



Pupil Premium Strategy Statement 2023 – 26

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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	556 (Nursery to Yr 6)
Proportion (%) of pupil premium eligible pupils	Approximately 19%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025 to 2025 -26
Date this statement was published	December 2023
Date on which it will be reviewed	August 24, 25, 26
Statement authorised by	Jenny Goddard Headteacher
Pupil premium lead	Jenny Goddard Headteacher
Governor / Trustee lead	Abi Mansfield PP Governor

Funding overview

Detail	2023-24	2024-25	2025-26
Pupil premium funding allocation this academic year	£184025	£180 170	£156,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8990	£0	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£0	£0
Total budget for each academic year	£193 015	£180 170	£156,760

Part A: Pupil premium strategy plan

Statement of intent

At Avenue Primary School, we believe that every child has the right to a high-quality education, which enables them not only to succeed academically but also to take part in experiences that enrich their lives and support their mental health and wellbeing.

We provide all children with a broad and balanced curriculum, delivered through quality first teaching and targeted interventions.

Regular trips and visits, as well as opportunities to participate in extra-curricular activities, including learning a musical instrument, which help them develop their cultural capital and gain experiences that hold them in good stead for the future.

We understand that all children are individuals and that many within our community face challenging situations which make it more difficult for them to succeed. This includes disadvantaged children whose personal circumstances meet the criteria for pupil premium, but also other vulnerable pupils such as those with a social worker, young carers, or children who simply need a little extra care and support.

As a school, we pride ourselves on putting children first and none more so than those who we consider to be disadvantaged. Our staff and governors are committed to doing whatever is necessary to 'close the gap' academically, socially, pastorally and emotionally to ensure that we give our disadvantaged pupils the very best start in life.

Our overarching objectives when using pupil premium funding are:

- to remove the barriers to learning caused by things such as low attendance; poor mental health and wellbeing; and challenging behaviour;
- to provide high-quality teaching by ensuring all staff receive regular training in the latest teaching and learning strategies and evidence-backed interventions;
- to accelerate disadvantaged children's progress; narrow the attainment gap with their peers and provide support for higher-attaining pupils to achieve greater depth (where applicable);
- to raise aspirations and ensure equality of opportunity by providing financial support for extra-curricular activities, sport, music lessons, trips, residential visits, etc.

Our three-year pupil premium strategy addresses these objectives by:

- establishing positive relationships with disadvantaged families and providing bespoke support to facilitate attendance and encourage engagement with school;
- evaluating the academic performance of disadvantaged children and continuously adjusting teaching and interventions to ensure they make accelerated progress;
- supporting children's holistic development through the provision of character education and facilitating participation in a wide range of enrichment activities;
- providing a safe and caring environment in which disadvantaged children are nurtured and encouraged to be aspirational and set ambitious goals for the future.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Disadvantaged children typically enter the school with poor and under-developed oral language skills and gaps in vocabulary. This has become notably worse as a result of the Covid-19 pandemic. And, is evident from nursery to Year 6. We also have an increasing number of children with EAL joining the school.
2	Progress and Attainment Discussions with pupils suggest that disadvantaged children generally have greater difficulties in phonics than their peers. This negatively impacts on their development as readers. Internal and external (where available) assessments indicate that the writing attainment among disadvantaged pupils is below the national average across all year groups, and because of the lack of regular reading, the gap widens as the children move into KS2. Although the gap is less significant in maths, disadvantaged pupils are not performing as well as their non-disadvantaged peers.
3	Attendance and Punctuality Our attendance data indicates that attendance among our disadvantaged is lower than other pupils. In 2024-2025 overall attendance (Year 1 -6) was 94.9% with PP attendance at 92.2%, compared to 95.5% for non-PP pupils. Persistent absence is higher for disadvantaged than the for all pupils (2024-2025 ISDR data) E.g. FSM6 22%, SEN 19% compared to 13.2% for the for all pupil group. However, these figures are close to the national average.
4	Cultural Capital Discussion with pupils and their families indicate that for many, access to explore areas beyond their locality is limited.
5	Aspiration Access to extra-curricular activities or enrichment opportunities outside of school are limited for many of our disadvantaged children. Lack of exposure to a wide variety of life experiences risks limiting their aspiration and reducing the value placed on succeeding in education.
6	Welfare Needs

