

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	557 in Years 7-11
Proportion (%) of pupil premium eligible pupils	32.7%
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)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£195,650
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£195,650

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 to their progress and attainment.

By adopting a tiered approach to Pupil Premium funding (EEF, 2023), we seek to address the key barriers that pupils from disadvantaged backgrounds encounter within education. High-quality 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 rooted in robust diagnostic assessment, early identification and timely intervention. Staff know who our disadvantaged pupils are and use assessment information to ensure provision is carefully adapted to meet individual needs. Where gaps in foundational literacy and numeracy are identified, targeted interventions such as Lexia and Dynamo Maths are used to support pupils' access to the curriculum and to strengthen core skills.

Alongside targeted academic support, we work proactively to ensure disadvantaged pupils can access all aspects of school life. This includes enrichment activities, extra-curricular clubs, breakfast provision and wider pastoral support, with financial or practical barriers removed wherever they arise.

Finally, the NHSB School Improvement Plan (SIP) places a strong emphasis on building pupils' cultural capital through participating in educational visits and enrichment opportunities. 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. A voucher-based system for pupils in receipt of Pupil Premium funding further supports equitable access to 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 on Entry Analysis of four consecutive cohorts (2021-22 to 2024-25), using standardised assessments demonstrates a consistent pattern of lower prior attainment for disadvantaged pupils on entry to KS3. In English, PP pupils score between 3-6 SAS points lower than non-PP pupils in three of the four years, including 100.6 vs. 106.1 (2024-25) and 98.2 vs. 103.4 in (2023-24). Similarly, in Maths, gaps of 4-6+ SAS points are seen in three cohorts, including 102.4 vs. 108.8 (2024-25) and 98.6 vs. 103.7 (2023-24).

	<p>This data indicates that disadvantaged pupils typically arrive with weaker foundational knowledge and skills, particularly in literacy and numeracy, requiring targeted academic support.</p>
2	<p>Attainment at KS4</p> <p>Although disadvantaged pupils at NHSB continue to outperform their national PP peers in achieving Grade 5 or above in both English and Maths (e.g. 39.5% vs. 25.6% nationally) the attainment gap between PP and non-PP pupils within the school has widened in recent years. While the gap was relatively narrow in 2022-23 (64.0% vs. 69.3%), more recent outcomes show a larger disparity (2023-24: 46.4% vs. 72.0%; 2024-25: 39.5% vs. 64.4%).</p> <p>This trend indicates that, despite strong outcomes for disadvantaged pupils in a national context, sustained improvement is required to ensure that disadvantaged pupils attain in line with the non-disadvantaged peers at KS4.</p>
3	<p>Reading Age on Entry to Year 7</p> <p>While disadvantaged pupils make strong progress in reading during KS3. NGRT assessments administered on entry to Year 7 show that they typically begin secondary school with a greater gap between reading age and chronological age than is seen for non-disadvantaged pupils. On entry, this gap for is larger for PP pupils than non-PP pupils and, when viewed across successive cohorts, appears to have increased over time (e.g. 2023-24: 9.3 months vs. 17.03 months; 2024-25: 8.9 vs. 18.1; 2025-26: 4.1 vs. 15.3).</p> <p>This discrepancy on entry risks limiting pupils' early access to the curriculum and highlights the importance of early identification and targeted literacy support from the start of KS3.</p>
4	<p>Attendance and Persistent Absence</p> <p>Although overall attendance for disadvantaged pupils remains a significant strength – with PP attendance at 94.4%, matching the whole-school average and exceeding both national PP (86.2%) and national 'All Pupils' (91.3%) – a small proportion of pupils continue to meet the threshold for persistent absence.</p> <p>While this represents a far smaller proportion than the national PP figure (41.9%), these cases indicate that a minority of disadvantaged pupils still face barriers to regular attendance, requiring continued targeted pastoral support.</p>
5	<p>Cultural Capital and Enrichment</p> <p>Disadvantaged pupils are less likely than their non-disadvantaged peers to access cultural and educational experiences beyond the classroom. This can affect their confidence, aspiration and engagement, underlining the importance of targeted support to broaden horizons and remove non-academic barriers to participation.</p>
6	<p>Mental Health and Wellbeing</p> <p>Social, emotional and mental health needs are more prevalent among disadvantaged pupils, as indicated by pastoral records and professional judgement. These needs can act as barriers to learning and attendance, reinforcing the importance of early identification and sustained pastoral support.</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
Disadvantaged pupils make strong academic progress from their starting points during KS3.	Standardised GL Assessment outcomes at the end of Years 8 and 9 show disadvantaged pupils making strong progress from their starting points, with reduction in the gap between disadvantaged and non-disadvantaged pupils over time.
Disadvantaged pupils can access the KS3 curriculum more effectively from the start of Year 7.	NGRT outcomes demonstrate improved reading comprehension for disadvantaged pupils across KS3. Teachers report improved access to extended reading and written tasks, supported by engagement in lessons and reduced need for scaffolding over time.
Attainment outcomes for disadvantaged pupils at KS4 continue to improve, with a narrowing of the internal gap over time.	GCSE outcomes show disadvantaged pupils meeting or exceeding FFT5 expectations, with outcomes increasingly in line with those of non-disadvantaged pupils within the school.
High attendance for disadvantaged pupils is sustained, with persistent absence reduced further.	Attendance for disadvantaged pupils remains in line with, or better than, non-disadvantaged peers, and persistent absence among disadvantaged pupils continues to reduce.
Disadvantaged pupils access a broad and balanced range of enrichment opportunities.	Participation in trips, clubs and enrichment activities by disadvantaged pupils is in line with that of non-disadvantaged pupils, supported by positive pupil voice.
Disadvantaged pupils' social, emotional and mental health needs are identified and supported effectively.	Disadvantaged pupils who require support have access to trained professionals to discuss their emotional wellbeing, with appropriate counselling or external support available where required. Engagement and readiness to learn for disadvantaged pupils are increasingly in-line with those of non-disadvantaged peers.

