



## Pupil Premium Strategy 2020 – 2021 / Self-Evaluation 2019-2020

<b>School</b>	Nishkam Primary School Birmingham				
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	£72,630 (TBC)	<b>Date of most recent PP Review</b>	24.01.20 <sup>1</sup> (external review) September 2020 (internal)
<b>Total number of pupils</b>	421	<b>Number of pupils eligible for PP</b>	42 (9.9%)	<b>Date for next internal review of this strategy:</b>	December 2020

1. Current attainment & Progression <sup>1</sup>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	67% TBC	
% making expected progress in reading (as measured in the school)	93% TBC	
% making expected progress in writing (as measured in the school)	93% TBC	
% making expected progress in mathematics (as measured in the school)	93% TBC	

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Attainment gaps for PPG and disadvantaged children between key milestones e.g. EYFS – KS1, KS1 – KS2
B.	Poor oral language and literacy skills.
C.	Lack of confidence, independence and resilience.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Financial issues which means they do not access the same experiences as their peers.
E.	Being on-time, well fed and ready for learning.
F.	Poor parental engagement and lack of support with home learning/promoting school expectations.

3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>Attainment gaps between year groups and key stages are closed to ensure PPG and disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics.</p> <ul style="list-style-type: none"> <li>- Measured through learning walks, book reviews and pupil data to ensure progress against age-related expectations is being made</li> <li>- Moderation (internal and external) to ensure teacher judgments are validated and in line with age-related expectations</li> <li>- FFT tracking will be used to ensure pupils are on track to meet (or exceed) age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>- PP children achieving GLD will be in line with or above national expectations.</li> <li>- PP children passing the phonics screening will be in line or above national.</li> <li>- PP children will achieve in line with national for Reading, Writing and Mathematics at KS1.</li> <li>- PP children will achieve in line with national for Reading, Writing and Mathematics at KS1.</li> <li>- Pupils will make (or exceed) expected progress.</li> <li>- Pupils are monitored closely to ensure they are 'on track'</li> </ul> <p>To ensure that pupils who are not making expected progress are targeted to achieve their expected outcomes.</p>
B.	<p>Improvements in oral language and literacy skills for PP pupils resulting in better progress and access to the full curriculum.</p> <ul style="list-style-type: none"> <li>- Attainment in R, W and M will be tracked to ensure PP children make good or better progress</li> </ul>	<ul style="list-style-type: none"> <li>- PP pupils make at least expected progress in reading and writing.</li> <li>- PP pupil outcomes are in line with, or exceed, that of national data for PP pupils for reading and writing.</li> <li>- The gap is narrowed between PP and non-PP pupils.</li> </ul>

<b>C.</b>	<p>All PP pupils are mentally healthy. They have a growth mindset and positive attitude towards learning; they have a confidence, desire and motivation to achieve personally as well as academically.</p> <ul style="list-style-type: none"> <li>- Engagement in learning will be monitored through lesson observations and learning walks.</li> <li>- Attitudes to learning will be measured through pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>- Any wellbeing, self-esteem and confidence issues are identified, and support systems put in place.</li> <li>- Attitudes towards learning are improved – including confidence, motivation and resilience.</li> <li>- Fewer behaviour or mental issues involving PP pupils.</li> <li>- Children make better progress as a result of improved confidence and attitudes to learning.</li> </ul>
<b>D.</b>	<p>Financial issues are not a barrier for PP pupils being included and equal – including enrichment activities, clubs, school uniform and equipment.</p> <ul style="list-style-type: none"> <li>- Measured through the number of pupils accessing enrichment activities and clubs as well as number of children support with uniform and equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Aspirations and attitudes of PP are improved.</li> <li>- PP pupils have subsidised access to the extended school day offer so that parents can be supported with childcare &amp; pupils are further stimulated through social interactions.</li> <li>- PP pupils have subsidised access to clubs, instrument tuition &amp; trips building up cultural capital.</li> <li>- The gap in the % of pupils achieving ARE compared to Non-PP is narrowed (with a focus on GD) so that outcomes are above national expectation for PP.</li> </ul>
<b>E.</b>	<p>PP pupils have good attendance, are punctual and are ready to learn.</p> <ul style="list-style-type: none"> <li>- Measured through attendance tracking and monitoring by SLT and parent liaison officer</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance for PP children will improve</li> <li>- Persistent absence for PP will reduce</li> <li>- Learning time is maximised as a result of improved attendance and punctuality</li> </ul>
<b>F.</b>	<p>Parents are fully supportive and engaged in their child's education and learning.</p> <ul style="list-style-type: none"> <li>- Measured through the attendance at parent workshops and events to support children</li> <li>- Measured through engagement with parent platform such as Class Dojo and ParentPay</li> </ul>	<ul style="list-style-type: none"> <li>- Parent workshops are planned to provide information on their child's learning.</li> <li>- Parents are aware and attend parental workshops and parent consultation evenings.</li> <li>- Parents are aware and enrol their child in after school educational provision if they cannot support their child at home.</li> <li>- Homework is completed – homework is encouraged and supported either by a parent or after school educational provision.</li> <li>- Relationships will continue to strengthen with school community.</li> </ul>

