

Pupil premium strategy statement

This statement details our 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 | Aylesbury Vale Academy |
| Number of pupils in school | 1645 (Not including EYFS/Post-16) |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | 11/12/23 |
| Date on which it will be reviewed | 09/11/24 |
| Statement authorised by | Gavin Gibson |
| Pupil premium lead | Suzy Pykett |
| Governor / Trustee lead | Robin Scott |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £418,755 |
| Recovery premium funding allocation this academic year | £95,289 |
| 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 | £513,578 |



Part A: Pupil premium strategy plan

Statement of intent

At the Aylesbury vale Academy we are working toward the achievement of five core goals:

To improve the life chances of all the learners we serve at AVA we will:

1. Ensure our teaching and all our work with young people is grounded in high expectations so that learners achieve exceptionally well.
2. Deliver a broad, ambitious and rich curriculum, going beyond the expected.
3. Close all gaps between the performance of different groups of learners.
4. Empower learners by developing their character so that they are resilient, aspirational, respectful and have excellent attitudes to their learning.
5. Inspire attendance to be consistently above the national average.

These principles underpin our approach to all of our students, irrespective of background and challenges. The attainment gap between PP students and their non-disadvantaged peers has been shown to grow throughout their time in education (Department for Children, Schools Families, 2014) and this is reflected in our own data and has been exacerbated by the pandemic.

We are keenly aware that it is what happens within the classroom that will have the biggest impact on our students' progress and attainment and as such, the emphasis of this strategy is to develop Academy-wide high Quality First Teaching through appropriate recruitment, retention and continued professional development.

We will be responsive to emerging need as we continue to embark upon a period of educational recovery. This will include targeted intervention from appropriate teams specialising in safeguarding, attendance, pastoral care, special educational needs and disability and curriculum.

All staff accept their responsibility for the progress of all students, including those who are disadvantaged.



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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Students enter the academy with limited vocabulary, basic maths and literacy skills. |
| 2 | Impact of Covid-19 due to school closures/mitigation measures beyond Covid |
| 3 | Engagement of students with revised Academy expectations |
| 4 | Some students have a limited breadth of experiences to draw upon. |
| 5 | Socio-economic climate adding pressure on families |
| 6 | Levels of parental engagement vary. |
| 7 | Levels of attendance are variable with an increase in emotionally based school avoidance |
| 8 | Non selective school in a highly selective area with 35.1% of students in the lower ability band and 54.7% in the middle ability band. |



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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 assurance of Quality First Teaching and CPD to improve outcomes for all students. | Secondary phase PP student performance exceeds performance of disadvantaged students Nationally Primary phase – All AVA students achieve ARE or better in reading, writing and mathematics |
| Timely intervention and teaching in smaller groups to address disadvantage gaps. | Secondary phase - progress improves to close the gap with non-PP students to a difference in P8 scores of less than -0.30 Primary phase – The gap between PPG students and non PPG students continues to narrow. |
| To re-engage students with PPG in the classroom, inspiring students to achieve high levels of attendance and engage fully with a broad and ambitious curriculum | Gradual improvement in attendance to in line with or above National Average. Reduced behaviour and points and increased achievement points to demonstrate that students are lesson ready. Reduction in FTS. |



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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: £197,115

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD – Effective tracking and monitoring of interventions, personalised provision, Quality first teaching, literacy, numeracy, behaviour management, Well-Being, Assessment, feedback and planning, Metacognition, remote learning, home learning, specific training for support staff.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | <p>2</p> |
| <p>Resources - Invest in technology and resources designed to enhance learning opportunities, re-engage and facilitate independent learning (Edulink). Staffing.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | <p>4</p> |
| <p>Improve home-school engagement – Enhanced pastoral and safeguarding teams to meet increased</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>6</p> |



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| demand, Community and wellbeing leader. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £101,114

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Intervention – Establish a co-ordinated approach to appropriate intervention that is informed by data such as language procurement and reading proficiency, additional literacy in Yr7/8 – Cross phase SLT member overseeing this and school led tuition. Increase provision (zones of reg, boxhall, resilience, microforms, departmental intervention, mentoring) and assessment methods.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 1,2,3,7,8 |
| <p>Recruitment – Additional subject specialist teaching staff in core to facilitate smaller group teaching and facilitate interventions, literacy and numeracy catch up</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2,3,5,8 |



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| and Administrative support. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £119,196

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance – Develop systems and procedures to follow up concerns. Capacity increased. | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 6,7 |
| Aspiration – Increase careers advise provision, Enrichment programme (P6), trips and visits. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 4,5 |
| Well-being - Reward scheme. Improving attendance and/or learning behaviours, breakfast club/revision group, uniform and equipment support, access to trips and visits, breakfast provision, enhanced pastoral and safeguarding teams | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies | 2,3,5,7,8 |



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| Transition – Summer School 2024 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools | 1,2,3,4,5,6,7,8 |
|--|---|-----------------|

Total budgeted cost: £417,425

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 2022 to 2023 academic year.

PPG students were supported with equipment/resources/technology/revision guides.

Class Provision Maps are consistent academy wide. Work continues to improve the quality of these documents.

Staffing is stable.

Teachers are supported through CPD to ensure that the PPG students in their classes are receiving the specific support and interventions relevant to them. This is outlined in class provision maps which are kept in yellow folders, alongside student IPMs. These have been referred to in learning walks and lesson observations. Previously evidence suggests that this practice has resulted in a reduced gap in progress between PPG students and their non-disadvantaged peers. This was re-established last academic year with new staff supported by Curriculum leaders and SLT.

PPG students at KS4 and KS5 were again given priority career guidance with our Careers Adviser from Adviza.

Students attending extended school activities (e.g. D of E) that required a payment were supported on an individual needs basis. Most families were able to make a contribution which secured engagement however, full support was offered where families could not. This ensured that all offers of provision and opportunities were fully inclusive, and not impacted by the aforementioned challenges identified.

As a result, PPG students at Aylesbury Vale Academy performed better than PPG National average.



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