	Pupils and their families have welfare needs that are required to be met in school including diet, social, emotional and health needs.
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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
Quality first teaching is consistently delivered, in all subjects at a high standard.	Subject monitoring across the curriculum (observations, book scrutiny and pupil interviews), demonstrates the following consistently across the school: • Planning is well sequenced, with clear components that lead to a composite in line with the expectations of the national curriculum. • Lessons are engaging and learning is well matched to the needs of the range of individuals. • Misconceptions are addressed in a timely manner • Interventions, including pre-teach, support pupils to catch up quickly. • Coaching support is given in a timely manner to ensure that children are not left behind.
The attainment difference between pupils nationally that are not in receipt of pupil premium and school pupils who are, diminishes significantly in all year groups, including those achieving at 'greater depth'	By the end of Key Stage 2, at least 60% of disadvantaged pupils achieve the expected standard in reading and maths, and 50% in writing, At least 20% of pupils achieve greater depth in reading and maths, and 5% in writing. The percentage of disadvantaged pupils achieving the expected standard and the higher standard increases each year in each year group.
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny and ongoing formative assessment.
Pupils' emotional, social and physical needs are met enabling them to partake fully in school life.	Fixed term exclusions are rare and if they are needed, no pupil has more than 1. All pupils have the opportunity to attend all trips and visits. Attendance at breakfast club is offered to all pupils free of charge. All disadvantaged children have access to support from our ELSA, FSO and nurture team if needed. Transition sessions with the ELSA team are built into the children's timetable for Year 3 and Year 7. FSO work with families and children to ensure that their attendance is good and that they are emotionally able to manage their learning effectively.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • The overall absence rate of all pupils being no more than 5% and the figure among disadvantaged pupils being no more than 6%. • The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10%.
All pupils have access to enrichment activities (musical instrument lessons) and opportunities to explore areas beyond their locality.	Pupils experience at least 3 events or visits each year linked to their learning but outside of the city. Additionally, a trip which has a culturally focussed link, ie. a visit to the theatre to see a musical or a play every two years. Children in Year 6 experience a 'residential' overnight stay outside of Leicestershire. All pupils have the opportunity to learn a musical instrument through our music enrichment structure from Year 2 onwards. Where applicable graded music exams are funded through the PP grant funding.
All pupils have access to extra-curricular activities outside of the school day including sports, arts, music, drama etc	All PP (KS2) pupils will be offered two free extra-curricular clubs per term; with the aim that all disadvantaged pupils will partake in at least 4 different clubs each academic year. All PP (KS1) pupils will be offered one free extra-curricular club per term; with the aim that all KS1 disadvantaged pupils will partake in at least two different clubs each academic year.
Pupils and their families have welfare needs that are required to be met in school, including diet, social, emotional and health needs.	All parents requesting support, gain assistance from the school through Early Help, grant funding and emergency food support. No child goes hungry, without adequate clothing or without an adult they feel safe to talk to. No child does not attend school because of financial reasons – bus fares are provided.

Activity in this academic year (2025-26)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continuous professional development to improve quality first teaching for all staff in reading, writing and maths.	Education Endowment Foundation Teaching and Learning Toolkit Education Endowment Foundation Improving Literacy in Key Stage 1 Education Endowment Foundation Improving Literacy in Key Stage 2	1, 2
SMILES Strategy implementation across the school through CPD sessions for all teachers to develop the use of oracy and curriculum links to maximise learning and increase vocabulary understanding.	Build on the research from Voice 21.	1, 2
Continued reading and phonics training through external courses, use of external consultant and development with the reading and phonics leads.	Education Endowment Foundation Teaching and Learning Toolkit Education Endowment Foundation Improving Literacy in Key Stage 1 Education Endowment Foundation Improving Literacy in Key Stage 2 Current and historical school performance DFE Reading Framework, Teaching the Foundations of Literacy (2021) Science of Reading Comprehension Instruction (Duke et al)	1, 2

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

Budgeted cost: £53, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports teacher / coach teach class PE lessons to release class teacher to deliver own coaching to the children in weekly 2-hour sessions. Coaching takes place as needs arise from evidence gathered during the teaching sessions each week. No child attends every week but as needed to ensure that gap of attainment doesn't increase further due to misconceptions.	Education Endowment Foundation Teaching and Learning Toolkit (2021) Current and historical school improvement focus and pupil performance.	1, 2

An additional Teaching Assistant in each phase that are well-trained to support learning within classes and carry out interventions.