4. Planned expenditure					
Academic year:		2020 - 2021			
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					
A. Attainment gaps for PPG and disadvantaged children between key milestones e.g. EYFS – KSI, KSI – KS2					
B. Poor oral language and literacy skills.					
C. Lack of confidence, independence and resilience.					
D. Financial issues which means they do not access the same experiences as their peers.					
E. Being on-time, well fed and ready for learning.					
F. Poor parental engagement and lack of support with home learning/promoting school expectations					
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?
Develop quality first teaching.	A -Attainment gaps for PPG and disadvantaged children between key milestones e.g. EYFS – KSI, KSI – KS2  B - Improvements in oral language and literacy skills for PP pupils resulting in better progress and access to the full curriculum.	<i>“A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds”</i> (EEF, Pupil Premium Guidance, June 2019)  All pupils have the right to a broad and balanced education that is delivered by highly trained and skilled staff.	Develop the elements of quality first teaching using the Framework for Great Teaching.  Provide high quality CPD to develop questioning using Blooms Taxonomy to encourage learners to critically engage in their learning.  Develop working walls across the school as a teaching tool for revisiting and linking learning and reinforcing high expectations.  Develop teacher modelling strategies through peer to peer support and the use of ICT to ensure high expectations and develop pupils’ understanding.	SLT  Middle Leaders	1) Half-termly: monitoring cycle 2) Termly data reviews. 3) Link governor meetings - termly

			<p>Ensure teachers are given clear and concise feedback on the areas of their practice to improve.</p> <p>Ensure monitoring tracks the progress of particular groups to identify strengths and next steps.</p>		
<p><b>Improve children's speech and vocabulary within EYFS to enable them to communicate confidently, fluently and effectively.</b></p>	<p>A: Attainment gaps between year groups and key stages are closed to ensure PPG and disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics.</p> <p>B - Improvements in oral language and literacy skills for PP pupils resulting in better progress and access to the full curriculum.</p> <p>C - All PP pupils are mentally healthy. They have a growth mindset and positive attitude towards learning; they have a confidence, desire and motivation to achieve personally as well as academically.</p>	<p><i>"One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills."</i> (EEF, Pupil Premium Guidance June 2019)</p> <p>Research from Hart and Risley shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary nationally recognised as the PP vocabulary gap (a gap of 30 million words by the age of 4).</p> <p><i>"Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading."</i> (EIF, 2019)</p>	<p>Administer the Wellcomm assessment on entry for all children to identify group needs and plan additional support for identified children.</p> <p>Provide training for staff on the delivery of Welcomm intervention.</p> <p>Provide high quality vocabulary intervention for identified children to ensure the knowledge gap is quickly addressed.</p> <p>Create a language rich environment where:</p> <ul style="list-style-type: none"> <li>- key words are displayed and referred to in a meaningful and regular manner</li> <li>-new vocabulary is introduced through a context and practiced for fluency and memory.</li> </ul> <p>Embed clear expectations for speaking and listening in order to develop fluency and language in all areas of learning e.g. speaking in full sentences, correct tense, even when outdoors engaged in play etc.</p>	<p>SLT</p> <p>EYFS Lead</p>	<ol style="list-style-type: none"> <li>1) Half-termly: monitoring cycle</li> <li>2) Termly data reviews.</li> <li>3) Link governor meetings - termly</li> </ol>

