

Nishkam High School Birmingham: 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	Nishkam High School Birmingham
Number of pupils in school	674 (556 in years 7-11)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Mr D Kearns Principal
Pupil premium lead	Mr P Blackburn Assistant Principal
Governor / Trustee lead	Ms S Kang Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,665
Recovery premium funding allocation this academic year	£23 635
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	£179 300

Part A: Pupil premium strategy plan

Statement of intent

At Nishkam High School we aspire to excellence for all, irrespective of socio-economic background and believe that disadvantage should not be a barrier to pupils' enjoyment of school or their progress and attainment.

By adopting a tiered approach to Pupil Premium funding (EEF, 20201), we seek to address the main barriers that pupils from disadvantaged backgrounds encounter within education. Quality first teaching, which is proven to have the greatest impact on reducing the disadvantage attainment gap, is at the heart of our strategy.

Our strategy is also framed within the wider context of educational recovery and will deliver targeted support through the National Tutoring Programme (NTP) for those pupils who have been worst affected by the pandemic, including non-disadvantaged pupils. Furthermore, our approach includes a range of wider strategies relating to the most significant non-academic challenges to success in school, including attendance, behaviour and pupil wellbeing.

It is our intention that the strategies outlined below will benefit disadvantaged pupils alongside the progress of their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Lost time due to the pandemic.
2	Lower Prior Attainment at KS2.
3	Pupils lack access to basic learning facilities such as the internet.
4	Attendance and punctuality rates are slightly lower than the school average.
5	Pupils that qualify for the Pupil Premium often lack the cultural capital possessed by those from more privileged backgrounds.
6	Evidence of social, emotional and mental health problems.

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
All pupils have access to the best possible teaching across all subjects.	<p>A broad and balanced curriculum at all key stages.</p> <p>An inclusive curriculum with entitlement for all.</p> <p>High quality teaching.</p>
All pupils in Key Stage 3 proficient in the basics of English and Maths.	<p>GL assessment scores in Maths and English at the end of Year 8 and the end of Year 9.</p> <p>End of year exam scores in English and Maths in Years 7, 8 and 9.</p>
<p>Attainment in Key Stage 4 is higher than Pupil Premium students nationally</p> <p>Attainment in Key Stage 4 is higher than non-Pupil Premium students nationally</p> <p>Attainment in Key Stage 4 is in line with non-Pupil Premium students within the school</p>	GCSE outcomes
Pupils attend as frequently as non-pupil premium pupils.	<p>PP attendance above national average versus national PP peers.</p> <p>PP attendance above national average versus school Non-Pupil Premium peers.</p>
<p>Broaden pupils' horizons within lessons and through extra-curricular activities.</p> <p>Providing pupils with the essential knowledge that they need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	<p>Attendance at a wide range of clubs, educational trips and extra-curricular sports provision.</p> <p>Engagement with our faith inspired, virtues-led approach to education. Pupil questionnaires.</p>
Effective support provided for social, emotional and mental health needs.	<p>Pupils have the opportunity to speak with trained professionals about their emotional well-being and mental health.</p> <p>Access to counselling where required.</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: £104,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality first teaching to all pupils at Nishkam High School.	<p>GCSE outcomes.</p> <p>The EEF states that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, should be a top priority for PP spending: The EEF Guide to Pupil Premium EEF.</p>	1, 2, 3
Sustain curriculum time above 3 hours in English (4:35 hours) and Maths (3:40 hours).	<p>Young people that leave school without basic literacy skills are held back at every stage of life: Improving Literacy in Secondary Schools EEF</p> <p>A good GCSE in maths aids progression into quality jobs, apprenticeships, and further education: Improving Mathematics in KS2 and KS3 EEF</p>	1, 2, 3
<p>Purchase standardised diagnostic assessments (GL Assessments).</p> <p>Staff training to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can be highly predictive of pupils' performance: The DIY Evaluation Guide EEF</p> <p>This strategy will help ensure that pupils are in receipt of the correct additional support through intervention or teacher instruction.</p>	1, 2, 3

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

Budgeted cost: £45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas, both one to one: One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
Employ an additional Pupil Achievement Manager to support on attendance and well-being.	The DfE (2020) state that pupils known to be eligible for FSM have higher rates of absence and persistent absence than non-FSM pupils: Pupil Absence in Schools in England: 2018 to 2019 DfE	4, 6
Employ a Learning Support Assistant to work with pupils with additional needs.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on pupil outcomes: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1, 2, 3

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

Budgeted cost: £29,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a hardship fund to support PP pupils with uniform, trips, music provision etc.	PP Pupils are engaged in enriching activities that will build cultural capital. PP pupils have the equipment that they need to learn.	3, 5, 6
Provide a high quality extra-curricular sports programme for pupils.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention: Physical Activity Teaching and Learning Toolkit EEF	4, 5, 6
Provide effective support for pupils' social, emotional and mental health via The Wellbeing Crew.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning: Promoting Children and Young People's Mental Health and Wellbeing DfE	6
Provide a free breakfast, part funded through Magic Breakfast programme – Nishkam is working with a national programme.	Prior to the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning: Magic Breakfast (www.magicbreakfast.com)	3

Total budgeted cost: £155,665 (+ Recovery Funding £23 635)

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 2020/2021 academic year.

