



# The Aylesbury Vale Academy

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## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1603
Proportion (%) of pupil premium eligible pupils	24.32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17/12/21
Date on which it will be reviewed	15/03/21
Statement authorised by	Mr G Gibson
Pupil premium lead	Emma Jefford
Governor / Trustee lead	Robin Scott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£404,80
Recovery premium funding allocation this academic year	£56,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£404,820



# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

## Part A: Pupil premium strategy plan

### Statement of intent

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

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 some areas within our own data.

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, continued professional development.

We will be responsive to emerging need and we embark upon a period of educational recovery. This will include targeted intervention from appropriate teams specialising in safeguarding, attendance, pastoral, special educational needs and disability and curriculum. In addition to this, we intend to engage with both the National Tutoring Programme and School Led tuition where appropriate to close the gap for individuals and small groups of students.

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



# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

[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://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/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/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped vocabulary, literacy and numeracy skills
2	Uncovering and addressing the Impact of Covid-19/partial closure through high quality personalised provision
3	Accessibility of resources and opportunities to develop cultural capital
4	Levels of aspiration and parental engagement vary
5	Levels of attendance in the current climate are more variable
6	Increased social, emotional and mental health concerns



# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

## 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									
Restore and continue to drive high quality of teaching for all students both inside and outside of the classroom	<p>Secondary phase PP student attainment to reach an average A8 score of 0.45 despite the impact of Covid-19 which would place AVA above National Average.</p> <p>Primary phase – All AVA students achieve ARE or better in reading, writing and mathematics despite the impact of Covid-19</p>									
Staffing to provide further opportunities for intervention and teaching in smaller groups to further close the gap to national	<p>Secondary phase - progress improves to close the gap with non-PP students to a difference in P8 scores of below -0.50 which would place AVA above National Average</p> <p>Primary phase – The gap between PPG students and non PPG students begins to close</p> <p>Student wellbeing</p> <p>Reading intervention results in accelerated progress.</p>									
To re-engage students with PPG with the classroom, inspiring students to achieve high levels of attendance and engage fully with a broad and ambitious curriculum	<p>Continued improved attendance record for those entitled to PP with a view to achieving 95% and closing the gap between these students and their non-disadvantaged peers.</p> <p>Current national Average (87.7% - 90.7%).</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>459</td> <td>88.07</td> </tr> <tr> <td>Not Pupil Premium</td> <td>1330</td> <td>92.25</td> </tr> </tbody> </table>		Pupils in group	Attendances	Pupil Premium	459	88.07	Not Pupil Premium	1330	92.25
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# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

	<p>Reduced behaviour and points and increased achievement points, improved attitudes to learning demonstrate that students with PPG are lesson ready.</p> <p>Measurable in book scrutinies and learning walks.</p> <p>Raise EBacc take up of disadvantaged students TBC (AWE)</p> <p>Increase enrichment engagement from 19 to 29%</p>
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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: £263,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b> – 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	2



# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
<b>Resources</b> - Invest in technology and resources designed to enhance learning opportunities, re-engage and facilitate independent learning (Edulink/Teams CPD)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3
<b>Improve home-school engagement</b> – Enhanced pastoral and safeguarding teams to meet increased demand, Community and wellbeing leader.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4

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

Budgeted cost: £145,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Intervention</b> – Establish a co-ordinated approach to appropriate intervention that is informed by data such as language procurement and reading proficiency – Cross phase SLT member overseeing this and	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,5,6



# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

school led tuition. Increase provision (zones of reg, boxhall, resilience) and assessment methods.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
<b>Recruitment</b> – Additional subject specialist teaching staff in core to facilitate smaller group teaching and facilitate interventions, literacy and numeracy catch up. Administrative support for School led tuition.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2

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

Budgeted cost: £168,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> - Expand team to prioritise PPG	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5
<b>Aspiration</b> – Increase careers advise provision, Enrichment programme (P6), Academic mentoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4
<b>Well-being</b> - Reward scheme. Improving attendance and/or learning behaviours, breakfast club/revision	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a>	3,4,5,6



# The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

group, uniform and equipment support, access to trips and visits, breakfast provision, enhanced pastoral and safeguarding teams		
<b>Transition – Summer School 2022</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1,2,3,4,5,6

**Total budgeted cost: £576,526**



## 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 2020 to 2021 academic year.

In 100% of lessons observed, all non-negotiables were met. In 92% of lessons the AVA taxonomy was used appropriately. In 86% of lessons Class Provision Maps highlighted PP, SEND and COVID catch-up students on their seating plans. In 93% of lessons the Class Provision Maps signposted evidence that the teacher was personalising their approach to these groups of students and in 85% of lessons these approaches were leading to accelerated progress over time.

IPMs were included in the Class Provision Maps for students with SEND in 97% of lessons.

PPG students were supported with equipment/resources/technology/revision guides throughout periods of lockdown and beyond.

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

Staffing is stable.

The breadth of our MFL offer to KS2 and 3 (with a view to expand in to 1) occurred this academic year setting us apart from the standard educational offer in the local area.

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 has been observed through learning walks previously and evidence suggests that this has resulted in a reduced gap in progress between PPG students and their non-disadvantaged peers pre-Covid. This must be re-established post-Covid.

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



## The Aylesbury Vale Academy

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RESPECT | ASPIRATION | RESILIENCE

Students attending extended school activities (EG. 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.