

Pupil premium strategy statement – Nishkam High School

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	658 (536 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr C Deeks Associate Principal
Pupil premium lead	Mr P Blackburn Assistant Principal
Governor / Trustee lead	Ms R Basar-Akhund Link Governor PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,255
Recovery premium funding allocation this academic year	£50,508
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£230,763

Part A: Pupil premium strategy plan

Statement of intent

At Nishkam High School (NHSB) 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, 2021), 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.

Finally, the NHSB School Improvement Plan (SIP) places emphasis on building pupils' cultural capital through participating in educational visits. The Nishkam Charter, launching in 2023, is designed to expose pupils to a range of experiences outside the classroom; the school will absorb all costs for disadvantaged pupils. The introduction of a voucher-based system for pupils in receipt of Pupil Premium funding is also intended to remove non-academic barriers to participation in educational visits.

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.	A broad, balanced and inclusive curriculum at all key stages High quality teaching.
All pupils in Key Stage 3 proficient in the basics of English and Maths.	GL assessment scores in Maths and English at the end of Year 8 and the end of Year 9. End of year exam scores in English and Maths in Years 7, 8 and 9.
Attainment in Key Stage 4 is higher than Pupil Premium students nationally. Attainment in Key Stage 4 is higher than non-Pupil Premium students nationally. Attainment in Key Stage 4 is in line with non-Pupil Premium students within the school.	GCSE outcomes
Pupils attend as frequently as non-pupil premium pupils.	PP attendance above national average versus national PP peers. PP attendance above national average versus school Non-Pupil Premium peers.
Broaden pupils' horizons within lessons and through extra-curricular activities. Providing pupils with the essential knowledge 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.	Attendance at a wide range of clubs, educational trips and extra-curricular sports provision. Engagement with our faith-inspired, virtues-led approach to education. Pupil questionnaires.
Effective support provided for social, emotional and mental health needs.	Pupils have the opportunity to speak with trained professionals about their emotional well-being and mental health. Access to counselling where required.

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: £134,250

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

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

Budgeted cost: £57,500

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.	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 And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Maintain capacity in Pastoral Team; Pupil Achievement Managers to support 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: 2020 to 2021 DfE	4, 6
Expand the Learning Support Team to assist 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: £39,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch the Nishkam Charter; whole school initiative designed to boost cultural capital. Introduce a voucher based system for educational visits.	Support to encourage educational trips and out-of-school study opportunities should be provided to promote attainment for disadvantaged students at all ages: Background to Success Sutton Trust	5
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	4, 5, 6

	and retention: <u>Physical Activity Teaching and Learning Toolkit EEF</u>	
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: <u>Promoting Children and Young People's Mental Health and Wellbeing DfE</u>	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: <u>Magic Breakfast (www.magicbreakfast.com)</u>	3

Total budgeted cost: £230,763

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

GCSE Outcomes 2021/22

Pupil Premium Attainment 8 = 56.82

Non-Pupil Premium Attainment 8 = 57.23

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

Pupil Premium Average Point Score per EBacc slot = 5.41

Non-Pupil Premium Average Point Score per EBacc slot = 5.43

[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 = 76.2%

Non-Pupil Premium achieving grade 5 or above in English and Maths = 70.4%

[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 = 90.5%

Non-Pupil Premium achieving grade 4 or above in both English and Maths = 86.4%

Broad and balanced curriculum offer.

Pupil Premium Average Entries per Student (GCSE only) = 8.9

Non-Pupil Premium Average Entries per Student (GCSE only) = 9.0

Pupil Premium students achieving 5 Standard Passes inc Eng/Maths = 90.5%

Non-Pupil Premium students achieving 5 Standard Passes inc Eng/Maths = 86.4%

Pupil Premium students entered for the EBacc = 76.2%

Non-Pupil Premium students entered for the EBacc = 77.8%

[Pupils entered nationally for the EBacc (2018/19) = 40%]

Pupil Premium students achieving the Standard Pass for the EBacc = 54.8%

Non-Pupil Premium students achieving the Standard Pass for the EBacc = 67.9%

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 8 in English for the cohort that will leave in 2024–2025:

The standard age score for the 27 pupils in receipt of free school meals at the start of Year 7 was 102.9; at the end of Year 8 the standard age score for the 26 pupils in receipt of free school meals was 105.5.

This compares to a standard age score for the 76 non-free school meal pupils of 102.5 at the start of Year 7; at the end of Year 8 the standard age score for the 68 non-free school meals students was 102.5.

The information above shows that pupils in receipt of free school meals achieved a higher standard age score and made more progress in English between the start of Year 7 and the end of Year 8 than their non-free school meals peers.

Progress from the start of Year 7 to the end of Year 8 in Maths for the cohort that will leave in 2024–2025:

The standard age score for the 28 pupils in receipt of free school meals at the start of Year 7 was 99.3; at the end of Year 8 the standard age score for the 29 pupils in receipt of free school meals was 107.2.

This compares to a standard age score for the 75 non-free school meal pupils of 102.8 at the end of Year 7; at the end of Year 8 the standard age score for the 68 non-free school meals students was 109.7.

The information above shows that pupils in receipt of free school meals made more progress in Maths between the start of Year 7 and the end of Year 8 than their non-free school meals peers.

Progress from the end of Year 8 to the end of Year 9 in English for the cohort that will leave in 2023–2024:

The standard age score for the 24 pupils in receipt of free school meals at the end of Year 8 was 98.9; at the end of Year 9 the standard age score for the 20 pupils in receipt of free school meals was 101.7.

This compares to a standard age score for the 74 non-free school meal pupils of 102.1 at the end of Year 8; at the end of Year 9 the standard age score for the 72 non-free school meals students was 103.3.

