

Pupil premium strategy statement – Krishna Avanti Primary School Leicester

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	3.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Devika Bridgmohun
Pupil premium lead	Amritpal Kaur
Governor / Trustee lead	Mike Ion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£NA
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£NA
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,280

Part A: Pupil premium strategy plan

Statement of intent

At Krishna Avanti School, we celebrate success and are committed to ensuring every child fulfils their potential, no matter their circumstances. We strongly believe that deprivation is not a barrier to academic success and have high aspirations and ambitions for all our children. We recognise that our children come from varied back grounds, therefore, to achieve equity, some children may need additional support to compensate for home circumstances and realise their full potential.

We appreciate that pupils eligible for pupil premium funding often encounter barriers to their learning. To ensure we accurately target our pupil premium funding at removing these barriers, we will identify our eligible pupils' barriers to learning through consultation with the whole staff team, parents/ carers, and the children themselves. The range of barriers is wide, but can be put into three groups: Emotional, Motivational and Learning barriers.

As quality first 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.

The attainment and progress of all pupils will be monitored on a half termly basis. This involves identifying the Pupil Premium eligible children separately and giving specific focus to their needs and barriers to learning. The following steps are taken if a pupil is identified as not making at least 'good' progress:

- Pupil progress meeting between class teacher, relevant teaching assistant(s) and the pupil premium champion to establish why each pupil is not making 'good progress' and to develop a responsive action plan.
- Implementation of action plan.
- Review of progress towards achieving objectives in action plan.

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 Our Pupil Premium children have limited vocabulary knowledge; therefore, a lower starting point in Speech and Language on entry to school. This 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.

2	<p>Lower outcomes in the core subjects</p> <p>Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the Pupil Premium pupils is 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 several families require additional pastoral intervention, including social, emotional, and mental health support.</p>
4	<p>Families new to the country with limited knowledge of education system</p> <p>Insufficient family engagement with their schooling and enrichment activities. Pupils' wider experiences from their home life could be limited for some children.</p>
5	<p>Attendance</p> <p>Low attendance for Pupil Premium children caused by a range of factors has a negative impact of attainment and progress as well as their social and emotional development.</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 through QFT as well as interventions, enabling children to achieve well, so that children achieve or exceed expected levels of attainment in Reading, Writing and Mathematics.	<ul style="list-style-type: none"> • PP children who are not working at expected standard, make at least 1 step more than expected progress over the academic year. • PP students to achieve, or exceed expected levels of attainment in Reading, Writing and Maths
2. Parents and family with limited English are supported by the school to work with their child.	<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 and supported. • 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 Pupil Premium children 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.	1 and 2

Restorative Practice: Building Relationships, Improving Behaviour and Creating Stronger Communities. £1000	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.	3, 4 and 5
Uniform and breakfast club £1000	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.	3 and 5
Ongoing internal CPD to ensure quality first teaching. £1000	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 teaching can narrow the disadvantage gap.'	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead	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.	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

<p>Pupils will have funded access to enriching experiences.</p>	<p>The positive impact of wider curricular access, sports and other enrichment is well documented.</p> <p>For example: Free club access Subsidised/free trip access, including Year 5 and 6 residential. Priority given to join teams for competitive leagues (fencing, tag rugby). Forest School, Leicester School Music</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 and Tutoring Lightening Squad.</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. Detailed and robust interventions using the Tutoring Lightening Squad to support the reading development and bridge any gaps children may have.</p> <p>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:</p> <ul style="list-style-type: none"> • Additional 1:1 reading sessions • High quality and diverse texts bought for reading corners 	<p>Facilitating and encouraging a culture of books and reading is shown to lift attainment of PPG pupils. The impact is a lasting one. Focus on weekly library sessions for children to access a range of books. Ensure all year groups have access to a reading corner. The impact is a lasting one:</p> <p>CLPE Reading for Pleasure 2021_0.pdf</p>	<p>1,2 and 4</p>

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

Budgeted cost: £5,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half-termly meetings with the EWO.</p>	<p>Discussions on those below required % and targeted support. Letters home and visits as required. Holidays in term-time not authorised. 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.</p>	<p>3 and 4</p>

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 Awards	Weekly Attendance award is handed out to classes to praise good attendance. Behaviour is recognised and stars given.	1, 3 and 4
Admin Attendance Focus	Admin staff follow any absences daily and require evidence. Reasons positively followed and support given as required. The focus throughout is on narrowing gaps at school starting age between children from different social backgrounds – essential to breaking the barrier of disadvantage and making progress on social mobility.	3 and 4

Total budgeted cost: £23,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		Attainment & progress								
		Attainment					Progress			
Pupils		Average Scaled Score (Re, Ma) ▾					Average Scaled Score (Re, Ma) ▾			
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	6	57	101.9	108.1 ●	-6.2	-0.1	2.1 ●	-2.2	
Gender	Male	1	31	105	107.5	-2.5	+0.0	2.1	-2.1	
	Female	5	26	101.3	109	-7.7	-0.1	2.1	-2.2	
DFE Prior Attainment	Higher attainers	-	21	-	111.6	-	-	1.2	-	
	Middle attainers	5	30	102.6	107.6	-5	-0.8	3.1	-3.9	
	Lower attainers	1	5	98.5	97.3	1.2	3.2	-0.6	3.8	
SEN Group	SEN Support	1	2	98.5	102	-3.5	3.2	1.9	1.3	
	No SEN	5	55	102.6	108.4	-5.8	-0.8	2.1	-2.9	
Ethnic Group	White	-	1	-	112.5	-	-	-0.2	-	
	Not White	6	56	101.9	108.1	-6.2	-0.1	2.1	-2.2	

Intended outcome	Review	Rating
Literacy skills raised through QFT as well as interventions.	PP children were targeted through interventions to bridge the gap. There are still gaps and have not met the targets. This will be an outcome for the following year to ensure QFT ad interventions are robust.	
2. Parents and family with limited English are supported by the school to work with their child.	Communication was sent to parents on a regular basis and was also translated. A range of workshops in Reading and English took place at the beginning of the year by the English. Children still required a lot of support with home learning, and this was mentioned to parents in parents evening. Home learning was still inconsistent, but this will be a target to continue.	
3. Social and emotional difficulties and cultural challenges are reduced.	Our SENCo has trained as an ELSA to support children with social and emotional needs. This has had a positive impact as we have been able to provide support for children to reduce any challenges or barriers faced.	
4. Families engaged with their child's schooling and enrichment activities.	Communication systems on our website through the contact us form has enabled regular contact with parents. During workshops and parents evening there have been positive parental comments and feedback. Through the Inspire Pupil premium children attend a variety of sporting activities provided by Inspire.	

5. Absentee and Punctuality	The average attendance of Pupil Premium children is at least 97% which has improved over the year. This has had a positive impact on children and their well-being. However, this will still need to be monitored throughout the following year.	
<i>Many of the targets will be taken over to 2023-24 to create further robust interventions.</i>		

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
TimesTables Rockstars	Maths Circle Ltd
Lightening Squad	National Tutoring Programme