



Pupil Premium Strategy Statement



Pupil premium strategy statement

This statement details The Avenue School's use of pupil premium (and recovery premium for the 2021 to 2022 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	32
Proportion (%) of pupil premium eligible pupils	43.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Campbell, 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	£16,880
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,160

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us 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, we have seen slight variations in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Social opportunity and community participation
- Family functioning

At the heart of our approach is high-quality teaching focussed on the areas that our disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access 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	Our assessments show that disadvantaged pupils make slightly less progress in the area of receptive communication . Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in this area compared to non-disadvantaged pupils. (difference of 6.8%)
2	Our assessments show that disadvantaged pupils make slightly less progress in the area of expressive communication . Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in this area compared to non-disadvantaged pupils. (difference of 8.8%)
3	Our assessments show that disadvantaged pupils make slightly less progress in

	the area of writing . Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in this area compared to non-disadvantaged pupils. (difference of 8.4%)
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, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., toileting, independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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 attainment for disadvantaged pupils in receptive communication , relative to their starting points as identified through assessments.	Through achievement, as demonstrated by our end of year assessments. To narrow the gap from 6.8% - 0% by the end of our strategy in 2024/25.
Improved achievement of PIP targets relating to expressive communication for disadvantaged pupils.	Assessment of communication PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 8.8% - 0% by the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of PIP termly outcomes. Through achievement of EHC plan outcomes.
Improved attainment for disadvantaged pupils in writing , relative to their starting points as identified through assessments.	Assessment of writing PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 8.4% - 0% by the end of our strategy in 2024/25.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.

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: **£2,240**

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 & Kasper, 2010; Albert, Carbone, Murray, Hagerly, & Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zecchin & Janecky, 2007; Alpert & Kaiser, 1992; Angelo & Goldstein, 1990; Cavallaro & Bambara, 1982; Charlop, Schreibman, & Thibodeau, 1985; Hart & Risley, 1975; Hemmeter & Kaiser, 1994; Kaiser, Yoder, & Keetz, 1992; McGee, Krantz, & McClannahan, 1985; Rogers-Warren & Warren, 1980; Warren, 1992; Warren & Bambara, 1989; Warren & Gazdag, 1990; Warren & Kaiser, 1986; Warren, McQuarter, & Rogers-Warren, 1984; Yoder, Kaiser, & 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>1,2,3,5</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 & Green, 2012; Parsons & 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>	1,2,3,5,6

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

Budgeted cost: **£18,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6
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>One to one tuition EEF (educationendow-</p>	4, 5, 6

Consultancy was based on supporting pupils progress across PIP targets in areas highlighted by the Class Teacher and Verbal Behaviour Supervisor.	mentfoundation.org.uk And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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.	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1,2,3,5,6

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

Budgeted cost: £5,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
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).	1-6
Promoting partnership working between home and school. Ensuring outstanding home learning offer. During the lockdown period some VB consultancy took the form of 1:1 parents training sessions conducted over Zoom. Parents were offered a 4 session package which was delivered by the Verbal Behaviour	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: Supporting children with special educational needs and disabilities NSPCC Booth, Keenan & Gallagher, 2018; Lafasakis & Sturmey, 2013; Reitzel, et al., 2013	1-6

Supervisor and visiting consultant from Love ABA.		
1:1 support for pupils to engage in opportunities to access the community and build towards independent travel training in the future to PfA.	<p>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.</p> <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	4, 5, 6

Total budgeted cost: £26,160

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 2020 to 2021 academic year.

Our assessments during 2020/21 indicated that the educational outcomes of our economically disadvantaged pupils fell below those of their less disadvantaged peers. Despite being on track during (2018/19), the outcomes we aimed to achieve for our most disadvantaged pupils by July 2021 were not fully achieved.

(It is important to note that although The Avenue School had located to its temporary site in 2018/19 it continued to be a part of Manor School until receiving its own URN. Therefore the only comparable data set for The Avenue School is the data collated March 2020 prior to the onset of pandemic. Our current data shows that the progress of disadvantaged pupils has fallen behind that of their peers since March 2020.)

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 which disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to make progress affecting all areas of academic development and including social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, and the work of The Avenue School was recommended to the DfE as an example of best practise. The Avenue School opened to pupils as soon as it could, however not all families wanted their children to return to school at that time and it was challenging for them to teach their children using Zoom whilst also having to manage the needs of the wider family.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended. Although we delivered many resources to our families, some families had challenges in terms of physical space available to them, pressures from neighbours around noise or very tight financial constraints that did not allow for families to purchase extra items to support learning or play.

Whilst we were able to close the gap to a significant degree in number, we saw the gaps widen in the areas of reading and phonics, writing, communication and PSHE. We intend to invest our finances wisely to address disparities in the outcomes of pupils from socio-economically disadvantaged families.

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 planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them 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 and quality improvement to secure better outcomes for pupils over time.