

## Krishna Avanti Primary School: 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	Krishna Avanti Primary School
Number of pupils in school	454 including Nursery as of October 2021
Proportion (%) of pupil premium eligible pupils	1.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Shriti Bellare
Pupil premium lead	Radhika Ahuja
Governor / Trustee lead	Kekshan Salaria

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<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	£14.105

## Part A: Pupil premium strategy plan

### Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with quality first teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of 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 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 personal growth.

### Challenges

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

Challeng enumber	Detail of challenge
1	Lower attainment
2	Emotional Wellbeing and Mental Health
3	Lack of finances for enrichment activities
4	Lack of support at home

## 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 pupil levels of attainment and outcomes for disadvantaged pupils	PP pupils to achieve, or exceed expected levels of attainment in Reading, Writing and Math's
Improve literacy and oracy levels, so that pupils are able to access the whole curriculum and develop as confident speakers	<p>Majority of PP read at, or above, chronological reading age.</p> <p>Majority of PP students achieve, or exceed expected levels of attainment in Reading, Writing and Math's</p> <p>Majority of PP access the Expressive Arts session led by our Expressive Arts teacher</p>
Provide effective support to pupils with Social Emotional Mental Health problems with the support of the SENDco and trained LSA.	<p>Identified pupils receive effective support</p> <p>Pupil voice evidences impact of the provision</p> <p>Improvement of levels of concentration, pupil welfare and attainment.</p>
Enhance opportunities for enhancing 'cultural capital' through enrichment and experience.	<p>100% of pupil premium pupils have access through school funding to enrichment clubs and activities weekly.</p> <p>All PPM pupils have the opportunity to attend educational visits and workshops to further enhance learning and to provide experiences beyond the classroom.</p> <p>All pupil premium pupils in Year 5 and 6 have will be able to attend the residential visits, through financial support.</p>
Lack of support at home.	<p>All pupil premium pupils are given access to additional support, in school.</p> <p>Levels of attainment improve Self-belief and confidence improves</p> <p>All families will have access to bespoke workshops tailored to the needs of their child, including relevant resources.</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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development linked to quality first teaching in Reading, Writing and Math's- developing teacher's practice to ensure daily quality first teaching- Rosenshine's Principles 1000	Professional development training needs to take place to ensure Teachers and TAs are able to deliver the Rosenshine's principles of instruction effectively: Sutton Trust- Feedback +8 Sutton Trust-Oral Language Interventions +5	1,2,
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching-Rosenshine £1000	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,4
Strategy meetings for year leads with the Assessment Lead and HT £2500	Rigorous monitoring and tracking of pupil premium outcomes and the identification of next steps at mastery level.  Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1,4
CPD-Oracy and language acquisition £2562	A Focus on <b>Oracy</b> Supports the Acquisition of Vocabulary, delivered by a teacher. Many research studies point to the fact that children from <b>disadvantaged</b> families enter school with much lower language levels than <b>pupils</b> from more affluent households exposed to higher levels of language. A limited vocabulary has been shown to impact educational attainment. EEF+ 6 months	1,2,4
Effective Feedback through pupil teacher conferencing £1000	Research evidences that when feedback is given to the learner about the learner's performance relative to learning goals or outcomes, it shows improvement in students' learning-EEF+6	1,2,3,4

### 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
Pupil Conferencing by HLTAs 1500	Sutton Trust feedback +8 Sutton Trust Mentoring + 1	1,2,3,4
Providing a range of range of TA interventions/ training and support for TAs through a bespoke coaching programme. £1400	Sutton Trust-Oral Language Interventions+5 Sutton Trust Phonics Interventions +4 SuttonTrust Comprehension Strategies +5  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
Teach and test academic vocabulary through dialogic activities: explicitly extending pupils 'spoken vocabulary Through structured questioning to develop reasoning skills Through purposeful, curriculum focused dialogue and interaction and intervention by Teaching Assistants and Teachers £1000	The EEF indicates that language interventions with frequent sessions over a sustained period and those that are delivered one-to-one have larger impacts +6 EEF	1,2,3,4
Parental workshops, scheduled throughout the year to enhance parental engagement, particularly linked to reading and the effective use of vocabulary. £500	Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4