1, 2

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

Budgeted cost: £70,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Emotional Literacy Support Assistant (ELSA) Supports children across KS1/2. Referral system for 1:1 and small group work around emotional literacy and support for pupils with mental health and wellbeing. Lunchtime 'pod' provision supports children on the playground. Also supports with attendance, particularly around ESBA.	Education Endowment Foundation Teaching and Learning Toolkit (2021) Current and historical school improvement focus and pupil performance.	2, 3, 4, 6
Attendance Officer 0.35 FTE Daily tracking and follow-up of all absence and lateness. regular pastoral meetings where attendance discussed and actioned. Communication regarding persistent absence follows a graduated approach and liaison with EWS to issue sanctions where appropriate.		
School based - Family Support Worker 0.5 FTE. The FSW works closely with the families of disadvantaged children to support with accessing a range of support linked to finance, housing, health for example, both in and outside of school, in order that their needs and their children's needs are adequately met. The FSW also supports the safeguarding lead as a deputy DSL and with attendance.		3, 5, 6
Funding for trips, visits including residential visit for Year 6.		4, 5

Funding for workshops and enrichment activities that take place in school eg. visit from Spark Festival.	
Funding for musical instrument lessons	5
Funding to provide for: KS1 : at least two free clubs per year. KS2: at least 4 clubs per year.	3, 4, 5

Total budgeted cost: £156,760

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Statutory Assessment Data for 2022-23, 2023 – 24 and 2024 – 2025.

In order to determine the impact of our Pupil Premium Strategy we have analysed the performance of our school's disadvantaged pupils during the 2022-23, 2023- 24 and 2024 – 2025 academic year and the using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and the for all pupils at a national level.

Our disadvantaged pupils' performance at Avenue Primary School, although lower than the 'for all' group of pupils is close to the national average for reading, writing, maths and combined.

Progress results from the end of KS1 to the end of KS2 demonstrate our strategy is on track to achieve our aim for good progress of the disadvantaged pupils and enable them to achieve at least in line and many cases better than their peers.

KS2 Data	Percentage at expected or higher (% at higher standard)			
	Reading	Writing	Maths	Combined
Disadvantaged (2022-23) (20 pupils)	70 (15)	60 (5)	60 (15)	50 (5)
All Pupils (2022-23)	73 (27)	70.3 (4.1)	74.3 (25.7)	62.2 (2.7)
Disadvantaged (2023-24) (23 pupils)	65.2 (23)	47.8 (4.3)	47.8 (4.3)	43.5 (0)
All pupils (2023-24)	74.6 (21.1)	68 (4.0)	71 (15.4)	56 (2.8)
Disadvantaged (2024-25) (21 pupils)	57	48	67	29
All pupils (2024-25)	74	67	77	61

Effective use of the school's CPD, external CPD and additional teaching support resulted:

- Whole school planning scrutinies show the curriculum is broad and well structured, showing there is clear sequencing and progression through tiered vocabulary and progression

statements. Knowledge and skills are organised so that pupils build securely on what they know and can make links across subjects.

- Book looks in writing and maths identified that disadvantaged pupils are making good progress in core subjects and as a result closing the gap on their non-disadvantaged peers.

Targeted support enabled the majority of pupils to be ready for the next stage in education.