<b>Further develop the teaching and resourcing of Reading to improve outcomes for all children in Reading and consequently Writing.</b>	<p>A: Attainment gaps between year groups and key stages are closed to ensure PPG and disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics.</p> <p>B - Improvements in oral language and literacy skills for PP pupils resulting in better progress and access to the full curriculum.</p> <p>C - All PP pupils are mentally healthy. They have a growth mindset and positive attitude towards learning; they have a confidence, desire and motivation to achieve personally as well as academically.</p>	<p><b>Evidence taken from the EEF recommendations to support literacy in KSI:</b></p> <p>‘Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.’</p> <p><i>‘It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.’</i></p> <p><i>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</i></p>	<p>Purchase and implement the Accelerated Reader scheme to ensure pupils are reading more widely and often and to ensure progress is tracked in order to identify next steps for pupils and celebrate their progress.</p> <p>Ensure a focus on vocabulary within every reading lesson as a minimum to close the knowledge and vocabulary gap as a result of social disadvantage.</p> <p>Reading provision and attainment to be tracked and developed by English and Phonics Lead.</p> <p>A reading element is to be expected in every lesson to provide children with increased opportunities to practice and apply their reading skills and to develop their knowledge in different curriculum areas.</p> <p>Ensure children have access to high quality texts that are matched to their reading ability.</p>	<p>SLT</p> <p>English Lead</p> <p>EYFS Lead</p>	<p>1) Half-termly: monitoring cycle</p> <p>2) Termly data reviews.</p> <p>3) Link governor meetings - termly</p>
<b>Develop standards and expectations in Reading, Writing</b>	A: Attainment gaps between year groups and key stages are closed to ensure PPG	Expectations have been found to be related to pupils’ ethnic, gender and background characteristics. (Liu & Wang, 2008; Ross & Jackson, 1991).	Purchase resources to support the teaching of Reading, Writing and Mathematics is of high quality.	SLT English Lead	1) Half-termly: monitoring cycle

<b>and Mathematics across KS2.</b>	<p>and disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics.</p> <p>B - Improvements in oral language and literacy skills for PP pupils resulting in better progress and access to the full curriculum.</p> <p>C - All PP pupils are mentally healthy. They have a growth mindset and positive attitude towards learning; they have a confidence, desire and motivation to achieve personally as well as academically.</p>	Teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides & Creemers, 2008; Muijs & Reynolds, 2003; Sammons et al, 2009).	<p>Subject leaders are to develop teachers' understanding of the curriculum in their subjects through high quality CPD, subject 'menus' and bespoke support for identified teachers</p> <p>Ensure that regular monitoring identifies the strength and next steps for the secure and consistent implementation of the curriculum and link this to CPD for staff.</p> <p>Develop leadership through the appointment of a KS2 Phase Lead to monitor and track progress and raise standards of teaching of Reading, Writing and Mathematics through high quality CPD and support.</p>		<p>2) Termly data reviews.</p> <p>3) Link governor meetings - termly</p>
<b>Total budgeted cost</b>					<b>£60,000</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>Provide structured intervention to support children to close gaps in learning.</b>	A - Attainment gaps between year groups and key stages are closed to ensure PPG and disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics.	Taken from the EEF guidance report on 'Making best use of teaching assistants':  'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.'	<ul style="list-style-type: none"> <li>- Provide quality resources to support structured interventions.</li> <li>- Provide high quality CPD and support on structured interventions (SENDCo)</li> <li>- Monitor and track interventions to ensure children make progress from their starting points.</li> <li>- Track pupil progress during termly meetings with teachers to identify children requiring intervention.</li> <li>- Ensure intervention work makes links to classroom learning allowing children to embed and deepen their understanding.</li> </ul>	SLT  SENDCo	1) Half-termly: monitoring cycle 2) Termly data reviews. 3) Link governor meetings - termly
<b>Total budgeted cost</b>					<b>£1,000</b>

