

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. (2023/2024)

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	3.3%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£21,825
Recovery premium funding allocation this academic year	£945
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	£22,770

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	Mitigating barriers to learning such as low self-esteem and emotional regulation
2	High quality teaching and learning including the curriculum is accessible to all learners
3	Development of metacognitive practices to support pupils to become independent
4	Lack of parental engagement in supporting their child/ren 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
To achieve improved and sustained engagement, social development, and emotional well-being for all pupils, particularly our disadvantaged pupils.	High levels of engagement, social development, and emotional well-being
To achieve improved attainment in reading, writing and math's for disadvantaged pupils.	Attainment targets across the school indicate a diminishing of the differences between disadvantaged and non-disadvantaged pupils in the following areas: Early Learning Goals, Reading, Writing, Math's, Multiplication Tables Checks and Grammar Punctuation and Spelling.
To empower pupils to become independent learners by enhancing their awareness and control over their own thinking processes.	Pupils will be aware of their own thinking processes. They will be able to reflect on their ability to reflect on their own cognitive processes such as thinking, learning and problem solving.
To equip parents to support their child at home by developing their: <ul style="list-style-type: none"> • Independence • Social skills • Communication skills • Emotional Well-being • Academic success 	<p>Demonstrating the ability to complete tasks independently.</p> <p>Taking initiative and responsibility for personal goals.</p> <p>Problem-solving and decision-making skills. Conflict resolution and cooperation in group settings.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff expertise in evidence informed pedagogy and confidence across the curriculum. Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Vehicles to support implementation:</p> <ul style="list-style-type: none"> • Staff CPD sessions • Lesson study • Coaching • Professional growth action research areas 	<p>Staff expertise developed through a varied programme of CPD focused on enhancing research informed pedagogy. This is based on the school's 6 Essentials (Clear Focus for Learning; Appropriate Challenge; Sequencing Concepts and Modelling; Effective Questioning; Effective Feedback; Deliberate Stages of Practice). The 6 Essentials incorporate aspects of cognitive science; Rosenshine's Principles for Effective Instruction; John Hattie's Visible Learning and strategies outlined in the EEF Toolkit.</p> <p>Developing teaching pedagogy is further supported by the use of lesson study, action research and instructional coaching.</p> <p>summary-of-john-hatties-research</p> <p>teachertoolkit.Principles-of-Insruction-Rosenshine.pdf</p> <p>cognitive-science-behind-rosenshines-principles</p> <p>EEF Guidance teaching-learning-toolkit</p> <p>Sutton Trust--- Feedback +8</p> <p>Sutton Trust---Oral Language Interventions +5</p>	<p>1,2,3</p>
<p>Further development of 'math's mastery' across the school and or our math's teaching and curriculum (staff training, funded teacher release time to embed key elements, sharing expertise, ongoing coaching, engagement with Math's Hub research group)</p>	<p>Continue to be involved in the Primary Mathematics Teaching for Mastery Work Groups which are run by the London Central and West Math's Hubs in conjunction with the NCETM. The DfE guidance for schools is the result of a collaboration with the NCETM (National Centre for the Teaching of Mathematics). DfE Math's Guidance KS1 & KS2 The approach is in line with the following recommendations form the EEF guidance reports.</p> <ul style="list-style-type: none"> • Develop practitioners' understanding of how children learn mathematics. • Use manipulatives and representations. • Enable pupils to develop a rich network of mathematical knowledge. 	<p>1,2,3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF guidance-reports – Early Maths EEF Guidance-reports/maths-ks2 and KS3	
Strategy meetings for year leads with the Assessment Lead and HT	<p>Rigorous monitoring and tracking of pupil premium outcomes and the identification of next steps at mastery level.</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p>	2, 4
The development of high-quality teaching of writing across the school incorporating: vocabulary development; effective modelling; the further development of oracy.	<p>The school has developed a system for improving vocabulary development – incorporating the use of powerful vocabulary and technical vocabulary linked to curriculum areas. In addition, staff are focusing on developing modelling and guided practice to develop composition skills.</p> <ul style="list-style-type: none"> • Develop pupils' language capabilities. • Teaching writing composition strategies through modelling and support practice • Develop pupils' transcription and sentence construction skills through extensive practice. <p>EEF Toolkit- teaching- oral-language- interventions</p> <p>EEF Guidance-reports/literacy-ks-1</p> <p>EEF Guidance-reports/literacy-ks2</p>	1,2,3
The development of high quality feedback leading to improvement in pupil's learning.	<p>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'</p> <p>EEF Guidance - Feedback</p>	1,2,3,4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Conferencing by HLTAs	Sutton Trust feedback +8 Sutton Trust Mentoring + 1	1,2,3
A range of high-quality interventions led by teaching assistants. These are informed by assessments (knowledge gaps identified) and are well-targeted to address gaps.	When teaching assistants are deployed effectively with appropriate training and support, they can make a significant contribution to pupils' learning and progress. TA's are used to deliver high quality one to one and small group support using structured interventions. EEF Guidance Report – Making the best use of Teaching Assistants Direct Instruction and Precision Teaching	1,2,3
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	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
Parental workshops, scheduled throughout the year to enhance parental engagement, particularly linked to reading and the effective use of vocabulary.	Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts participation to develop a positive self esteem, engagement and oral language before a writing task.	Arts activities have been linked with improvements in specific outcomes, such as the impact of drama on writing and the potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Guidance Report – Arts Participation	1,3

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

Budgeted cost: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment and engagement: this incorporates a range of experiences – educational visits, forest school sessions, workshops, after school clubs and residential for Year 5 & Year 6 – offered at a subsidised rate for pupils eligible for Pupil Premium	Providing this range of experiences enables children to ‘find their spark’ and also enhances cultural capital. Cultural Capital in Education <i>‘In order to thrive in a free and democratic society children must secure a shared, foundational knowledge necessary to exercise effective citizenship.’ Ed Hirsch</i> <i>Cultural literacy is Professor Hirsch’s idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge’.</i> Ed Hirsch – Cultural Capital	1,3,4,
Access to one after school club.	Sutton Trust--- Extending the School Day +2	1,3,4

<p>Providing uniform for pupil premium pupils/ poverty proofing</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>1,3,4</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 2022 to 2023 academic year.

Intended Outcome	Review of Outcome
<p>Improve pupil levels of attainment and progress for disadvantaged pupils from baseline assessments on to the end of year assessments</p>	<p>All pupil premium children attained the expected standard in Reading, Writing and Maths at the end of KS1 and 33% at the end of KS2. 100% of PPM pupils passed the phonic screening at the end of Year 1 More support is needed at KS2 to ensure that pupils continue to meet the expected outcomes when they leave Year 6.</p>
<p>Improve literacy and oracy levels, so that pupils are able to access the whole curriculum and develop as confident speakers</p>	<p>Pupils in KS1 attained the expected standard however pupils in KS2 did not attain in line with their peers. However 36% of pupils are also pupils with SEND. These pupils have continued to develop their oracy skills and can access an adapted curriculum, where progress is visible in books.</p>
<p>Provide effective support to pupils with Social Emotional Mental Health problems with the support of the SENDco and trained LSA.</p>	<p>All TA's received the relevant training to support the children across the school, we have a trained Mental Health and Well Being Lead who has provided various levels of support from the school counsellor, access to the Inclusion Lead and SENDco, when required. This provision is going well.</p>
<p>Enhance opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<p>No pupil was disadvantaged because they are PPM, all pupils who wished to attend the various residential retreats were able to do so and places were fully funded. In addition educational visits were also supported as well as access to a free after school club of their choice.</p>

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.