	% pass (all)	% pass (Disadvantaged)	Analysis
EYFS (GLD)	55.1 (72 pupils)	14.3% (8 pupils)	Disadvantaged pupils continue to achieve significantly below the expected level. Level 3 TA support has continued being part of the EYFS offer for 2025-26 to ensure that good language development is acquired by these pupils. Numbersense has continued to be used effectively as a whole class teaching approach and we are beginning to see the positive impact of this as children come into KS1. More work needs to be done to ensure children are 'school ready' on entry to F2. SMILES strategy being implemented to support oracy and develop language skills and vocabulary knowledge.
Year 1 phonics (2023-24) (10 pupils)	74 (74 pupils)	20 (10 pupils)	A significant number of the disadvantaged children were mobile and not part of our original EYFS cohort. Interventions in Year 2 will accelerate and ensure that they pass in Year 2 (2025-2)
Year 2 phonics (2023-24)	69 (32 pupils)	67 (6 pupils)	Non-mobile pupils that were not also SEND passed the phonics in 2024.
Year 1 phonics (2024-25)	63 (72 pupils)	54 (11 pupils)	A number of the disadvantaged children were mobile and not part of our original EYFS cohort. Out of the 7 disadvantaged pupils who did not pass, only 2 pupils had been with us since the nursery and 2 joined us in F2.
Year 2 phonics (2024-25)	33 (21 pupils)	15 (13 pupils)	Non-mobile pupils that were not also SEND passed the phonics in 2025.

MTC (mean average score) 2023-2024	21.5 (77 pupils)	20.8 (13 pupils)	National average for all 20.6 Disadvantaged 18.9
MTC (mean average score) 2024-2025	19.9 (76 pupils)	17.8 (23 pupils)	National average for all 21.0

Enhance the health and well-being of families by providing the opportunity to receive timely support for social, emotional, medical and financial needs

The school Family Support Worker and Attendance Officer (Admin team) works tirelessly to support parents by:

- Creating food parcels for parents in need. In 2024 -25 a total of 120 food parcels were created and distributed to our families most in need at three points during the academic year.
- 12 additional food, heating or clothing allowances were obtained for families in financial difficulty from the local authority hardship fund.

Absence among disadvantaged pupils was slightly higher than the for all group but close to the national average in 2024-25 as was persistent absence. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

School recognises that attendance levels for all pupils including disadvantaged needs to improve further. The school attendance officer, alongside the head teacher, ensures absence is tightly monitored. Communication to parents is clear and timely ensuring that where absences are not at the acceptable level, meeting of concern take place with the headteacher to discuss ways to improve attendance.

School also buys in the EWO service to support improving attendance for children with persistent absences. Our absence levels and levels of persistent absenteeism although below national are an area we strive to continue to improve.

For 2022-23 (3 terms)

All Pupils				FSM (Forever 6)	
Absence		PA		Absence	
School	National	School	National	School	National

6.5	6.3	21.4	17.7	8.0	8.4
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For 2023-24 (3 terms) ISDR Data:

All Pupils				FSM (Forever 6)			
Absence		PA		Absence		PA	
School	National	School	National	School	National	School	National
93.9%	94.5%	18.3%	14.6%	92.4%	92%	25%	27.1%

For 2024-25 (2 terms) ISDR Data:

All Pupils				FSM (Forever 6)			
Absence		PA		Absence		PA	
School	National	School	National	School	National	School	National
94.9%	94.9%	14.8%	14.3%	92.4%	92.6%	27%	24.4%

Aspirations

- All disadvantaged children were offered free musical instrument lessons in 2024 -25. 29 disadvantaged children received free musical instrument lessons. Of the 29, 1 took a graded music exam.
- All disadvantaged children received all trips at no-charge – a minimum of 3 trips per year, plus places of worship. These trips included; Year 3 and 4 watching a live orchestra and all Year groups from 1-6 visiting the theatre to see a performance.
- 14 out of a possible 23 attended the Year 6 residential to Shropshire (4 nights) at no charge.
- All disadvantaged children were offered extra-curricular clubs in 2024-25. See table below for engagement.

	Number of disadvantaged pupils who have attended a number of clubs across the year.						
Yr Grp (No. of pupils)	0 clubs	1 club	2 clubs	3 clubs	4 clubs	5 clubs	6 – 8 clubs
1 (14)	4	4	1	3	2	2	2
2 (14)	5	2	0	2	3	0	2

	3 (12)	4	0	1	0	3	1	3
	4 (23)	12	2	3	1	1	3	8
	5 (15)	2	2	1	0	0	0	5
	6 (23)	0	3	2	3	5	3	5