



AVANTI GRANGE
SECONDARY SCHOOL

**Pupil Premium
Strategy Statement**

2024-25



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School Overview

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

Detail	Data
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupil	12.74%
Academic years that our current pupil premium strategy plan covers (3-year plan)	2022-25
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Rhys Jones, Principal
Pupil premium lead	Alison McCulloch, Assistant Principal
School Stakeholder Committee (SSC) lead	Beccy Newton

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,950
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£40,950

Part A: Pupil premium strategy plan

Statement of Intent

At Avanti Grange, our intention is that all students, irrespective of their background or the challenges they face, make outstanding academic progress across a broad and balanced curriculum. We aim to ensure that all staff know our disadvantaged students and provide for them so that our disadvantaged and non-disadvantaged students thrive. We also provide opportunities for students beyond the curriculum to enrich their educational experience and enhance their cultural capital.

At the heart of our approach is high quality teaching, where we aim to recruit, retain and train subject expert teachers. At Avanti Grange, high quality teaching is research led, modelled and co-constructed to ensure impact for all. We understand that adaptive planning is both challenging and responsive to individual needs and is critical to supporting students to make progress. This has the greatest impact on closing the disadvantage attainment gap and at the same time benefits our non-disadvantaged students.

The intention that non disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers is detailed in the intended outcomes below. Our approach is responsive to the common challenges our students face. And as a result, can see in our strategy that we recognise the wider needs of young people. This includes the additional challenges disadvantaged students may come up against in relation to mental health and wellbeing and material needs.

Challenges

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

Challenge number	In-school challenges
1	Progress – Disadvantaged students are not making the same level of progress as their non-disadvantaged peers, when comparing current grades to their target band.
2	Cultural Capital – Our disadvantaged students do not experience and develop knowledge of the wider world as regularly as their non-disadvantaged peers, as seen through their contributions across the curriculum. We wish to further promote their involvement in co-curricular activities and engagement in trips.
3	Wellbeing – For a small number of our disadvantaged students, there are concerns around their overall wellbeing and mental health. Through pastoral discussions and observations of students and their families, we have identified social and emotional issues, such as low self-esteem and a need for an improved resilience and self-regulation.
Challenge number	External challenges
4	Attendance – There is a significant gap in attendance when comparing disadvantaged pupils to their non-disadvantaged peers. This results in a loss of learning time and impacts on progress of education excellence, character formation and spiritual insight.

Intended Outcome

This explains the outcomes we are aiming for by the end of our current strategy plan (2022-25), and how we will measure whether they have been achieved.

Strategic Aims and Outcomes	
Intended outcomes	Success criteria
Progress – Students eligible for Pupil Premium will make as much progress as their non-disadvantaged peers.	Disadvantaged students who are not making progress in line with their target band will have the opportunity to partake in one to one and/or small group tuition to support their academic progress. Teachers have access to resources necessary to support pupil premium students to make expected progress.
Cultural Capital – Increased exposure for disadvantaged students of experiences that assist cultural development and wider thinking.	All students participate in at least one co-curricular activity a week and one educational trip and/or residential trip each year. All students will experience an ELT assembly once a week and take part in three Avanti Way Extended Learning Days a year.
Wellbeing – Internal support and signposting in place for students with wellbeing concerns.	All students with wellbeing concerns are identified and appropriate support and provision is in place. Improved wellbeing of students with concerns.
Attendance – Students eligible for Pupil Premium will attend school in line with their non-disadvantaged peers.	Students eligible for Pupil Premium to have reached the school’s attendance target (96%) Attendance will be closely monitored and prioritised by the Attendance Officer, Safeguarding Officer, HOY and Form Tutors. Early help support in place for those in need.

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.

Planned expenditure	
Academic year	2024-25
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Teaching (for example, CPD, recruitment and retention)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated member of staff for Pupil Premium	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium The DfE states that pupil premium spending is most effective when schools use a tiered approach. The PP Co-ordinator will lead on this approach to ensure that the challenges faced are being addressed to reduce them	1,2,3,4
Literacy and numeracy support through small group interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months)	1
Departmental capitation for additional funding to support PP students in subject areas.	According to the EEF's T&L Toolkit, impact of students full participation in lessons appears to be positive with around an additional 3 months progress. Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Avanti Grange	1
Budgeted cost		£ 20,475

ii. Targeted academic support (for example, tutoring, one-to-one support, structured interventions)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring (Sparks Maths)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Reading interventions (Bedrock Learning and Avanti Reads)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Prep Club	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months They also state that homework has a positive impact on average (+ 5 months) and that some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported	1
Budgeted cost		£ 10,237.50

iii. Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Interventions that target social and emotional learning are reported by EEF to improve progress by additional 4 months.	3
Chaplaincy initiative	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
ELSA Teaching Assistant	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.	3

