



Pupil Premium Strategy / Self-Evaluation

1. Summary information					
School	Nishkam High School				
Academic Year	2019-20	Total PP budget	£157,080	Date of most recent PP Review	June 19
Total number of pupils	545	Number of pupils eligible for PP	168	Date for next internal review of this strategy	Oct 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Progress 8 score average	0.820	<i>1.005</i>
Attainment 8 score average	52.07	57.60

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower prior attainment at KS2
B.	Economic situation at home means that pupils do not have access to any family members who have attended high education
C.	Pupil lack of access to basic learning facilities such as the internet
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates are slightly lower than the school average
E.	Home learning environment are not always conducive to productive learning

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	All pupils are proficient in the basics of English and Maths	Pupils proficient in English and Maths
B.	All pupils are at their chronological reading age or above.	Pupils read at their chronological age
C.	All pupils have access to the best possible teaching across all subjects	High quality teaching
D.	Pupils are as punctual and attend as frequently as non-pupil premium pupils.	PP pupils' attendance above national average
E.	<ol style="list-style-type: none"> 1. Pupil Premium year 11 group to make positive progress 2. Pupil Premium year 11 group to have an Attainment 8 (A8) score that is higher than the national A8 score for all non disadvantaged pupils 3. Improve the attendance of PP students to the same figure as non PP students 4. Maintain high aspirations with regard to subject choices (single sciences/access to EBacc) 5. Improve parental engagement 	PP results are well above average

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide quality first teaching to all pupils at Nishkam High School	Provide pupils with high quality teaching.	The EEF report states that 'quality of teaching is one of the biggest drivers of pupils' attainment, particularly those from disadvantaged backgrounds'. Attainment and progress for PP and Non PP over the last 2 years has been well above average. We expect to maintain that level of performance this year.	Excellent teaching has continued to be the driving force behind our excellent performance for both PP and Non PP.	
Increase the average curriculum time suggested by the DfE from 3 hours to 4:10 hours.	Provide pupils with 4:10 hours of English and Maths a week. This equates to 29:10 hours of extra of English and maths for per week.	The development of English and Maths is vital for the performance of other foundation subjects at secondary school. Attainment and progress for PP and Non PP over the last 3 years has been well above average. We expect to maintain that level of performance this year.	Increasing the time spent on English and Maths has supported the school's fantastic results in all subjects including English and Maths.	£100,000

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Literacy staff to be available to support pupils who are behind in reading and writing. This will include access to the library before school, after school, break and lunch.	Ska to be part of a support team to provide extra literacy support to pupils.	Reading and writing are core skills that are vital to a pupil's ability to succeed at GCSE level. Attainment and progress for PP and Non PP over the last 3 years has been well above average. We expect to maintain that level of performance this year.	Performance of all pupils, especially in English, provides evidence that the literacy support is having a positive effect.	£34,000
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employ one Pastoral Manager that is responsible for the administration and reporting of punctuality and attendance.	The Pastoral Manager will be non-teaching. This will allow her to be able to monitor and record pupils who are late or absent.	PP pupils statistically have a high percentage of absenteeism and lateness. Attendance of PP should increase as a result.	Pastoral managers have started to have a positive impact on the attendance figure of PP students.	£28,000

