



KRISHNA AVANTI
PRIMARY SCHOOL, CROYDON

Pupil Premium Strategy

2022/23



Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 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	Krishna Avanti Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	19 pupils – 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	14.10.22
Date on which it will be reviewed	February 2023
Statement authorised by	B Pandya
Pupil premium lead	Bijal Pandya
Governor / Trustee lead	Dipesh Dave

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,315
Recovery premium funding allocation this academic year	£ 2,700
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	£ 29,015

Part A: Pupil premium strategy plan

Statement of intent

A school which is part of the Avanti Schools Trust, our intention is to provide quality first teaching and learning through developing educational excellence, character development and spiritual insight.

Our goal is for no child to be left behind due to disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieve excellence so that our pupils become well-rounded human beings through intellectual, moral and spiritual growth, and so make the world a better place.

Our plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children with access to enrichment and cultural opportunities and to enjoy academic success and personal growth through targeted interventions.

Challenges

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

Challenge number	Detail of challenge
1	To develop emotional wellbeing for children affected due to Covid 19 closures and this affecting pupils with SEND underachieving in KS1.
2	To invest in the arts and enrichment activities
3	PP children achieve below standards in all 3 areas and therefore a focus area Y5/Y6
4	To develop vocabulary through speaking, listening and developing reading fluency across the school.

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
To develop emotional wellbeing for children affected due to Covid 19 closures and this affecting pupils with SEND underachieving in KS1.	Identified pupils receive effective support Pupil voice evidence impact of the provision. Improvement of levels of concentration, pupil welfare and attainment.
To invest in the arts and enrichment activities for all children including those eligible for PPG.	100% of pupil premium pupils have access through school funding to enrichment clubs and activities weekly. All pupils can attend educational visits and workshops to further enhance learning and to provide experiences beyond the classroom. All pupil premium pupils in Year 5 and 6 have will be able to attend the residential visits, through financial support.
PP children achieve below standards in all 3 areas and therefore a focus area Y5/Y6	Majority of PP read at, or above, chronological reading age. Majority of PP students achieve, or exceed expected levels of attainment in Reading, Writing and Maths
To develop vocabulary through speaking, listening and developing reading fluency across the school.	Improved reading through 1:1/group reading for targeted children.

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 (CPD, training, SEND)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions	SEND support and training by FB – SENDCo Consultant	1, 4
SaLT Referrals	Developing speaking and listening will positively impact on standards.	1, 4

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

Budgeted cost: £ 20,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class support	CPD- developing teachers and LSAs. To continue to have a higher percentage of disadvantaged pupils in KS1 and KS2 who meet the expected standard in Reading, Writing and Mathematics that surpass or meet the national average.	1, 2, 3, 4
Interventions – 1:1, group and class	Ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives	1, 3, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
WPA – EWO Services - £ 1800	Raised attendance and punctuality will ensure that access to school is prioritised. Greater engagement from 'harder to reach families', improve punctuality and attendance	1, 2, 3, 4
Trip subsidies	Wider cultural and enrichment experiences.	2, 3, 4

-£ 1200	Curriculum is broadened to include exciting links, increasing pupil engagement and excitement, including access to educational visits.	
Uniform -£ 500	Subsidies to ease costs for families eligible for PPG.	1, 3
Books and resources -£ 2500	Supporting home learning as well as providing books which are reflective of the curriculum and representing children from KAPSC. Curriculum is broadened to include exciting links, increasing pupil engagement and excitement, including access to educational visits.	2, 3, 4
Workshops -£ 2500	Supporting the training of staff to deliver learning to the highest standard. E.g. Twinkl reading and phonics, SEND training, release time for staff to lead on Eng/Maths and S&L workshops for parents. Pupils make accelerated progress and attain age appropriate levels in reading and writing as well as the phonic screening test.	1, 3, 4

Total budgeted cost: £ 30,810 total spend

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 2021 to 2022 academic year.

EYFS ELG	No. of children: 28			
Pass	19/28 passed in all 7 areas: 68%			
X2 Children new to the school and new to English – therefore not applicable				
2 EHCP applications pending				
Y1 – Phonics	No. of children: 29			
Pass Mark: 32	25/29 passed 83%			
Y2 SATs	No. of children 26 (X1 disapplied)			
	WTS	ARE	GDS	ARE+
Maths	6/26 23%	12/26 53%	8/26 30%	20/26 76%
GPS	3/26 12%	13/26 50%	10/26 38%	23/26 88%
Reading	5/26 19%	12/26 46%	9/26 34%	21/26 80%

Combined (R/M/GPS)	2/26 7%	9/26 35%	5/26 19%	14/26 53%
Writing (Teacher Assessed)	3/26 12%	14/26 53%	9/26 35%	23/26 88%

Y4 Multiplication Check	No. of children: 26
	15/26 Actual pass: 58% 2 absent would have taken the total passing at 22/25 to 65% 22/26 children with a range of 20-25 out of 25 85%
No official pass mark based on 22 and above out of 25	

- *KS1 SATS Data/EYFS Assessments/Y1 Phonics Assessments/Y4 MTC*
- *Evaluation and analysis undertaken for 2021/2022 including analysis of data such as trends and anomalies.*
- *Additional funding provided as a concession for pupils attending the Y5 residential trip.*
- *Additional spaces in enrichment clubs – through school-based and external providers.*
- *Funding towards art workshops in the academic year 21/22 including a whole school mosaic workshop, arty party sculpture workshops and storytelling workshops.*
- *Concessions towards theatre trip to see The Lion King.*
- *Concessions towards school trips for pupils eligible for PPG.*

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
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Lightening Squad Reading Programme	Lightening Squad
My Maths	Online – Home Learning Support
Spag Online	Online – Home Learning Support
CGP Books	CGP
Times Table Rockstars	Online – Home Learning Support

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?	<ul style="list-style-type: none"> • Targeted support in R/W/M. • Additional funding provided as a concession for pupils attending the Y5 residential trip. • Additional spaces in enrichment clubs – through school-based and external providers. • Funding towards art workshops in the academic year 21/22 including a whole school mosaic workshop, arty party sculpture workshops and storytelling workshops. • Concessions towards theatre trip to see <i>The Lion King</i>. • Concessions and payments towards school trips for pupils eligible for PPG.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Raised attainment for specific and targeted groups – see termly data analysis. • Wellbeing improved through SEMH interventions which positively affected children’s attention and therefore access to the curriculum. • Enrichment workshops and trips providing enrichment opportunities to the arts and clubs.

Further information (optional)

- *Investment into a new reading and phonics scheme to further improve standards in reading.*
- *PiXL interventions to be used for whole class teaching and as part of smaller interventions to help close gaps in learning.*
- *SEMH to continue to be a focus for interventions.*
- *Additional SaLT referrals to be made via SENDCo.*
- *Termly targeted interventions led by LSAs and boosters led by Teachers in Y2/5/6.*