



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Avondale Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	121 (30%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Vicky Brown, Headteacher
Pupil premium lead	Karen Morgan
Governor lead	Iain Schofield, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£168,720

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all of our pupils at Avondale, (disadvantaged and not) we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, ensure children have access to high quality adult support through targeted intervention with a language and/or phonics focus and expect that pupils have high aspirations for the future and good knowledge of career opportunities from an early age. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

What are the key principles of your strategy plan?

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing group sizes for reading and phonics across KS1 thus improving opportunities for effective teaching including marking and feedback therefore accelerating progress
- Allocation of an Enhanced Teaching Assistant - providing small group work focussed on overcoming gaps in learning with a specific focus on phonics and early reading
- Provide a wide range of extra-curricular activities to all our PP children including subsidising the year 6 residential to London which provides a rich and varied cultural capital experience
- Behaviour, mental health and well-being support

- Bespoke intervention for PP children to ensure that all objectives are secure
- Focused language intervention
- Career aspiration programme delivered to UKS2

Challenges

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

Challenge number	Detail of challenge
1	<u>Reading and Phonics Attainment</u> - Generally, PP children as a group are not making as rapid progress in their reading as non-pupil premium children. Assessments, observations and discussions with pupils indicate that difficulties are negatively impacting reading development.
2	<u>Language acquisition</u> - Language acquisition for pupils eligible for PP is generally lower than that of other pupils across school. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	<u>Parental involvement</u> - little or no engagement with school for homework, reading or academic study. As a result of limited reading support, children are often behind their peers and do not have access to high quality reading material and engagement to develop their vocabulary.
4	<u>Mental health issues</u> - poor self-esteem for pupils and family members with social and emotional needs requiring additional pastoral care and guidance.
5	<u>Cultural Capital: Limited knowledge of the wider world and a lack of first hand experiences</u> - ability to pay for extra opportunities to increase cultural capital for PP pupils. Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have meaning knowledge of the world and vocabulary acquisition is limited

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
TO IMPROVE LANGUAGE PROVISION FOR PP PUPILS WITH INTERVENTIONS AND SEND SUPPORT AS NEEDED.	- Identified children to receive language intervention - Pupils make expected progress towards their language targets and meet age-related expectations - Lesson observations, book scrutinies and ongoing formative assessment evidence improvement
TO NARROW THE GAP BETWEEN PP PUPILS AND ALL OTHERS ACROSS READING, WRITING AND MATHS	- PP pupils to be a priority for Same-Day Interventions ensuring gaps in learning are closed - Support staff to focus on PP pupils during lessons (this will be evidenced in books) - The attainment gap between PP pupils and others will close
TO RAISE ATTAINMENT WITH PP PUPILS, NARROWING THE GAP WITH ALL OTHERS WITH A FOCUS ON PHONICS AND READING	- PP children will make good or better progress in reading - this will help vocabulary acquisition - PP children will develop a love of books and reading for pleasure evident from Pupil Voice - They will engage in the home reading programmes (decodable books in KS1 and Accelerated Reader in KS2) - They will be regularly heard to read by an adult at home and engage in daily reading in school
TO NARROW THE GAP FOR PP PUPILS' CULTURAL CAPITAL WITH OTHER NON- PP PUPILS.	- A wide range of extra-curricular activities will be offered to tap into our children's passions - PP children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms - Discounts in line with our charging policy will continue to apply to PP families for specified enrichment opportunities

	including 1 trip during the year and the year 6 residential
TO ENSURE CHILDREN AND FAMILIES REQUIRING ADDITIONAL PASTORAL CARE AND GUIDANCE ARE EFFECTIVELY SUPPORTED ACHIEVING SUSTAINED AND IMPROVED WELLBEING	• Pupil surveys reflect enjoyment in school and improved attitudes to learning. • Social skills, independence, perseverance and team work are developed and evidenced through pupil voice, parent voice and teacher observations. • An increase in participation in enrichment activities, particularly among PP children.
TO INCREASE ALL CHILDREN'S ASPIRATION FOR A BETTER FUTURE AND A SUCCESSFUL CAREER BY PROVIDING CAREER ADVICE FROM AN EARLY AGE	• Staff attendance at career training - Start Small, Dream Big • Add careers education to our PSHE offer • Roll out of the Start Small, Dream Big programme • Increased awareness and aspirations amongst primary aged children of the range of jobs and career pathways available to them in the future • Removal of barriers and stereotypes which limit children's thinking about their future careers. • Provide children outward-facing, realistic views of jobs and the way we work • Develop understanding amongst children of the link between what they learn in school, skills and the world of work. • Increased parental engagement in supporting children to think broadly about future careers.

