

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Krishna Avanti Primary, Croydon
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	10.8% (19 pupils on roll)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2021
Date this statement was published	September 2020
Date on which it will be reviewed	November 2021
Statement authorised by	Kekshan Salaria
Pupil premium lead	Bijal Pandya
Governor / Trustee lead	Kekshan Salaria

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£18,140</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive primary school, we provide an inspirational and inclusive teaching and learning programme. Our aim being to ensure that no child is left behind socially, or academically because of any cultural disadvantage.

We strive to remove low expectations, raise lifelong aspirations with a focus on removing barriers to learning and achieving excellence so that our pupils become well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.

At KAPSC, our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success and achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Children who are eligible for PPG and on current SEND register: 4/19 (21%) 14/19 children eligible for PPG are female (73%), therefore girls need to be targeted more explicitly within classes. 2/19 new to English (11%) and 5/19 are new to the school as of September 2021 (26%)
2	Funding for trips, visits, cultural enrichment.
3	Pandemic and 'reduced learning opportunities' therefore quality learning experiences being offered at KAPSC.
4	Social, emotional and mental wellbeing.
5	Ensure that all families who are eligible for PPG are accessing this via an application process.
6	Improving the overall percentage of attendance and punctuality for those pupils who are eligible for PPG.

## 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
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<p>Children who are on SEND register and eligible for PPG to make accelerated progress using funding and additional, targeted support.</p>	<p>Pupils' eligible for the PPG and o the SEND register make sufficient progress within a school-year based on QFT and using additional interventions led by the class teacher and TAs.</p> <p>PP students to achieve, or exceed expected levels of attainment in Reading, Writing and Maths</p> <p>As of November (Autumn 2) children eligible for PPG are to be given access to after school tutoring led by TAs in Maths and English</p>
<p>That the progress for pupils who are female is equal to their male counterparts within each class.</p>	<p>Disparity between boys and girls progress to be diminished.</p> <p>Girls to make progress equal to their boy counterparts.</p>
<p>Intervention strategies are put in place to help with learning basic English for those new to English.</p>	<p>Spoken English and the teaching of basic phonics leading to gradual reading and writing fluency to be developed using targeted phonics lessons led by TAs/Teachers three times a week.</p>
<p>All those eligible for PPG funding are encouraged to apply and on the school's PPG register.</p>	<p>As many children eligible to PPG funding are on the register so that funding is allocated for their need in order to help reduce gaps in learning.</p>
<p>Social, emotional and mental wellbeing.</p>	<p>Identified pupils receive effective SEMH support Intervention to show impact Pupil voice evidences impact of the provision Improvement of attendance rates Improvement of attainment</p>
<p>Enhance opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<p>Children eligible for PPG to have access through school funding to enrichment clubs and activities weekly. All pupil premium pupils in Year 6 have access the residential through financial support.</p>

## 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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – PiXL, Ambition, ASCL	<p>Professional development training needs to take place to ensure Teachers and TAs are able to deliver the school's curriculum which is in line with DfE and AST policy.</p> <p>Targeted support based on tried and tested materials to support specific gaps in learning for specific groups.</p>	3,4
Recruitment and Retention – Experienced teachers in 'key' year groups	<p>Most experienced teachers to be responsible for leading the teaching of focus year groups as well as having oversight SEND.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	3,5
SEMH Groups to help build on social skills	<p>The impact of school closure during the two national lockdowns has affected the early learning e.g. soft skills learned in Rec/Y1. The focus on such provision will help to teach basic skills of turn taking, sharing, empathy etc.</p> <p>Using blended learning to support gaps caused by Covid 19 Lockdowns. Digital technology can add up to +4 months progress (EEF, 2020)</p>	2,3,4,5
Targeted interventions through a range of range of TA interventions/ training and support for TAs	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2,3,4

Summary	Children who are eligible for PPG and on current SEND register: 4/19 (21%) 14/19 children eligible for PPG are female (73%), therefore girls need to be targeted more explicitly within classes. 2/19 new to English (11%) and 5/19 are new to the school as of September 2021 (26%)
1	Funding for trips, visits, cultural enrichment and booster lessons.
2	Pandemic and 'reduced learning opportunities' therefore quality learning experiences being offered at KAPSC.
3	Social, emotional and mental wellbeing.
4	Ensure that all families who are eligible for PPG are accessing this via an application process.
5	Improving the overall percentage of attendance and punctuality for those pupils who are eligible for PPG.

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support through a range of TA interventions. Training and support for TAs	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2,4
<i>1:1 and/or 1:4 (group) Support</i>	Targeted support for children (As above)	2,3
<i>Group Interventions</i>	Specialist group interventions led by TAs during afternoons on areas such as reading, basic maths, handwriting, social  All pupil premium pupils are given access to after school tutoring led by HLTAs in Maths and English Levels of attainment improve Attendance improves Self-belief improves	1,2,3
Revision guides and supplementary books e.g. CGP – Y2/3/4/5	To facilitate independent study and engage parental support.	1,2,3

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

Budgeted cost: £ 6,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Educational Welfare Officer Support for pupil premium families attendance	School communications to be tailored and adapted by EWO to highest need and that personalised messages linked to learning can promote positive interactions.	5
Curriculum Workshops for all parents-pupil	<p>Support parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home.</p> <p>School communications linked to participation in academic workshops tailored to individual child's learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	1,2
Enriched curriculum opportunities... subsidised trips/residential and visitor experiences.	To develop cultural capital through rich quality experiences for our children. Expanding on holistic learning opportunities.	2,3,4

**Total budgeted cost: £ 18,140**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Tutoring Programme – Reading Summer 2021	NTP/FFT
N/A	Catch-up Funding

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment opportunities TA Interventions TA In-class support
What was the impact of that spending on service pupil premium eligible pupils?	Additional in-class support using agency Teaching Assistants to support learning in-class.





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*