Provide quality first teaching to all pupils at Nishkam High School:

GCSE Outcomes 2020/21*

Pupil Premium Attainment 8 (TAGs) = 53.85

Non-Pupil Premium Attainment 8 = 55.28

[National average for non-disadvantaged pupils (2018/19) = 50.3]

Pupil Premium Average Point Score per EBacc slot = 5.05

Non-Pupil Premium Average Point Score per EBacc slot = 5.18

[National average Point Score per EBacc slot for non-disadvantaged pupils (2018/19) = 4.43]

Pupil Premium achieving grade 5 or above in both English and Maths = 57%

Non-Pupil Premium achieving grade 5 or above in both English and Maths = 66%

[National average for non-disadvantaged pupils achieving grade 5 or above in English and Maths (2018/19) = 50%]

Pupil Premium achieving grade 4 or above in both English and Maths = 78%

Non-Pupil Premium achieving grade 4 or above in both English and Maths = 77%

**Data reflects Teacher Assessed Grades (TAGs)*

Broad and balanced curriculum offer; 'catch up' time

Pupil Premium Average Entries per Student (GCSE only) = 9.2

Non-Pupil Premium Average Entries per Student (GCSE only) = 9.1

Pupil Premium students achieving 5 Standard Passes inc Eng/Maths = 78%

Non-Pupil Premium students achieving 5 Standard Passes inc Eng/Maths = 72%

Pupil Premium students entered for the EBacc = 78%

Non-Pupil Premium students entered for the EBacc = 82%

[Non-disadvantaged pupils entered nationally for the EBacc (2018/19) = 45%]

Pupil Premium students achieving the Standard pass for the EBacc = 57%

Non-Pupil Premium students achieving the Standard pass for the EBacc = 82%

The school week includes 27.5 hours of taught lessons; this compares to 25 hours per week in most secondary schools. Over the course of an academic year (39 weeks), this equates to 97.5 more hours of quality first teaching (or almost 20 extra days of teaching in comparison to schools with 25 hours of taught lessons). This support extends to both Pupil Premium and Non-Pupil Premium students.

All pupils in Key Stage 3 proficient in the basics of English and Maths; Standardised diagnostic assessments (GL Assessments)

Progress from the start of year 7 to the end of year eight in **English** for the cohort that will leave in **2023–2024**:

The standard age score for the 24 free school meals pupils was 98.9 at the beginning of year seven; by the end of year eight, the standard age score for the 27 free school meals pupils had risen to 102.9 in English.

During the same period, the standard age score for 74 non-free school meal pupils rose from 102.1 at the beginning of year seven to 102.5 at the end of year eight.

Point of note, free school meal students had a higher standard age score at the end of year eight than did their non-free school meal peers.

All scores are set against a national mean of 100.

Progress from the start of year 7 to the end of year eight in **Mathematics** for the cohort that will leave in **2023–2024**:

The standard aged score for the 28 free school meal students at the beginning of year seven was 99.3; at the end of year eight the standard age school for 23 free school meal students was 104.5

This compares with the following data for non-free school meal students:

At the beginning of year 75 such students had a standard age score of 102.8 in mathematics; by the end of year 72 such students had a standard age score in mathematics of 107.4

In all cases this compares to a national average of 100.

Progress from the end of Year 8 to the end of Year 9 in English for the cohort that will leave in 2022-23:

The standard age score for the 19 free school meal pupils at the end of Year 8 was 100.7; at the end of Year 9 the standard age score for the 18 free school meal students was 101.4

This compares to a standard age score for the 77 non-free school meal students of 107.8 at the end of Year 8; at the end of Year 9 the standard age score for the 79 non-free school meals students was 107.5

The information above shows that free school meal students made more progress in English between the end of Year 8 and the end of Year 9 than their non-free school meals peers.

Employ two Pupil Achievement Managers to support on well-being and attendance:

Pupil Premium students have been able to access free counselling support through the entire calendar year of 2021. 45% of the students using the service have been Pupil Premium students; the work of the Pupil Achievement Managers (PAMs) ensured that during lockdown, especially, we were able to keep in touch with our most vulnerable students and their parents by phone and through Teams.

Through the first term of the academic year, the school had to send five whole year groups home to isolate in line with the PHE direction at the time. Our toughest weeks were in mid-September through to early October and our PAMs were pivotal to both in school support and out of school support. Attendance thereafter was (relatively) encouraging with the overall figure being 90.7%, Pupil Premium

students at 88.6% and non-Pupil Premium at 92.1%. All student groups, including Ever6FSM, stayed at or above national averages from mid-October onwards.

Financial support for Pupil Premium students:

Hardship funding has been used to support Pupil Premium students with purchasing uniform, music tuition, food parcels (up and beyond the voucher scheme), transport to school, extra-curricular clubs and school trips.

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
Accelerated Reader	Renaissance
FFT Transition Service	Fischer Family Trust

Further information

Any child who was identified as vulnerable was asked to come into school at the start of or part-way through lockdown (January – March 2021) for face-to-face education. The context of our school is that most of our students are BAME and many live within multi-generational families. Consequently, the number of pupils actually sent in to school was very low.

Our remote learning offer was excellent and 85% of all devices that we received were sent out went to Pupil Premium students. Across the school we operated a blend of 'live' lessons and pre-prepared work which enabled staff to have face time with a large range of our students. Form tutors, supported by Pupil Achievement Managers, prioritised our most vulnerable throughout the period of lockdown and endeavoured to speak twice weekly with all students and as often as required by the most vulnerable and their parents.