

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 (Leicester)
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	4.6%
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	Denham Kite
Pupil premium lead	Bharti Patel
Governor / Trustee lead	Kekshan Salaria

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37660.00
Recovery premium funding allocation this academic year	£4060.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£41720.00

Part A: Pupil premium strategy plan

Statement of intent

At Krishna Avanti Primary School our aim is to prepare and enable children to be their best, academically, spiritually and with a resilient character; to be ready to contribute to the world in which they live, making it a better place.

Krishna Avanti Primary School offers an exciting, flexible and broad curriculum that provides a wide range of opportunities for all pupils. Every child has a strength and we endeavour to find out what the strength is by providing various opportunities and helping children to feel positive and confident respecting their strengths and the strengths of others.

Every child has the right to a fulfilling education that prepares them for the next stage of their education and beyond, regardless of circumstances. We set high expectations and provide the opportunities for the children to develop their life experiences and the, ability to engage and achieve well. Our Pupil Premium Strategy Plan aims to address the main challenges faced by our children and thus, overcome them so that the children can enjoy success in both their academic and wider endeavours.

We aim to provide consistently high standards, leading to improvements in pupils' development and learning and enabling them to achieve and attain well, in line with the high standards of Krishna Avanti Primary School. We are ambitious for all of our children and every effort is made to ensure that the extra funding is used to best effect, so that it has a positive impact on children's learning, success and happiness.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy skills upon entry - limited social and emotional development due to Covid.
2	Parents and families with limited English, unable to support with literacy work - (English as an additional language).
3	Social and emotional difficulties and cultural challenges.
4	Families new to the country lack of knowledge with the school system - Insufficient family engagement with their schooling and enrichment activities

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
<p>1. Literacy skills raised, enabling children to achieve well, so that children Achieve or exceed expected levels of attainment in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> • 74% at ARE in reading • 70% at ARE in writing • 74% at ARE in mathematics
<p>2. Parents and family with limited English, able to support with work</p>	<ul style="list-style-type: none"> • Pupils that require effective support, identified by 'Learning Mentor'. • Workshops for Parents offered half-termly. • Children complete homework set. • Parents confidently support children.
<p>3. Social and emotional difficulties and cultural challenges are reduced.</p>	<ul style="list-style-type: none"> • Children and parents feel safe • Difficulties and challenges are overcome, resulting in behaviour being outstanding. • Additional support available for all that need it (e.g resources / devices as required in lockdown/isolation). • Self-belief and confidence is good, enabling children to learn.
<p>4. Families engaged with their child's schooling and enrichment activities.</p>	<ul style="list-style-type: none"> • Robust communication systems enable regular contact with parents. • Positive parental comments on surveys. • Parents engage with Weekly Updates and Twitter. • All PP are offered enrichment clubs / activities weekly. PP have the opportunity to attend educational visits, including residential visits.

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: £18000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative Practice: Building Relationships, Improving Behaviour and Creating Stronger Communities.	All staff are better role models. Number of Think Again entries reduced. Children remain focused in class and engage in learning, evidenced during Learning Walks. Learning Policy Institute (2019): Consistent practices show students outperforming their peers and city averages with teacher collaboration and development, and high expectations for students.	3 and 4
Talk 4 Writing	Children able to engage in class and share ideas in a supportive environment. Language skills positively promoted and scaffolded to increase success. Going meta: Dialogic talk in the writing classroom: talk points to its significance in developing and securing student learning (Alexander, 2018; Gillies, 2016; O'Connor & Michaels, 2007; Reznitskaya et al., 2009).	1 and 3
Learning Mentor	Named staff member to liaise with parents and children on a daily basis as required. Bespoke support can be actioned immediately. Learning Communities Research and Practice, v8 n2 Article 3 2020. 19 pp.: Aids to children in transition.	2, 3 and 4
Roshenshine's Principles	Quality First Teaching a regular topic of Learning Walks and CPD. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)	1
National College	Staff webinars completed, targeted at challenges. International Journal of Emerging Technologies in Learning. 2021, Vol. 16 Issue 16, p186-201. 16p. to engage participants in long term courses were system notifications and the availability of a web-based platform for providing easy access	1 and 3

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

Budgeted cost: £15000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	To ensure a specific member of staff can monitor and support children and families through potentially challenging times as required. Provide the support to cater for their unique needs. National Center on Intensive Intervention. 16 pp.: a set of strategies and key practices with the ultimate goal of supporting students with the most intensive behavioral needs, their families, and educators in their transitions back to school during and following the global pandemic	1,2,3,4
Support Staff	Staff deployed strategically to work with targeted children. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2
Good2Learn	Children’s focussed time on English and mathematics improves own language and understanding of the tasks. Digital technology can add up to +4 months progress (EEF, 2020)	1
Tutoring	FIRE 2020: The findings suggest that programs designed to provide increased access to education may be the most successful in improving outcomes for students.	1 and 4

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

Budgeted cost: £8300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half-termly meetings with the EWO.	Discussions on those below required % and targeted support. Letters home and visits as required. Holidays in term-time not authorised. Learning in Lockdown, EEF, 2021. There is a risk that years of work to reduce the attainment gap and tackle social mobility could be undone in just a few months.	3 and 4
Learning Mentor	Visible and available for daily discussions and support (children and parents).	2, 3 and 4
Gate duties	Staff, including SLT meet and greet children/parents daily and encourage good punctuality, attendance and positive relationships. A Fair Start?, EEF, 2021. A child's early years play a significant role in determining their chances later on in life, including their chances of social mobility. We need to get them in.	3 and 4
Class Signage	Attendance displayed weekly and positively encouraged. Behaviour recognised and stars given.	1, 3 and 4
Awards	Weekly awards given for behaviour, attendance and good work.	3 and 4
Admin Attendance Focus	Admin staff chase absences daily and require evidence. Reasons positively chased and support given as required. Closing Gaps Early, EEF, 2017. The focus throughout is on narrowing gaps at school starting age between children from different social backgrounds – essential to breaking the cycle of disadvantage and making progress on social mobility.	3 and 4

Total budgeted cost: £41300.00

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.

Despite Covid, the gap has narrowed between PP and Non PP children. Results from Nfer tests indicate that:

- Reading narrowed by 23%
- Writing narrowed by 9%
- Mathematics narrowed by 19%
- Combined by 12%

The addition of teaching assistants ensured that PP children made significant improvements in attainment in the academic year 2020-21. PP children have excellent attitudes to learning – children are becoming more independent and proactive in their learning.

The Learning Mentor as ensured that behaviour and attitudes across school have been excellent. Support has enabled children with additional needs to develop both socially and emotionally in the school environment.

'A learning mentor is skilfully deployed by school leaders to support vulnerable pupils' behaviour and learning. This was evident in an English lesson where a pupil, prone to disruptive behaviours, was skilfully assisted in planning an imaginative biography based on his favourite fairy tale character.'

(Challenge Partners November 2021).

All measures have helped to develop PP children's self-esteem. It was noted in a recent Challenge Partners review how proud the children were of their school and their work:

'The school is deeply committed to develop pupils' talents and interests by offering an impressive array of after school clubs and activities. These include lateral thinking, Sanskrit and photography. The pupil premium grant is used effectively to eliminate any financial barriers, giving disadvantaged pupils full access to the extra-curricular opportunities provided.'

(Challenge Partners November 2021).

Residential and external visits were curtailed by Covid restrictions.

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
Learning by Questions	Learning by Questions
Dyslexia Gold	Engaging Eyes Ltd