Attendance Officer	The DfE guidance on improving school attendance, highlights the need for clear and consistently applied systems and process. This should be monitor and analyse to allow early intervention to address issues, and intervention should be delivered in a targeted way. EEF research	4
Brilliant Club	The Brilliant Club aims to raise awareness of the opportunities degrees via university and other routes offer. The programme will also aim to raise students' awareness of their own abilities and brilliance, and this raise their self-esteem. Students chosen for the programme will primarily come from homes where parents have no direct experience of university. The programme will enable student to explore an area of study not covered by the curriculum and to a depth that would otherwise only be experienced in further / higher education environment. Students will be required to write an assignment typically of 1800 words and will be awarded grades, certificates and transcripts in line with the university standard of 1 st 2 nd and 3 rd class. These certificates will be awarded in a graduation ceremony accompanied by a tour, lecture and student Q&A seminar. Finally, they will participate in a celebratory meal enabling their cultural capital and social skills to develop should they not have had a similar experience before.	
School trips	The DfE states that every state-funded school must offer a curriculum which is balanced and broadly based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	2
BYOD support	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress	1, 2
Co-curricular clubs and music lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit	2
Budgeted cost		10,237.50
Total budgeted cost		£40,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GL Assessments - New Group Reading Test

Data taken from GL Assessment New Group Reading Test (NGRT) Group report for teachers ([NGRT-Y8](#), [NGRT-Y7](#)). The NGRT is an adaptive test covering: Phonics, Sentence Completion and Passage Comprehension. Students with weaker or higher level skills benefit from the greater range of levels available than that determined by age, accessing material that more closely reflects current skills.

Group [Mean Age]	Autumn 2023		Summer 2024		Autumn 2024		Summer 2025	
	Mean (SAS)	% Reading age 14:00+	Mean (SAS)	% Reading age 14:00+	Mean (SAS)	% Reading age 14:00+	Mean (SAS)	% Reading age 14:00+
Year 7 [11y:10m]	109.5	57	115.1	69	-	-		
Boys	107.8	51	114.5	69	-	-		
Girls	111.1	62	115.7	69	-	-		
PP	108.5	-	109.1	-	-	-		
Year 8 [12y:10m]	106.5	57	112.4	72	-	-		
Boys	104.6	53	111.7	71	-	-		
Girls	107.7	59	112.9	73	-	-		
PP	101.4	-	109.0	-	-	-		

Year 7: Year 7 PP students made some progress. Additional support focused on comprehension skills will help close this gap and enable more PP students to reach or exceed the national average.

Year 8: Year 8 PP students showed marked improvement in their SAS. Enhanced support in comprehension and sentence completion will help bring their performance closer to that of their peers.

GL Assessments – Progress Test Maths

Data taken from GL Assessment PT Maths Group report for teachers ([PTM11T-Y7](#), [PTM12A-Y8](#), [PTM12B-Y8](#)). Green shading shows performance better than national average.

Group	KS3 Maths skills Standard Age Score (SAS)					
	Sep 2022	June 2023	Sep 2023	June 2024	Sep 2024	Jun 2025
Year 7	-	-	106.4	108.4	-	-
PP (15)	-	-	98.8	106.9	-	-

PP students have made progress that is better than the national average in Maths.

1. Cultural Capital

All students participated in three Extended Learning Days which included visits to museums and art galleries. There was an extensive clubs programme offered to all students. The majority of Year 7 students took part in a trip to Bude where they took part in a range of team-building activities and the majority of Year 9 students went to Belgium and France to support their study of World War One. 15 students took part in the Brilliant Club initiative and attended a graduation at the University of Cambridge.

2. Wellbeing

All students participate in yoga and meditation as part of the curriculum. All students have the offer of healthy vegetarian meals. Some students attended the 'Shine' programme to support resilience.

1. Attendance

Attendance for PP students exceeded the national average for PP students and was higher than the previous year's attendance figure for PP students. Their attendance was 93.8%.

Externally provided programmes

Programme	Provider
Scholars Programme	Brilliant Club
Shine Programme	HABS