

Pupil premium strategy statement – Nishkam High School

This statement details our school's use of pupil 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	539 in Years 7-11
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr C Deeks Co-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	£182,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£182,700

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, 2023), 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, launched 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	Lower Prior Attainment at KS2.
2	Pupils lack access to basic learning facilities such as the internet.
3	Attendance and punctuality rates are slightly lower than the school average.
4	Pupils that qualify for the Pupil Premium often lack the cultural capital possessed by those from more privileged backgrounds.
5	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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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: The EEF Guide to Pupil Premium EEF	1, 2
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: Improving Literacy in Secondary Schools EEF A good GCSE in maths aids progression into quality jobs, apprenticeships, and further education: Improving Mathematics in KS2 and KS3 EEF	1, 2
Purchase standardised diagnostic assessments (GL Assessments). Staff training to ensure assessments are interpreted correctly.	Many assessment experts consider standardised tests to be a fair and objective method of assessing pupils: A guide to standardised tests GL Assessments This strategy will help ensure that pupils are in receipt of the correct additional support through intervention or teacher instruction.	1, 2

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

Budgeted cost: £45,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest into reading interventions (e.g. Lexia) for pupils whose reading age is markedly below their chronological age.	Where disadvantaged students make the transition from primary to secondary school below the expected standard for reading, there is a 1 in 10 chance they will achieve passes in English and Maths at GCSE Improving Literacy in Secondary Schools EEF	1, 2
Maintain capacity in Pastoral Team; Pupil Achievement Managers and Attendance Officer 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: 2023 to 2024 DfE	3, 5
Maintain capacity in the Learning Support Team to assist pupils with	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on pupil outcomes:	1, 2

additional needs; appoint an Assistant SENDCo.	Teaching Assistant Interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver the Nishkam Charter; whole school initiative designed to boost cultural capital.</p> <p>Provide a system of financial support for educational visits.</p>	<p>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</p>	4
<p>Provide a high quality extra-curricular sports programme for pupils.</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention: Physical Activity Teaching and Learning Toolkit EEF</p>	3, 4, 5
<p>Work with external providers to provide effective support for pupils' social, emotional and mental health.</p>	<p>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</p>	5
<p>Provide a free breakfast, part funded through Magic Breakfast programme – Nishkam is working with a national programme.</p>	<p>4 million children in the UK live in households that have experienced food insecurity: https://www.magicbreakfast.com/what-we-do/media-centre/fact-file/</p>	2

Total budgeted cost: £182,700

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 2023/24

Pupil Premium Attainment 8 = 47.9

Non-Pupil Premium Attainment 8 = 54.6

[SISRA collaborative data Attainment 8 = 46.3]*

Pupil Premium Average Point Score per EBacc slot = 4.6

Non-Pupil Premium Average Point Score per EBacc slot = 5.2

[SISRA collaborative data Average Point Score per EBacc slot = 4.1]

Pupil Premium achieving grade 5 or above in both English and Maths = 46.4%

Non-Pupil Premium achieving grade 5 or above in English and Maths = 72%

[SISRA collaborative data achieving grade 5 or above in both English and Maths = 45.7%]

Pupil Premium achieving grade 4 or above in both English and Maths = 67.9%

Non-Pupil Premium achieving grade 4 or above in both English and Maths = 80%

[SISRA collaborative data achieving grade 4 or above in both English and Maths = 65.7%]

Broad and balanced curriculum offer.

Pupil Premium Average Entries per Student (GCSE only) = 8.8

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

[SISRA collaborative data Average Entries per Student (GCSE only) = 7.4]

Pupil Premium students achieving 5 Standard Passes including Eng/Maths = 60.7%

Non-Pupil Premium students achieving 5 Standard Passes including Eng/Maths = 76.0%

[SISRA collaborative data students achieving 5 Standard Passes including Eng/Maths = 60.7%]

Pupil Premium students entered for the EBacc = 71.4%

Non-Pupil Premium students entered for the EBacc = 86.7%

[SISRA collaborative data students entered for the EBacc = 39.8%]

Pupil Premium students achieving the Standard Pass for the EBacc = 39.3%

Non-Pupil Premium students achieving the Standard Pass for the EBacc = 58.7%

[SISRA collaborative data students achieving the Standard Pass for the EBacc = 24.1%]

* In the absence of official data from the DfE, SISRA collaborative data has been used instead. The SISRA data collaboration collects selected anonymised data from schools who have opted in and completed the required setup; schools can then compare their figures with that of all opted-in analytics schools within the collaboration.

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

Attainment at the end of Year 8 for the cohort that will leave in 2026–2027:

The standard age score (SAS) for the 24 pupils in receipt of free school meals who completed the Progress Test Series in English (PTE13) was 104.2. The SAS is based on the pupil's raw score and makes a comparison with a nationally representative sample of pupils of the same age across the UK; the average score is 100.

The standard age score for the 24 pupils in receipt of free school meals who completed the Progress Test Series in Maths (PTM13) was 109.6.

Attainment at the end of Year 9 for the cohort that will leave in 2025–2026:

The standard age score for the 44 pupils in receipt of free school meals who completed the Progress Test Series in English (PTE14) was 99.8.

The standard age score for the 44 pupils in receipt of free school meals who completed the Progress Test Series in Maths (PTM14) was 101.9.

Progress in reading based on the outcomes of the New Group Reading Test (NGRT):

Outcomes from the New Group Reading Test (NGRT), which was conducted October '23 and June '24, indicate that disadvantaged pupils at key stage 3 made better than expected progress:

Year 7: +16.2 months (vs. 16.9 months for non-disadvantaged pupils)

Year 8: +11.8 months (vs. 10.11 months for non-disadvantaged pupils)

Year 9: +16.6 months (vs. 14.7 months for non-disadvantaged pupils)

Maintain capacity in Pastoral Team; Pupil Achievement Managers to support attendance and well-being.

In addition to maintaining capacity, one of the existing members of the NHSB Pastoral Team has been appointed as a designated attendance officer, with responsibility for monitoring attendance across all year groups. Attendance data is shared with form tutors and pupils on a weekly basis, with the view to promoting good attendance. Moreover, parents and carers receive updates regarding their child's attendance via a termly report. Whilst attendance for pupils in receipt of the Pupil Premium (92.1%) was slightly below the whole school average (92.9%) during the summer term, it was above the national averages for PP (85.4%) and 'All Pupils' (90.8%; 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 continued to enlist the skills of 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 participation amongst disadvantaged pupils was broadly in-line with the average for the cohort.

NHSB continued to operate a voucher-based scheme for financial support during the 2023-24 academic year, which resulted in disadvantaged pupils receiving more than £5500 towards the cost of educational visits. Pupils in all year groups (including at key stage 5) benefitted from financial support as a result of the scheme. Educational visits included the Y8 residential PGL trip to Liddington (Swindon), the Y9 residential trip to Storey Arms, and the Year 10 residential to Kingswood Dearne Valley. Furthermore, 100% of pupils in Years 7 - 10 received a subsidy towards the cost of Discovery and Virtues Week, which took place during the last week of the academic year.

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Externally provided programmes

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