<p>Create a hardship fund to support PP pupils with uniform, trips, music provision and sporting provision</p>	<p>PP pupils will have access to opportunities and equipment.</p>	<p>PP pupils are engaged in enriching activities that will build cultural capital.</p> <p>PP pupils will have the equipment that they need to learn.</p> <p>Attainment and progress for PP and Non PP over the last 3 years has been well above average. We expect to maintain that level of performance this year.</p>	<p>Performance of PP pupils suggest that Nishkam has created an environment for the pupils of all backgrounds to succeed.</p>	<p>£5,000</p>
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6. Planned expenditure					
Academic year		2019 – 2020			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide quality first teaching to all pupils at Nishkam High School	Provide pupils with high quality teaching through recruitment and teachers' professional development.	The EEF report states that 'quality of teaching is one of the biggest drivers of pupils' attainment, particularly those from disadvantaged backgrounds'.	Monitoring of teaching and learning. Regular assessment and review of data.	ABr	Termly
Increase the average curriculum time suggested by the DFe from 3 hours to 4:35 hours in English and 3:40 in Maths	Provide pupils with 4:10 hours of English and Maths a week. This equates to 29:15 hours of extra of English and mats for per week.	The development of English and Maths is vital for the performance of other foundation subjects at secondary school.	Check the timetable to ensure that the suggested time has be adhered to.	ABr/CDe	Yearly
Total budgeted cost					£100,000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Literacy staff to be available to support pupils who are behind in reading and writing. This will include access to the library before school, after school, break and lunch.	SKa to be part of a support team to provide extra literacy support to pupils.	Reading and writing are core skills that are vital to a pupil's ability to succeed at GCSE level. Attainment and progress for PP and Non PP over the last 3 years has been well above average. We expect to maintain that level of performance this year.	Termly review of Accelerated Reader programme to review progress of students against their age related expectations.	ABr/ LMo	Termly
Total budgeted cost					£29,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employ two Pastoral Managers that are responsible for the administration and reporting of punctuality and attendance.	The Pastoral Managers will be non-teaching. This will allow them to be able to monitor and record pupils who are late or absent.	PP pupils statistically have a high percentage of absenteeism and lateness. Attendance of PP should increase as a result.	Review attendance and punctuality figures.	VCh/ABr	Termly

<p>Create a hardship fund to support PP pupils with uniform, trips, music provision, sporting provision</p>	<p>PP pupils will have access to opportunities and equipment.</p>	<p>PP pupils are engaged in enriching activities that will build cultural capital.</p> <p>PP pupils will have the equipment that they need to learn.</p>	<p>Review of spending from the hardship fund.</p>	<p>VCh/ABr</p>	<p>Termly</p>
<p>Provide a free breakfast through the Magic breakfast programme - Nishkam is working with a national programme to provide breakfast for all pupils.</p>	<p>PP pupils will have access to a free breakfast every morning.</p>	<p>As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry child cannot concentrate.</p> <p>https://www.magicbreakfast.com/why-we-are-needed</p> <p>Providing a free breakfast creates the best opportunity for all pupils to be ready to learn.</p>	<p>Review attendance of pupils to breakfast club.</p>	<p>VCh/ABr</p>	<p>Termly</p>
Total budgeted cost					£28,000

7. Additional detail

The pupil premium is additional funding for publicly funded schools in England. It has been designed to raise the attainment of disadvantaged pupils of all abilities and help support the school in closing the gap between them and their peers.

Pupil premium funding is available to:

- Schools maintained by the local authority, including:
 - special schools, for children with special educational needs or disabilities
 - pupil referral units (PRUs), for children who can't go to a mainstream school
- academies and free schools, including:
 - special academies, for children with special educational needs or disabilities
 - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

Nishkam High School draws on the available research evidence to inform its decision making about Pupil Premium spend. We also draw on evidence from the context of the school to allocate funding to activities that are most likely to maximise achievement.

The Education Endowment Foundation's (EEF) 2017 report, 'The Attainment Gap' stated that the:

'Quality of teaching is one of the biggest drivers of pupil attainment, particularly with those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching'.

The school's drive for excellent teaching for all pupils contributes a large percentage of the school's overall total expenditure; this is also true of the school's Pupil Premium expenditure. In both 2017 and 2018, the impact of that approach was evident in the attainment of pupil premium students (in both years, well above the Attainment 8 score of Pupil Premium students nationally and, also, above the Attainment 8 score of *all* pupils nationally) and the progress of Pupil Premium students (in both years, well above the progress of Pupil Premium students nationally).

A whole school focus has been, and will remain, upon the literacy of all of our pupils as this has been identified as a key area to secure better than expected progress; this is particularly true of those pupils eligible for pupil premium. We never confuse eligibility for the Pupil Premium with low attainment, we have the highest aspirations for all children at our school.