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: £113,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide high quality teaching to all pupils at Nishkam High School, supported by effective CPD and use of assessment to inform teaching.	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, 3
Sustain curriculum time above 3 hours in English (4:35 hours) and Maths (3:40 hours) to support secure acquisition of core knowledge and skills.	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, 3
Purchase standardised diagnostic assessments (GL Assessments) to identify pupils who are underperforming relative to FFT5 estimates, with staff training to ensure accurate implementation and timely response.	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, 3

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

Budgeted cost: £48,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify pupils underperforming relative to FFT5 early and provide interventions in English and Maths with holistic mentoring to address barriers to learning and improve engagement.	Some pupils may require additional support alongside high-quality teaching to make good progress. The evidence indicates that small group and one-to-one interventions can be a powerful tool for supporting these pupils Targeted Academic Support Support for Education Professionals EEF	1, 2, 3
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, 3
Provide numeracy interventions (e.g.	Carefully planned, evidence-based interventions can support pupils	1, 2

Dynamo Maths) to strengthen foundational understanding and support progression towards GCSE success.	struggling to make progress, particularly when delivered early. This is especially important as disadvantaged pupils are more likely to leave school without a good GCSE in Maths Improving Mathematics at KS2 and KS3 EEF	
Fully fund revision guides for disadvantaged pupils at KS4 and KS5 to support independent revision and preparation for external exams.	Disadvantaged pupils typically benefit more from independent study; however, they are less likely to have access to appropriate learning resources to support effective revision Homework Teaching and Learning Toolkit EEF	2
Maintain capacity in the Learning Support Team to assist pupils with additional needs; appoint an Assistant SENDCo.	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

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

Budgeted cost: £33,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain capacity in Pastoral Team; Pupil Achievement Managers and Attendance Officer to support attendance and well-being.	The DfE (2025) state that pupils eligible for FSM have higher rates of absence and persistent absence than non-FSM pupils: Pupil Absence in Schools in England: 2024 to 2025 DfE	4, 6
Deliver the Nishkam Charter; whole school initiative designed to boost cultural capital. Provide a system of financial support 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 and retention: Physical Activity Teaching and Learning Toolkit EEF	4, 5, 6
Work with external providers to provide effective support for pupils' social, emotional and mental health.	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.	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/	1, 2, 4
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Total budgeted cost: £195650