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: £45,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of an Enhanced Teaching Assistant to support phonics and reading teaching in KS1 Extra adults in all KS1 phonics and reading lessons to allow for focused teaching	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written High impact +5 months gain	1 and 3
Develop a culture that is driven by oracy principles	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. Very high impact, +6 months gain	1, 2 and 3

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

Budgeted cost: £53,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Moderate impact, +4 months	1 and 2
Provide specific and focused bespoke language and vocabulary intervention using the Welcom programme	Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups (such as Thinking Together). Moderate impact, 5+ months gain	2
Further targeted support for year groups with high language need and low ability to allow for Same Day bespoke Interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Moderate impact, +4 months	2

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

Budgeted cost £75,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health support and signposting for families	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes	4
Focused group intervention to support the Social, Emotional and Mental Health needs of children		

	which are targeted at students with particular social or emotional needs. 4+ month gain	
Encouraging and supporting PP children to participate in additional cultural capital experiences by offering a wide range of high-quality extra-curricular activities.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum	5

Total budgeted cost: £175,089

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 2024 to 2025 academic year.

Review of 2024-2025 Objectives																
Aim		Outcome														
IMPROVE LANGUAGE PROVISION FOR PP PUPILS WITH INTERVENTIONS AND SEND SUPPORT AS NEEDED.		<u>We achieved:</u> <u>Reception Screening Assessments</u> All pupils are screened on the Wellcomm on entry to school. Class staff integrate language targets within continuous provision and key-worker times throughout the academic year. <u>Baseline Assessments (Sept 2023)</u> 67% of children delayed in their SLC skills 33% of children within expected levels Of those children with delayed language 46% are within 6 months of their chronological age. <u>Post-Intervention Results (June 2024)</u> 73% of children now within expected levels Of those children with delayed language 70% are within 6 months of their chronological age.														
		<u>Year 3 Wellcomm Screening</u> All pupils are screened on the Wellcomm as they transition into Year 3. Following initial assessments, the SaLT identified targets and groups for those pupils who require language support. <u>Baseline Assessments (Sept 2023)</u> 53% of children delayed in their SLC skills 47% of children within expected levels Of those children with delayed language 91% are within 12 months of their chronological age. 9% are 12-24 months delayed. <u>Post-intervention Results (June 2023)</u> 95% of children are now within ARE Of those children with delayed language 100% are within 12 months of their chronological age .														
RAISE ATTAINMENT WITH PP PUPILS, CONSISTENTLY NARROW THE GAP WITH NON-PP PUPILS WITH A SPECIFIC FOCUS ON EARLY READING AND PHONICS		<u>We achieved:</u> Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and Maths Pre teaching interventions provide opportunities to rehearse skills in advance. Pupil Premium children (as a virtual school)														
		<table><tr><th>Subject</th><th>2022-2023</th><th>2023-2024</th><th>2024-2025</th></tr><tr><td>Reading</td><td>63%</td><td>68%</td><td>69%</td></tr><tr><td>Writing</td><td>57%</td><td>59%</td><td>55%</td></tr></table>	Subject	2022-2023	2023-2024	2024-2025	Reading	63%	68%	69%	Writing	57%	59%	55%		
Subject	2022-2023	2023-2024	2024-2025													
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Writing	57%	59%	55%													

