



Pupil Premium Grant Expenditure Report

Krishna Avanti Primary School, Harrow

2020-2021

Proposed Pupil Premium Grant Expenditure Strategy: Report to Parents 2020-2021

This report provides information on how the school used the Pupil Premium (PP) in the last academic year and the impact this had on our pupil's academic achievement and personal wellbeing. It also shows how we made sure that the provision for this group of pupils was of consistently high quality so that each action funded by PP should lead to improvements in pupils' development and learning and enable them to achieve high standards. In our school, we are ambitious for all our children and have high expectations of all. Every effort is made to ensure that the extra funding is used to best effect so that it makes a strong impact on children's learning, success and happiness.

Our School Priorities:

QUALITY of EDUCATION:

To further embed the effectiveness of all staff and improve pupil outcomes through:

- Higher quality pupil interactions between all staff – facilitating learning, this is more recently through remote learning.**
- Prior Lower-Attaining/ SEND pupils receive high quality first interactions with their class teacher, LSA or SENCo, through remote learning where needed.**
- Ensure phonics is being applied to writing particularly for Prior Lower-attaining/ SEND pupils and provide clear support to parents to ensure pupils meet or exceed end of year expectations**
- Ensure there is stimulating and enthusiastic teaching which interests, excites and motivates pupils and accelerates their learning at school or remotely**
- Embed highly effective formative assessment practices across the school particularly, live nudges in marking. This will strategically accelerate pupil progress and improve the quality of outcomes across all lessons and subjects**

BEHAVIOUR & ATTITUDES PERSONAL DEVELOPMENT:

- Create a curriculum which equips pupils with the knowledge and cultural capital they need to succeed in life. This will impact and be reflected through character formation, values education and through extra- curricular activities.

Specific barriers to education that our children face are listed below:

- Low literacy and or numeracy
- Low self-confidence, aspirations and resilience
- Poor attendance and punctuality
- Social and emotional difficulties and challenges
- Insufficient family engagement with their schooling

Pupil Premium Strategy

Each school must write one that reflects your school context and the demographic needs and profile of your pupil groups.

An overview: Number of eligible pupils and Pupil Premium Grant Review for Current Year

Total number of pupils on roll September 2020	455 including Nursery
Total number of pupils eligible for PPG (Ever 6 & Ever)	9 PPG children (5 of which are SEND or school support)
Amount of PPG received per pupil	1,320
Total amount of PPG received	11,880
Date for next internal Review	July 2021

Strategic Plan for the Year ahead: Overview and Planned expenditure and expected outcomes

Nature of School actions Support Outcome	How will it link with pupil access to school curriculum and learning to raise achievement?	How will it be spent? (details of each activity)	How will we ensure it is implemented well?	Staff Lead Review Date Impact on Pupils: what will be the outcomes for pupils?
<p>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.</p>	<p>LSAs employed in years 1 and 2 to carry out split teaching, interventions, including one to one LSA for SEND support in year 2.</p> <p>Quality curriculum booster club resources.</p> <p>More able provision to enable children to have a good understanding of mastery in mathematics.</p> <p>Parental workshops to model best practice and to introduce specific strategies for family modelling.</p>	<p>To provide personalised intervention so the attainment gap between PP and non-PP is closed and pupils are in line with the national average.</p> <p>Teachers will have the necessary resources they need to fill in gaps for PP children. This includes teaching remotely during school closure.</p> <p>This provision will enable PP children to be in line with their non-PP peers. The provision exposes the children to depth and breadth of the curriculum.</p> <p>The LSA will be deployed to address any early intervention as identified. The support will be both</p>	<p>The additional adults will be directed by both the phase leaders and class teacher. The support will be timetabled in. The additional adults will provide regular updates at the end of term. This includes when teaching remotely.</p> <p>The individual year groups will look at their action plans and plan in quality curriculum booster club resources accordingly.</p> <p>This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead.</p> <p>Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation.</p>	<p>Deputy Principal English Leads Phase Leader Class teacher LSA</p> <p>Termly and July 2021</p> <p>Cycle of Monitoring: Leadership and subject leaders' monitoring has PPG focus (book looks, learning walks, pupil interviews and surveys, pupil progress meetings, behaviour analysis) Staff appraisals include PPG outcomes PPG review.</p> <p>Staff inc SLT to check in with pupils on a weekly basis during school closure.</p>

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	<p>LAMDA classes offered to PP children. This to be reviewed in line with current guidelines.</p> <p>Reading Buddy system</p>	<p>through in class and waved intervention.</p> <p>Focused support for PP children to develop their: Interpretative skills Technical skills Communication skills</p> <p>Research states that children need to have a love of reading if they are to be successful. The provision will ensure PP children have a love of reading and thus have an improved attainment in reading. All children have a subscription for a magazine of their choice to enable a reading for pleasure.</p>	<p>Led by a Subject Leaders with specialism in English. Specific resources to motivate and engage pupils in their reading habits</p>	
<p>Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards</p>	<p>LAMDA to promote self-esteem and confidence, as well as oracy development.</p> <p>Emotional Literacy training. Parent Gym sessions</p>	<p>Research states that once a child's emotional and social well-being is secure, only then will they make academic progress. The long-term investment will ensure the</p>	<p>This will be conducted termly. The impact will be provided through reports produced by LAMDA, teacher observations, final</p>	<p>Deputy Principal English Leads Phase Leader Class teacher LSA</p>