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

Progress from the end of Year 8 to the end of Year 9 in Maths for the cohort that will leave in 2023–2024:

The standard age score for the 23 pupils in receipt of free school meals at the end of Year 8 was 104.5; at the end of Year 9 the standard age score for the 20 pupils in receipt of free school meals was 108.2.

This compares to a standard age score for the 72 non-free school meal pupils of 107.4 at the end of Year 8; at the end of Year 9 the standard age score for the 72 non-free school meals students was 107.4.

The information above shows that pupils in receipt of free school meals achieved a higher standard age score and made more progress in Maths between the end of Year 8 and the end of Year 9 than their non-free school meals peers.

Progress from the end of Year 8 to the end of Year 9 in Science for the cohort that will leave in 2023–2024:

The standard age score for the 24 pupils in receipt of free school meals at the end of Year 8 was 90.4; at the end of Year 9 the standard age score for the 21 pupils in receipt of free school meals was 108.0.

This compares to a standard age score for the 77 non-free school meal pupils of 94.0 at the end of Year 8; at the end of Year 9 the standard age score for the 75 non-free school meals students was 105.9.

The information above shows that pupils in receipt of free school meals achieved a higher standard age score and made more progress in Science between the end of Year 8 and the end of Year 9 than their non-free school meals peers.

Employ an additional Pupil Achievement Manager to support on attendance and well-being.

The Pastoral Team at NHSB now includes three dedicated Pupil Achievement Managers (PAMs) who are responsible for monitoring the attendance of all pupils in their designated year group(s). Part of the PAMs responsibilities include contacting the families of pupils who are absent from school, with the view to promoting good attendance. Whilst attendance for pupils in receipt of the Pupil Premium (90.3%) was slightly below the whole school average (91.4%), it was above the national averages for PP (84.9%) and 'All Pupils' (89.7%; data from FFT Aspire).

Financial support for Pupil Premium students:

Hardship funding has been used to support students in receipt of the Pupil Premium with regard to removing non-academic barriers to education e.g. purchasing uniform and subsidising music tuition.

NHSB have worked with specialist coaches to provide a high quality extra-curricular sports programme for all pupils, including those qualifying for the Pupil Premium. Quality assurance of this programme indicates that pupils in receipt of the Pupil Premium accounted for 30% of those pupils attending sessions; this is broadly inline with the average for the cohort.

The Pupil Premium lead has liaised with the Educational Visits Co-ordinator (EVC) and members of staff leading trips to ensure that 100% of families that qualify for the Premium have access to financial assistance. This included the Y8 residential PGL trip to Liddington (Swindon), which was subsidised to ensure that pupils in receipt of the Pupil Premium were proportionately represented on the trip.

Externally provided programmes

Programme	Provider
Fischer Family Trust (FFT)	Renaissance
FFT Transition Service	

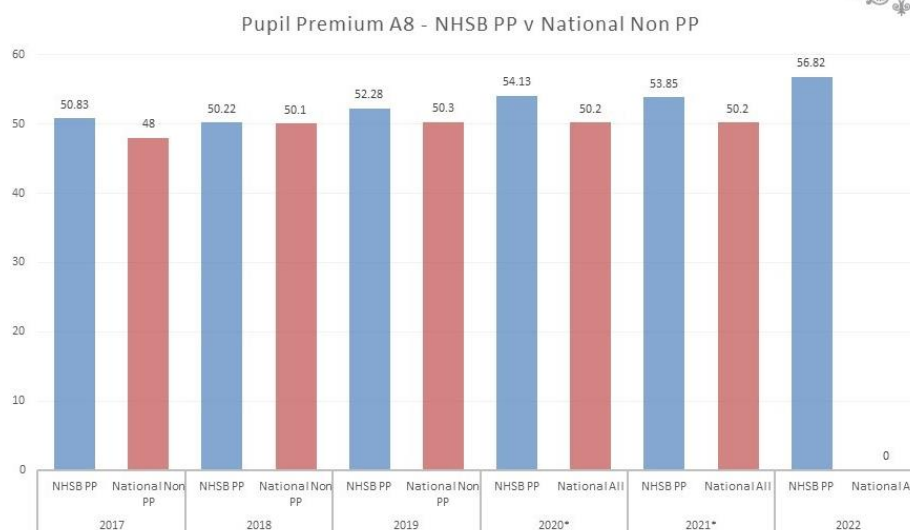
Further information (optional)

In the summer 2022 results, our Pupil Premium students achieved an unvalidated Attainment 8 score of 56.82. It is likely that this will mean that there remains no 'disadvantage gap' between our Pupil Premium students and their non-disadvantaged peers. The moral imperative in supporting our most vulnerable students to provide them with a level playing field vis-à-vis their peers is central to our vision of 'excellence for all'.

Once again, these outcomes were the result of many things: our faith inspired, virtues led approach to education, the resilience and determination of our students, our pastoral support for the most vulnerable during Covid lockdown, our strategic use of Pupil Premium funding and the ability of staff to identify educational gaps in our students' knowledge and reteach to help them bridge those gaps.

Furthermore, 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.

Six Year NHSB PP and Non-PP National



*2022 – we are awaiting the release of National 2022 data

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In their February 2022 paper, 'COVID 19 and Disadvantage Gaps in England 2020', the Education Policy Institute noted that in the last set of examinations in 2019, pupils from disadvantaged backgrounds scored, on average, 1.26 grades below their non-disadvantaged peers. The graph above shows that in the same year, 2019, Pupil Premium students at NHSB scored 1.98 grades above their national non-disadvantaged peers; a similar pattern is evident from 2017 - 2021.