

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	428
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dravit Koorichh
Pupil premium lead	Devika Bridgmohun
Governor / Trustee lead (SSC Chair)	Kartik Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,392.00
Recovery premium funding allocation this academic year	£4,536.00
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	£41,928.00

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. We have high expectations and aspirations for all of our pupils, and we believe that every child should be equally equipped for success. We provide 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 will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium children are closely monitored and discussed in detail during pupil progress meetings.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school. We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life. We appropriately select and implement intervention immediately after we identify even a small disadvantage in learning or personal development. 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. We are ambitious for all 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.

Our approach will be 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy skills upon entry</p> <p>Our disadvantaged pupils have limited vocabulary knowledge; therefore, they have lower starting point in Speech and Language on entry to school. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.</p>
2	<p>Outcomes in the core subjects are low</p> <p>Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the disadvantaged pupils is significantly below that of non-pupil premium children.</p>
3	<p>Mental health and Wellbeing</p> <p>Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.</p>
4	<p>Families new to the country lack of knowledge with the school system -</p> <p>Insufficient family engagement with their schooling and enrichment activities. Pupils' wider experiences from their home life have become increasingly limited for some children.</p>
5	<p>Attendance</p> <p>At present our attendance gap for our Pupil Premium pupils is 6.4% compared to non-PP children. This is caused by a range of factors that negatively impacts attainment and progress. Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.</p>

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
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>PP children who are not working at expected standard, make at least 1 step more than expected progress over the academic year.</p> <p>PP students to achieve, or exceed expected levels of attainment in Reading, Writing and Maths</p>
2. Parents and family with limited English, able to support with work.	<ul style="list-style-type: none"> • Communication is translated • Workshops for parents offered half-termly. • Children complete home learning. • Parents confidently support children.
3. Social and emotional difficulties and cultural challenges are reduced.	<ul style="list-style-type: none"> • Children 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). • Children are confident and aspirational enabling children to learn.
4. Families engaged with their child's schooling and enrichment activities.	<ul style="list-style-type: none"> • Robust communication systems enable regular contact with parents. • Positive parental comments on surveys. • Parents engage with school communication such as newsletters, Twitter, workshops, coffee mornings, town halls. • All pupil premium children are offered enrichment clubs, breakfast club, attend educational visits, including residential visits. • Pupil premium children attend a variety of sporting activities provided by Inspire.
5. Absentee and Punctuality	<ul style="list-style-type: none"> • The average attendance of disadvantaged pupils is at least 97%. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. • Punctuality and attendance have a positive impact on learning and wellbeing.

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: £3,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics program Essential Letters and Sounds to secure stronger phonics ELS Cost £250	For disadvantage pupils, research indicates that a strong foundation in synthetic phonics has a huge impact on reading and other reading-related subjects. for all pupils, high quality interventions, and representation in the key imagery. Phonics EEF (educationendowmentfoundation.org.uk)	1 and 2
Restorative Practice: Building Relationships, Improving Behaviour and Creating Stronger Communities. £2,500	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, 4 and 5
Uniform and breakfast club £500	It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3 and 5
Ongoing internal CPD to ensure quality first teaching	The key driver in school improvement is CPD 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality	1

	<p>teaching can narrow the disadvantage gap.'</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</p>	
National College	<p>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</p>	<p>1, 2, 3 and 4</p>

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

Budgeted cost: £30,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Lead £12,042</p>	<p>Tracking of individuals, their learning and progress as well as the attendance, additional support, challenge sessions, in place for them and the opportunities/enrichment they are involved in. Support children and families through potentially challenging times as required. Provide the support to cater for their unique needs. Visible and available for daily discussions and support children and parents.</p>	<p>1, 2, 3, 4</p>
<p>Support Staff £4,000</p>	<p>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.</p>	<p>2</p>
<p>Pupils will have funded access to enriching experiences. For example: Free club access £5,000 Subsidised/free trip access, including Year 5 and 6 residential £3,000 Priority given to join teams for competitive leagues (fencing, tag rugby) £500 Forest School, Leicester £200 School Music</p>	<p>The positive impact of wider curricular access, sports and other enrichment is well documented. Environmental Enrichment as a Positive Behavioral Intervention Across the Lifespan - PMC (nih.gov)</p>	<p>3, 4 and 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with the school based programme, ELS. £850</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be most effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>High quality books in book corners to read and take home. Priority given to in-class reading. For example: • Additional 1:1 reading sessions • High quality and diverse</p>	<p>Facilitating and encouraging a culture of books and reading is shown to lift attainment of PPG pupils. The impact is a lasting one: CLPE Reading for Pleasure 2021_0.pdf</p>	<p>1</p>