<b>iii. Wider Strategies</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Develop pupils' confidence, resilience and knowledge to keep themselves mentally and physically healthy.</b>	C - All PP pupils are mentally healthy. They have a growth mindset and positive attitude towards learning; they have a confidence, desire and motivation to	<p>"When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning." (NHS, 2019)</p> <p>Children who are suffering from mental health and self-esteem issues</p>	<ul style="list-style-type: none"> <li>- Develop a PSHE plan to support the wellbeing needs of pupils following school closure due to COVID-19.</li> <li>- Develop the role of pastoral lead to ensure pupils have a strong support network for issues relating to their mental health and wellbeing.</li> </ul>	SLT  BS	1) Termly 2) Link governor meetings - termly

	achieve personally as well as academically.	are not ready to learn. It is essential that we support children and their wellbeing, including confidence, to ensure they have the mind set and motivation to develop personally and academically.	- School council to engage whole school 'How to maintain a healthy mind and body' project.		
<b>Provide financial support for children to access educational visits, residential, extra-curricular activities and uniform.</b>	<p>D - Financial issues are not a barrier for PP pupils being included and equal – including enrichment activities, clubs, school uniform and equipment.</p> <p>E - PP pupils have good attendance, are punctual and are ready to learn.</p>	<p><i>“Support Pupil Premium pupils to access the wider curriculum and out of school hours enrichment opportunities by subsidising the cost”</i> (NST Equalities Policy 2019 - 2023)</p> <p><i>“Learning outside the classroom contributes significantly to raising standards and improving pupils’ personal, social and emotional development.”</i> (Ofsted)</p>	<ul style="list-style-type: none"> <li>- Ensure all parents are aware of the support available to them.</li> <li>- Ensure PP children are given priority where they may be limited/lack of spaces.</li> <li>- Develop strong links between PP families and school to ensure support is taken.</li> <li>- Ensure staff are aware of PP families that may require support at different times of the year.</li> <li>- Monitor attendance and punctuality for all children and identify support for those in need.</li> </ul>	Office Lead SLT	<p>1) Termly</p> <p>2) Link governor meetings - termly</p>
<b>Develop involvement of and support for parents.</b>	<p>E - PP pupils have good attendance, are punctual and are ready to learn.</p> <p>F - Parents are fully supportive and engaged in their child’s education and learning.</p>	<p>There is some evidence that providing practical advice on how parents can support learning at home can be effective. For example, for younger children schools might promote shared book reading, while for older children an emphasis might be placed on developing homework routines and effective study habits (Education Endowment Foundation, 2018c).</p> <p>Some schools have successfully improved parental involvement by focusing on the way they communicate with parents. For</p>	<ul style="list-style-type: none"> <li>- Parents are aware of and attend parental workshops and parent consultation evenings to provide information on how parents can support learning.</li> <li>- Parents are aware of, and enrol, their child in after school educational provision if they cannot support their child at home.</li> <li>- Develop communication with parents via Class Dojo, Parent Pay, newsletters and text messaging to ensure communication is clear and regular to encourage involvement and attendance.</li> <li>- Conduct parent surveys to identify support and impact of support.</li> </ul>	SLT BS	<p>1) Termly</p> <p>2) Link governor meetings - termly</p>

		example, there is some evidence that tailored weekly text messages can be effective in improving attendance and attainment (York et al., 2014; Miller et al. 2016). In some cases, targeted work with parents may be productive, but care needs to be taken not to engage in overly time-consuming activities where pay-off may be limited (Education Endowment Foundation, 2018c).	- Develop the role of pastoral lead to provide bespoke support for families requiring support		
<b>Total budgeted cost</b>					<b>£11,500</b>