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<p>learning beyond school day, improved aspirations. Focus upon our Ethos of Character Formation</p> <p>Parents are encouraged to attend various workshops including Parent Gym. They reflect upon their parenting skills and make small step improved changes with the guidance of the facilitator (in line with COVID-19 guidance)</p>	<p>Educational visits/school journey and other enrichment activities</p> <p>Purchase of school uniform and equipment</p> <p>Subsidised music tuition</p>	<p>children have foundations in place.</p> <p>Parent Gym training will support to give the emotional support and guidance to our vulnerable pupils.</p> <p>PP children need to be given the opportunity to pursue extracurricular activities. This will enable PP children to be develop their interest and aspirations.</p> <p>Due to financial barriers PP children may not be able to go on educational visits/enrichment activities. The allocation of this funding will allow these children to have the same experience as their peers, and experience places they may never go.</p>	<p>performance, speaking and listening data and pupil voice.</p> <p>External agency reports and observations will evidence the impact of Parent Gym</p> <p>Different professions will be invited to give talks to the children. Follow up work in the classrooms will show impact.</p> <p>Feedback from the Music provider. Pupils apply their learning and perform their instrumental skills to a range of audience. Pupil undertake music exams</p>	<p>Termly and July 2021</p> <p>Cycle of Monitoring: Leadership and subject leaders' monitoring has PPG focus (book looks, learning walks, pupil interviews and surveys, pupil progress meetings, behaviour analysis) Staff appraisals include PPG outcomes PPG review.</p>

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			<p>The half-termly assessment reviews will show the impact on progress due to participation on educational visits, access to equipment so that learning can continue at home. Follow up work will further show the impact</p>	
<p>Improved attendance rates for children eligible for PP</p> <p>More engagement from hard to reach families, improve punctuality and attendance</p>	<p>Class teachers will ensure that children have the correct behaviour for learning and have the support they need to address the barriers they may face whilst at school.</p> <p>Restorative Justice training to support nurture groups.</p>	<p>Teachers/SENCO will make referrals. The sessions will take place in and outside the classroom as required. The impact will be measured as soft data and Arbor data. An improvement in attendance will also show this.</p> <p>Provide personalised support as required eg social stories around morning routines for parents to read to children; flexible approach to individual children entering the school. Seek support and guidance from external agencies such as Educational Psychology for programmes to further support children and parents.</p>	<p>Improving resilience of families, improving punctuality, attendance, behaviour boundaries of children and understanding of children.</p> <p>Running a variety of parent workshops for vulnerable families such as exercise, outdoor/ experiential learning to build character formation and values led education through growing plants, vegetables etc</p> <p>This includes those eligible for Hardship funding</p>	<p>Deputy Principal (SENCo and DSL) Principal Class teacher LSA</p> <p>Termly and July 2021</p> <p>Cycle of Monitoring: Leadership and subject leaders' monitoring has PPG focus (book looks, learning walks, pupil interviews and surveys, pupil progress meetings, behaviour analysis) Staff appraisals include PPG outcomes PPG review</p>

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		All staff, including Business Support Manager, know PPG children and aim to form effective relationships with their families so that strategies can best meet individual needs.		
			TOTAL BUDGET COST	

Review of expenditure July 2020				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
First quality teaching	Targeted support in and out of class both at school and remotely Personalised learning for all children Home/school partnership Planning interventions and transitions programmes in school and remotely.	Adapting the approaches taken to meet the needs of the children using a range of approaches such as VAK. Teacher assessments from July 2020 indicate all PPG children working within the national expectations or above in Reading, Writing and Maths therefore in line with their peers and thus closing the gap.	Continue as embedded practice Adapt for every individual child as needed	School offer
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Waved interventions	Provision mapping Setting ILPs Reviewing short and long term outcomes of individual children	Assessing the impact of specific whole school boosters and interventions. Reviewing the impact of specialised interventions such as Language for Thinking, pre teach vocabulary sessions etc	Continue with specific interventions as per the provision map and individual child. Adapt the needs according to where the child's learning journey is. Continue to set SMART targets for all children. Parents continue to be involved in this process.	£6800

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
				£56,000
Supporting the holistic development of all PPG children during COVID-19 school closure	Resource packs for all PPG/Vulnerable children during COVID-19 Children loaned tablets in order to access Google Classroom for continued learning during school closure	Recognising that some of our families did not have access to resources, books and equipment, school created packs for each child. This included basic skills books, stationery, copies of reading books and core texts, reading books for reading for pleasure, maths equipment such as Numicon sets, number lines, dienes, number fans, number grids etc, Understanding that some families did not have access to regular internet. Providing wi-fi connection for them for a duration of time, as well as the loan of devices and tablets for the duration of the school closure until they were back at school.	Resource packs to still continue to address basic skills gap	£400 per tablet £300 school resources £200 books
Supporting the needs of vulnerable families during COVID-19 school closure	Food parcels for vulnerable families	Daily and weekly food packages sent home to vulnerable families All PPG children received Eden Red food vouchers in March 2020 closure. In January 2021 closure, all families to receive reimbursements for free school meals. This was backdated to also cover the Christmas holiday period and up until February half term 2021.	Continue with this on a needs basis per family.	£50 per week
1. Additional detail				
In this section you can annex or refer to additional information which you have used to inform the statement above.				