<p>texts bought for reading corners £250</p>		
<p>Engaging with the National Tutoring Programme (Lightning Squad) to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £4,500</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: one-to-one-tuition (EEF) And in small groups: small-group-tuition (EEF)</p> <p>EEF Teaching and Learning toolkit effectiveness. Teaching-learning-toolkit (EEF)</p>	<p>1</p>

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
Themed Weeks	These weeks include fun, and exciting events including visitors attending the school to promote the theme and share their experiences. Promotes engagement in the curriculum.	1, 2, 3, 4
Enrichment Activities	Promoting clubs and trips to enhance the curriculum and personal development of the child. Encouraging pupil premium children to be part of pupil voice groups.	1, 2, 3, 4
Attendance Display	Attendance displayed weekly and positively encouraged. Behaviour recognised and stars given.	1, 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
Providing a life skills 12 week programme - focussing on: <ul style="list-style-type: none"> • Managing anxiety • Balancing mood • Thoughts, feelings, behaviours • Conflict resolution • Friendship • Social skills • Motivation Confidence/self-esteem	A CAHMS Specialist has been commissioned to provide this 12 week programme. Evidence using a building resilience scale CYRM-R, measuring resilience in young people suggests that over the 12 week programme, children (particularly girls) were more confident to share their experiences and ideas regarding mental well-being and managing emotions using CBT techniques. Some children shared that they had become more attune with themselves and were developing skills in articulating their feelings and knowing how to self-regulate.	1

Total budgeted cost: £41,982

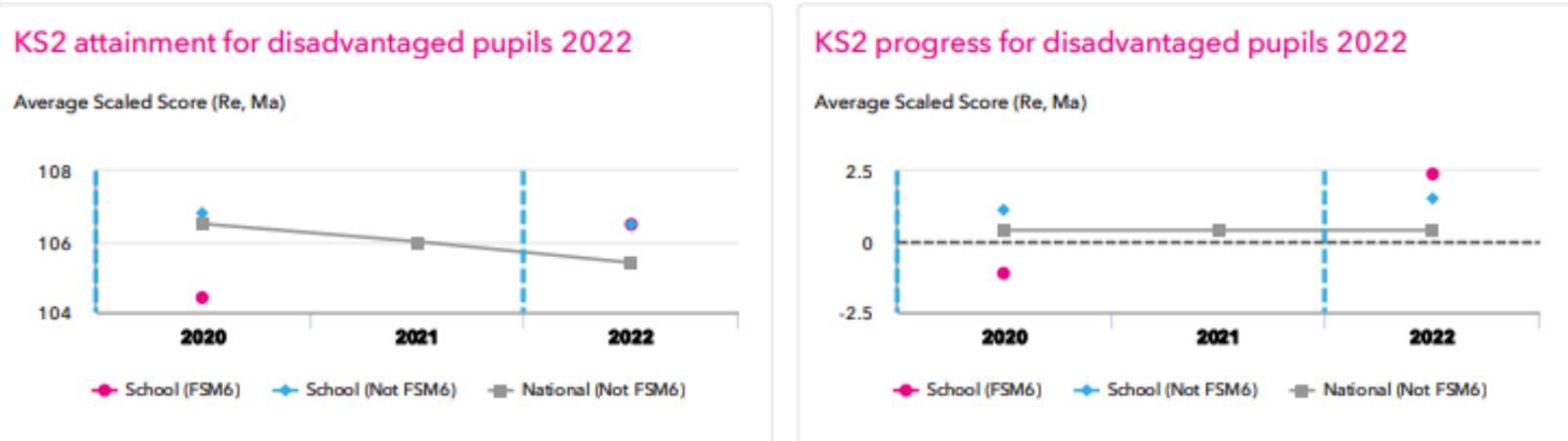
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The gap has narrowed between Pupil Premium and Non-Pupil Premium children. Results

from



	Pupil Premium	Non-Pupil Premium
Phonics Assessment(Year 1)	67%	71%
Year 2 Teacher Assessment		
Reading	0% (2 students)	71%
Writing	50%	75%
Maths	50%	71%
Year 6 Teacher Assessment		
Reading	83%	84%
Writing	67%	86%
Maths	83%	77%
SPAG	83%	90%
One Pupil Premium in EYFS did not achieve a good level of development		

The addition of teaching assistants ensured that PP children made significant improvements in attainment in the academic year 2021-22. PP children have excellent attitudes to learning – children are becoming more independent and proactive in their learning.

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).

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
Lightening Squad	National Tutoring Programme
Shapes of Tomorrow	Sonal Doshi