alpert, 1991.</p>	<p>1, 2, 3, 4</p>
<p>CPD for teaching staff on VB approaches to support pupils to develop mental models.</p>	<p>Early and intensive behavioural intervention (EIBI) has been firmly established and disseminated as one of the most effective treatments for early childhood autism. This is often followed by ongoing teaching based on the principles of Applied Behaviour Analysis. A number of practitioners now employ additional research to support this approach in which the language curriculum is organized and taught according to Skinner's (1957) Analysis of Verbal Behaviour. In this approach a large focus is placed on functional language skills and the generalisation of skills taught in any intensive setting (i.e., ITT) into the natural environment.</p> <p><i>Evidence from Education Endowment Foundation supports Mastery Learning (ITT) as having very high impact upon pupil outcomes. – At The Avenue school each pupils receives 1-2, 30-minute ITT session in a 1:1 or 2:1 setting per day, unless this becomes and inappropriate form of learning (i.e. pupil is able to access</i></p>	<p>1,2,3,4</p>

	<i>group learning or learning based of functional skills and self-help skills becomes a primary focus.</i>	
Purchase of additional VB consultancy to ensure that staff are fully equipped to deliver individual VB programmes.	<p>VB consultancy provides staff with facilitated support to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including instruction, classroom management, assessment, behaviour management and lesson planning.</p> <p>The focus is on teaching ability and integrity, rather than merely knowledge. Training is based on the Behaviour Skills Training model, ensuring that skills are modelled, and staff are observed performing these skills to mastery. This training is completed in the natural environment with pupils present so staff skills can be shaped in the moment and feedback can be immediate.</p> <p>Miltenberger, 1997; Reid, Parsons &amp; Green, 2012; Parsons &amp; Rollyson, 2012.</p> <p>'What are the characteristics of effective teacher professional development? A systematic review and meta-analysis', 2021</p> <p>Authors: Sam Sims (UCL), Harry Fletcher-Wood (Ambition Institute), Alison O'Mara-Eves (UCL), Sarah Cottingham (Ambition Institute), Claire Stansfield (UCL), Jo Van Herwegen (UCL) and Jake Anders (UCL)</p>	1,2,3,4

<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>		
Budgeted cost: <b>£35,000</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional ICT Grid devices to help some of our disadvantaged cohort who need further support in using technology.	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning/">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
Additional individualised external ABA/VB consultation for identified pupils supplied by Love ABA.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	1,2,3,4

	<u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	
Engaging with VB consultant (Love ABA) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive this support will be disadvantaged.	<u>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</u>	1,2,3,4

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

Budgeted cost: **£10,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Ensuring we work closely with EWS to support disadvantaged pupils to attend school and make progress in all academic and social areas.	Pupil attendance is rising. A few pupils have continued to have lower attendance since returns to school in September 2020. However overall attendance stands at 96% (December 2021).	1-4
Promoting partnership working between home and school. Ensuring outstanding home learning offer.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a> Booth, Keenan & Gallagher, 2018; Lafasakis & Sturmey, 2013; Reitzel, et. al., 2013	1-4
1:1 support for pupils to engage in opportunities to access the community and build towards independent travel training in the future to PFA.	Left Stranded: Our new report into the impact of Coronavirus The National Autistic Society September 2020 Highlighted the challenges of lockdown upon young people with Autism. Independent Travel Training is likely to enhance pupils' social and employment opportunities: <a href="#">Department for Education (publishing.service.gov.uk)</a>	3,4

**Total budgeted cost: £51,807**

## 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 2021 to 2022 academic year.

Our assessments during 2021/22 indicated that the educational outcomes of our economically disadvantaged pupils were significantly improved. All identified gaps 2020/21 were closed. It is essential that the Avenue School remain focused upon ensuring that the gaps remain closed. Therefore Pupil Premium spending will remain targeted upon the areas identified in 2020/21. The only additional challenge to add to the strategy is to ensure the smooth transition of any pupils who arrive to the school in year.

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Further information

#### Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working with organisations that will provide community enrichment activity such as horse-riding, skiing, swimming
- Community access activities eg shopping, visiting cafes

#### Planning, implementation and evaluation

In reviewing and planning our 2022/23 pupil premium strategy, we continue to consider the intersection between socio-economic disadvantage and SEND.

We continue to put in place strong expectations around areas of effective practice, notably the provision of feedback (identified by the EEF Toolkit). We continue to have sharp focus on supporting teachers to develop their professional practice, train in specialist areas, and enable them to develop expertise and share this with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments that will secure excellent outcomes for pupils over time.