

Krishna Avanti Primary School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. (2022/2023)

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	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Shriti Bellare
Pupil premium lead	Alisha Mahoon
Governor / Trustee lead	Mike Ion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	N/A
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	£16, 620

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective for Disadvantaged Pupils

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Key Principles of the Pupil Premium Strategy Plan

High Quality Social and Emotional Support High quality pastoral support is available for disadvantaged pupils and their families. This is provided by our experienced Pastoral Lead, Educational Psychologist and other specialists as required. Removing barriers to learning through a programme of appropriate support will enable disadvantaged pupils to achieve the best outcomes. Enabling pupils to experience high-quality outdoor learning is also linked to this principle.

High Quality Teaching and Learning

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the additional support of a highly skilled teacher, for pupils whose education has been worst affected, including non-disadvantaged pupils.

High Expectations

Krishna Avanti Primary School has an established culture of high expectations. This is evident across all stakeholders and is allied to an embedded learning culture – as a staff team are on a journey of continued improvement. Striving to overcome barriers for disadvantaged pupils is key to this culture – aiming to give each child the best chance to succeed and ensuring that all pupils are challenged in the work that they are set. Identifying need and barriers to learning is an ongoing process and involves all members of the team. Regular pupil progress meetings enable the team to monitor progress of disadvantaged pupils – identifying what is working well and where adjustments need to be made. This process helps to ensure that expectations of achievement are kept high and that all staff take responsibility for pupils' outcomes.

Well-targeted Intervention

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. Early intervention is crucial, and we use a variety of tools to enable staff to identify need when pupils join the school in reception and to ensure that appropriate intervention is put in place. Across the school the use of regular assessment enables staff to identify need and ensure that well-targeted interventions are put in place.

Challenges

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

Challenge Number	Detail of challenge
1	Lower attainment/pupil aspirations
2	Emotional Wellbeing and Mental Health
3	Lack of finances for enrichment activities
4	Parental engagement

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 progress for disadvantaged pupils from baseline assessments on to the end of year assessments.	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	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 Math's
Provide effective support to pupils with Social Emotional Mental Health problems with the support of the SENDco and trained LSA.	Identified pupils receive effective support Pupil voice evidences impact of the provision Improvement of levels of concentration, pupil welfare and attainment.
Enhance opportunities for enhancing 'cultural capital' through enrichment and experience.	100% of pupil premium pupils have access through school funding to enrichment clubs and activities weekly. All PPM pupils have the opportunity to 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.

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: £9,000

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-Rosenshein £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 Oracy Supports the Acquisition of Vocabulary, delivered by a teacher. Many research studies point to the fact that children from disadvantaged families enter school with much lower language levels than pupils 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 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: £ 3,100

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 £1500</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>

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.

Intended Outcome	Review of Outcome
Improve pupil levels of attainment and outcomes for disadvantaged pupils	
Improve literacy and oracy levels, so that pupils are able to access the whole curriculum and develop as confident speakers.	Children in reception and year 1 made excellent progress in phonics development. Evidenced by consistently high scores in the phonics check in 2020 (100%) and 2021 (93%). Our internal assessments indicate that progress in writing has not been as strong in Year 3, 4 and 5 – this area of the curriculum has been the most impacted by the pandemic – it is a continued priority in the current year.
Provide effective support to pupils with Social Emotional Mental Health problems with the support of the SENDco and trained LSA.	The emotional development and mental health of disadvantaged pupils have been impacted over the last 18 – 22 months of the pandemic. Pupil premium funding was used to support the pupils and their families. Effective CPD, in particular developing two staff members to train in mental health and emotional difficulties, helped develop staff confidence and ability to support children with social and emotional barriers.
Enhance opportunities for enhancing 'cultural capital' through enrichment and experience.	Disadvantaged pupils attended and took part in clubs, two free spaces are kept for children who would like to attend any after school club. External educational visits, including workshops and residential visits, are all subsidised further ensuring that no child is left behind.
Lack of support at home.	The school provided many workshops for our parent community, ensuring they were kept up to date on teaching methods, in addition they were invited into class to observe a lesson to observe how strategies are being used. Following on from this we continued to provide bespoke and more intimate workshops for specific children including our disadvantaged. By providing resources to use at home, we have seen a change in attitude.

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
CPD to train staff on mental health support	Rainbow
Peripatetic Music Lessons	Harrow Music Service
Expressive Arts	In house
Tutoring support	Employed an additional teacher

Further information (optional)

Planning, Implementation, Additional Activities and Evaluation

When planning our strategy statement – we have reviewed what’s worked well in the past and what needs to be changed to improve the impact of our actions. The EEF has proved a useful guide in terms of developing our strategy and identifying which strategies are evidenced with having the best impact. Children eligible for Pupil Premium funding are closely monitored by leaders - regular pupil progress meetings enable staff to discuss progress, attainment, what is working well and what need to be changed or adapted. Assessing strategies that are in place is an ongoing task and these are regularly reviewed.

Additional Activity

We provide a broad and balanced curriculum which provides an enriched learning experience across the curriculum. Our children have specialist teachers in Yoga and meditation, Sanskrit, Philosophy, Religion and Ethics and Music.

- The continued implementation of our school values including spiritual insight incorporating aspects of neuroscience, mindfulness and positive psychology – to help develop pupils’ self- awareness and self-regulation.
- A series of parent support workshops across a range of topics to help strengthen parental engagement. Workshops and drop-in sessions led by school staff; SENDco, covering parenting support, positive behaviour management; understanding anxiety and various curriculum themed workshops.

The EEF implementation guidance will continue to guide the implementation and evaluation of this strategy. Adjustments and tweaks will take place throughout the duration of the strategy as we work to continually improve outcomes for disadvantaged pupils.