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 2024/25

Pupil Premium Attainment 8 = 46.8

Non-Pupil Premium Attainment 8 = 54.3

[National PP Attainment 8 = 34.9; National Non-PP Attainment 8 = 50.3]

Pupil Premium Average Point Score per EBacc slot = 4.31

Non-Pupil Premium Average Point Score per EBacc slot = 5.3

[National PP Average EBacc APS Score = 3.0; National Non-PP Average EBacc APS Score = 4.5]

Pupil Premium achieving grade 5 or above in both English and Maths = 39.5%

Non-Pupil Premium achieving grade 5 or above in English and Maths = 64.6%

[National ≥ 5 or above in English & Maths = 25.6%; National ≥ 5 or above in English & Maths = 52.8%]

Pupil Premium achieving grade 4 or above in both English and Maths = 62.8%

Non-Pupil Premium achieving grade 4 or above in both English and Maths = 84.6%

Broad and balanced curriculum offer:

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

Non-Pupil Premium Average Entries per Student (GCSE only) = 9.3

Pupil Premium students achieving 5 Standard Passes including Eng/Maths = 55.8%

Non-Pupil Premium students achieving 5 Standard Passes including Eng/Maths = 78.5%

Pupil Premium students entered for the EBacc = 65.1%

Non-Pupil Premium students entered for the EBacc = 87.7%

Pupil Premium students achieving the Standard Pass for the EBacc = 41.9%

Non-Pupil Premium students achieving the Standard Pass for the EBacc = 60.0%

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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 2027–2028:

The standard age score (SAS) for the 38 pupils in receipt of free school meals who completed the Progress Test Series in English (PTE13) was 102.3. 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 38 pupils in receipt of free school meals who completed the Progress Test Series in Maths (PTMI3) was 107.3.

Attainment at the end of Year 9 for the cohort that will leave in 2026–2027:

The standard age score for the 80 pupils in receipt of free school meals who completed the Progress Test Series in English (PTE14) was 106.4.

The standard age score for the 44 pupils in receipt of free school meals who completed the Progress Test Series in Maths (PTMI4) was 109.6.

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 September '24 and May '25, indicate that disadvantaged pupils at key stage 3 made better than expected progress:

Year 7: +14.2 months (vs. 16.8 months for non-disadvantaged pupils)

Year 8: +15.9 months (vs. 16.5 months for non-disadvantaged pupils)

Year 9: +14.9 months (vs. 10.5 months for non-disadvantaged pupils) *

* A higher proportion of Year 9 pupils begin the year with reading ages close to or exceeding the upper limit of the NGRT assessment (17:00+), which reduces the measurable headroom for progress across the year.

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

We have maintained strong capacity within the NHSB Pastoral Team, which has facilitated a consistent and proactive approach to attendance. The designated attendance officer continues to monitor attendance across all year groups, with weekly data shared with form tutors and pupils to reinforce high expectations. Parents and carers are also kept informed through regular updates via termly attendance reports.

Attendance for disadvantaged pupils (94.4%) matched the whole school average and significantly exceeded the national average for PP pupils (86.2%) and 'All Pupils' (91.3%). Persistent absence among disadvantaged pupils (14.2%) was also markedly lower than the national figure for the same group (41.9%; data from FFT Aspire). These figures reflect the impact of our targeted pastoral system and our commitment to supporting every pupil's full engagement with school.

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 inline with the average for the cohort.

NHSB continued to operate a voucher-based scheme for financial support during the 2024-25 academic year, which resulted in disadvantaged pupils receiving more than £2200 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 Y7 residential to the Nettlecombe Court (Somerset), the Y9 and Y10 residential trip to Barcelona, alongside the Year 10 trip to watch Macbeth and the Year 11 visit to the Tower of London. 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.

Externally provided programmes

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