	Maths	68%	70%	67%
	Grammar and Punctuation			70%
	Spelling			60%
NARROWING THE GAP FOR THE PUPILS' CULTURAL CAPITAL WITH OTHER NON- PP PUPILS.	<u>We achieved:</u> Extra-curricular activity was noted on school provision maps. This information along with club matrix allowed PP children to be tracked in regards to extra-curricular activity 90% of our PP children from Year 1 to Year 6 took part in an extra-curricular club during the year. This remained the same percentage as the previous year Residential trip for year 6 pupils subsidised for PP children. Trips and events are offered with no expectation of parents of Pupil Premium children to pay.			
TO ENSURE CHILDREN AND FAMILIES REQUIRING ADDITIONAL PASTORAL CARE AND GUIDANCE ARE EFFECTIVELY SUPPORTED ACHIEVING SUSTAINED AND IMPROVED WELLBEING	<u>We achieved:</u> Mental health support and signposting for families Focused group intervention to support the Social, Emotional and Mental Health needs of children			

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



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

The use of the Accelerated Reader programme to engage children and develop a love of reading. Through this, parental engagement will be encouraged and further supported with story sacks created to be sent home, in-school videos to support parents in reading with children, attendance at assemblies with a reading focus, presence on playground to communicate with parents with regards to reading, parent invites to school for reading focused activities.

Foundation Stage

	School	Local Authority	
<i>number of eligible pupils in cohort:</i>	9	277	
% achieving expected or exceeding for all goals in:	Pupil Premium pupils	LA - Pupil Premium pupils	PP School / PP LA Gap %
Good Level of Development <i>(all Prime and Specific areas of learning)</i>	55.6%	49.5%	6.1%
Communication & Language	88.9%	63.9%	25.0%
Physical Development	88.9%	70.0%	18.9%
Personal, Social and Emotional Development	88.9%	67.9%	21.0%
Literacy	55.6%	54.9%	0.7%
Mathematics	77.8%	63.9%	13.9%
Understanding the world	100.0%	62.1%	37.9%
Expressive arts & design	100.0%	67.5%	32.5%

In the foundation stage, compared with PP pupils across the authority, Avondale PP pupils outperformed other PP pupils in all areas. This was significant in the areas of

communication and language, understanding the world and expressive arts and design.

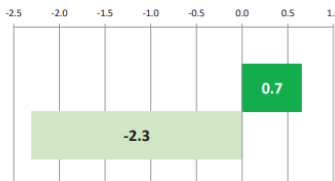
Phonics

number of eligible pupils in cohort:	School		Pupil Premium/All Others Gap ■ Avondale Primary School Gap ■ LA Average Gap	Local Authority			
	10	47		369		1719	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %	LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
% Working at the required standard (Wa)	50.0%	68.1%	-18.1%	69.9%	-19.9%	80.8%	-30.8%

Key Stage 1

	School		Local Authority	
	# of eligible pupils in cohort**:	17	429	
% achieving:		Pupil Premium pupils	LA - Pupil Premium pupils	PP School / PP LA Gap %
Reading >= EXS		70.6%	61.5%	9.0%
Writing >= EXS		58.8%	50.1%	8.7%
Maths >= EXS		58.8%	60.1%	-1.3%
Science >= EXS		70.6%	67.3%	3.3%
RWM >= EXS		47.1%	46.4%	0.7%
RWMS >= EXS		47.1%	44.4%	2.6%

Multiplication Tables Check

	School			PP/All Others		Local Authority			
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap (Marks)	Avondale Primary School Gap LA Average Gap		LA - Pupil Premium pupils	PP School / PP LA Gap (Marks)	LA - All other pupils	PP School / All Others LA Gap (Marks)
	21	39				694		1582	
	Average MTC Score	22.8	22.1	0.7		19.9	2.9	22.2	0.6
# of eligible pupils in cohort:									
# Pupils with no score (A, B, J, NAA, Q, U)	0	1				17		30	

Key Stage 2

	Pupil Premium pupils		LA - Pupil Premium pupils	PP School / PP LA Gap %
	No. of eligible pupils	% achieving:		
Reading Exp+	12	83.3%	66.0%	17.3%
Writing TA EXS	12	66.7%	61.2%	5.5%
GPS Exp+	12	75.0%	66.8%	8.2%
Maths Exp+	12	66.7%	66.1%	0.5%
Science TA EXS	12	75.0%	72.9%	2.1%
RWM Exp+	12	58.3%	50.5%	7.8%