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	Aylesbury Vale Academy
Number of pupils in school	1645 (Not including EYFS/Post-16)
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	03 December 2025
Date on which it will be reviewed	03 December 2026
Statement authorised by	Gavin Gibson
Pupil premium lead	Ben Currier
Governor / Trustee lead	Robin Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£481,350
Recovery premium funding allocation this academic year	
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	£481,350

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 make the lives of AVA children better we will:

1. Ensure our teaching and all our work with young people is grounded in high expectations so that learners achieve and read exceptionally well.

2. Deliver a broad, ambitious and rich curriculum which places reading at its core and, goes 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, and respectful and have excellent attitudes to their learning.

5. Inspire attendance to be consistently above the national average.

Our all-through school serves pupils aged Nursery to Year 13 in a diverse and inclusive community. Around one in five pupils are eligible for Pupil Premium, and a significant proportion face multiple barriers to learning, including higher-than-average SEND and EAL needs.

Our intent is to ensure that every disadvantaged pupil makes strong progress and achieves outcomes in line with, or above, national expectations. We recognise that disadvantage can manifest academically, socially, and emotionally; therefore, our strategy combines excellent teaching, targeted academic support, and enrichment that develops confidence, aspiration, and cultural capital.

We take a whole-school approach in which all staff are responsible for disadvantaged pupils' outcomes. The strategy is aligned with the school's development priorities around improving writing and reading outcomes and strengthening the quality of education across all phases.

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.

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

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/education-evidence/teaching-learning-toolkit

https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send

Challenges

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

Challenge number	Detail of challenge
1	Persistent underperformance of PP pupils across subjects and phases, especially in writing and reading
2	Lower levels of vocabulary and language acquisition, particularly among early-years and EAL disadvantaged pupils
3	Inconsistent progress and attainment for PP pupils with SEND
4	Gaps in attendance, punctuality, and readiness to learn compared with non-PP peers
5	Limited access to enrichment, resources, and cultural experiences due to financial barriers
6	Variable parental engagement and home-learning support

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
Improve writing outcomes across all phases.	Writing attainment for PP pupils meets or exceeds national averages; internal data shows reduced progress gaps by at least 10%.
Improve reading fluency and comprehension.	KS2 and KS3 reading ages in line with chronological age; improved GCSE English outcomes.
Strengthen progress for PP pupils with SEND.	SEND PP pupils make at least expected progress from starting points; improved engagement in learning.
Improve attendance and punctuality.	PP attendance within 1% of non-PP peers; reduction in persistent absence
Increase participation in enrichment and cultural capital activities	90%+ of PP pupils engage in at least one enrichment activity annually
Strengthen parental engagement and support for home learning.	Improved parental attendance at key events; positive feedback from parent surveys.

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: £228,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching for all: CPD focus on adaptive teaching, scaffolding, and inclusive classroom strategies (EEF: *Quality First Teaching*) **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.	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	1,2,3
Resources - Invest in technology and resources designed to enhance learning opportunities, re-engage and facilitate	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5

independent learning (Edulink). Staffing.		
Improve home-school engagement – Enhanced pastoral and safeguarding teams to meet increased demand, Community and wellbeing leader.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Reading for progress: Phonics catch-up in KS2/3; reciprocal reading in KS3; targeted reading interventions in Sixth Form.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 3

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

Budgeted cost: £113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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,	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,

boxhall, resilience, microforms, departmental intervention, mentoring) and assessment methods.		
Recruitment – Additional subject specialist teaching staff in core to facilitate smaller group teaching and facilitate interventions, literacy and numeracy catch up and Administrative support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5,

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

Budgeted cost: £140350

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	4, 6
Aspiration – Increase careers advise provision, Enrichment programme (P6), trips and visits. **Parental engagement:** Regular "Parent Power"	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4,5, 6

workshops to support literacy and learning at home		
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	3,5,
Transition – Summer School 2026	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1,2,3,4,5,6,

Total budgeted cost: £481,350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In 2024–25, disadvantaged pupils continued to underperform against non-PP peers in writing, reading, and maths. Attendance gaps also persisted. However, targeted tutoring and enrichment funding improved engagement and attitudes to learning.

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 contribute 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 challenges identified.

Key learning points:

- Early identification and intervention are essential, particularly in early writing and reading.

- Consistency of teaching quality across phases is the most significant driver of improvement.

- Strengthening parental involvement remains a priority to sustain progress beyond the classroom.

These findings directly inform this year's strategy, with a sharper focus on literacy, attendance, and inclusive teaching practice.