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



Budgeted cost: £ 4,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enriched curriculum opportunities- subsidised trips/residential and visitor experiences £800</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Sutton Trust Arts Participation +3 If cost were a factor for Pupil Premium pupils and they were unable to attend educational visits due to costing this would impact learning particularly at curriculum entry points. Sutton Trust-Collaborative Learning Experiences +5</p>	<p>2,3,4,</p>
<p>Access to one after school club. £800</p>	<p>Sutton Trust- Extending the School Day +2</p>	<p>2,3,4</p>
<p>Providing uniform for pupil premium pupils/ poverty proofing £1000</p>	<p>Sutton Trust-Uniform +0 However as a school, we have evidence to indicate that uniform is a barrier. Therefore, providing uniform to pupil premium pupils when successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline impacts pupil's self-esteem and confidence.</p>	<p>2,3,4</p>
<p>Expressive Arts Sessions, after school. £1500</p>	<p>Research indicates that involvement with the arts encourages a positive attitude to learning and increased well-being.</p> <p>Sutton Trust- Arts Participation +2</p>	<p>2,3,4,</p>

## 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.

Year Group	Item/ Project	Objective	Impact	Comment
KS1 and KS2	Targeted Support	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.		Teacher assessments from July 2021 indicate all PPG children working within the national expectations or above in a single subject or more (Reading, Writing and Math's) thus minimising the gap.
Whole School	Professional development linked to quality first teaching in Reading,	CPD- developing Both teachers and Learning Support' practice to		<p><b><u>Year 1 attainment ARE and above</u></b>  R: 92%  Wr: 80%  M: 82%</p> <p><b><u>Year 2 attainment ARE and above</u></b>  R: 86%  Wr:90%  M:89%</p> <p><b><u>Year 3 attainment ARE and above</u></b>  R:83%  Wr: 77%  M: 87%</p> <p><b><u>Year 4 attainment ARE and above</u></b>  R: 86%  Wr:86%  M:_90%_</p> <p><b><u>Year 5 attainment ARE and above</u></b>  R: 81%  Wr: 77%  M: 87%</p> <p><b><u>Year 6 attainment ARE and above</u></b>  R: 93%  Wr: 94%  M: 95%</p>

Year Group	Item/ Project	Objective	Impact	Comment
	Writing and Math's- developing teacher's practice to ensure daily quality teaching for both TAs and teachers	Ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives		Provision is strong because of effective deployment of LSA's, coaching on metacognition has had a positive effect as well as developing practice through bespoke CPD sessions around guided reading, scaffolding and questioning.
Whole School	Improved attendance rates for children eligible for PP	More engagement from hard to reach families, improve punctuality and attendance		During lockdown support was quickly put in place to support families who did not have access to suitable devices. 15 devices were loaned to parents ensuring their children accessed remote T&L. Pupils who struggled to arrive at school on time, were supported through encouragement and working closely with parents (3 families). These pupils now arrive on time.
EYFS and KS1	Effective deployment of support staff to ensure teaching of phonics is progressive and robust	Pupils make accelerated progress and attain age appropriate levels in reading and writing as well as the phonic screening test.		<b>2019/2020:</b> 100% of pupils passed the phonic screening in Year 1.



Year Group	Item/ Project	Objective	Impact	Comment
Whole School	Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards learning beyond school day, improved aspirations.	Curriculum is broadened to include exciting links, increasing pupil engagement and excitement, including access to educational visits.		Positive impact on pupil behavior. Majority of pupils accessed online learning during school closure and majority of pupils took part in online interventions during this period.  Due to Covid Restrictions - no trips took place.

### 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
My Math's
No Nonsense spelling
Times Table Rock Stars