5. Review of expenditure				
Previous Academic Year Review:		2019-2020		
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 for all pupils	A-PP pupils make at least expected progress.  B -Improvements in oral language and literacy skills for PP pupils.	Based on spring 2 teacher assessment (prior to school closure), pp attainment in some year groups was already of strength.  <u>Attainment</u>  Reading:	Quality first teaching will continue to be a priority for 20-21, to ensure improved outcomes for all pupil groups.  - Teachers to identify pupils who have not made expected progress and review their provision. Teachers to target children as part of their	£32,820

		<p>Year 3 and 5 PP had higher numbers of pupils achieving the expected standard.</p> <p>Writing:</p> <p>Year 3 PP had higher numbers of pupils achieving the expected standard. PP children in Year 2 attained</p> <p>Mathematics:</p> <p>Year 3 PP had higher numbers of pupils achieving EXS and GDS.</p> <p><u>Progress:</u></p> <p>Year 2:</p> <ul style="list-style-type: none"> <li>➤ All PP children have made good or better progress in Reading and writing</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>➤ All PP children have made good or better progress in Writing.</li> </ul>	<p>quality first teaching and consider whether interventions are necessary.</p> <p>Development of language will continue as a priority for 20-21 as has supported children with their acquisition of new knowledge.</p>	
<p><b>Additional KS2 teacher:</b></p> <p>Smaller class sizes to maximise quality first teaching.</p> <p>Quality interventions led by an experienced, qualified teacher.</p>	<p><b>A</b>-PP pupils make at least expected progress.</p> <p><b>B</b> -Improvements in oral language and literacy skills for PP pupils.</p>	<p>Based on spring 2 progress data for PP children(prior to school closure):</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>➤ PP children have progressed better than non-pp children in Reading and Mathematics.</li> </ul> <p>Year 4:</p>	<p>Additional KS2 teacher to reduce class sizes will continue to ensure groups can be targeted to address gaps through quality first teaching and interventions as required.</p>	

		<ul style="list-style-type: none"> <li>➤ All PP children have made good or better progress in Reading and writing</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>➤ PP children have progressed better than non-pp children.</li> <li>➤ All PP children have made good or better progress in Mathematics.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>➤ All PP children have made good or better progress in Writing.</li> </ul>		
<p><b>Additional EYFS Associate Teacher:</b> Smaller phonics groups to ensure high quality phonics provision delivered directly and daily.</p> <p>An experienced, skilled AT to help secure learning across all areas in EYFS – all pupils have a good start to their education.</p>	<p><b>A</b>-PP pupils make at least expected progress.</p> <p><b>B</b> -Improvements in oral language and literacy skills for PP pupils.</p>	<p>Based on spring 2 data (prior to school closure):</p> <p>Roughly 75% - 80% of the cohort are making the expected standard (or higher) in all areas of the curriculum.</p> <p>Pupils are showing a good level of progress in all areas of learning. All areas have pupils that have made accelerated progress.</p> <p>98% of children made good or better progress in Speaking.</p> <p>100% of children made good or better progress in Understanding.</p> <p>91% of children made good or better progress in Writing.</p>	<p>Approach was effective due to the experience and specialism of the AT. Ensure going forward that AT in EYFS has particular strengths in EYFS pedagogy and curriculum and continue to offer to strong CPD to strengthen further.</p>	

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
<b>Pupils' wellbeing, mental health and self-esteem supported</b>	<p><b>A</b>-PP pupils make at least expected progress.</p> <p><b>B</b> -Improvements in oral language and literacy skills for PP pupils</p> <p><b>C</b>-All PP pupils are mentally healthy. They have a positive mindset and positive attitude towards learning; they have a desire and motivation to achieve personally as well as academically.</p>	<p>Issues around mental health and self-esteem were minimal throughout 19-20 (until spring 2 term, before school closure). Wellbeing survey reports children as feeling happy.</p> <p>Children have received support for individual needs e.g. bereavement support, friendship issue support.</p> <p>Mental health first aider for children has been identified and trained to support specific needs.</p> <p>Children are confident and talk positively about school and learning.</p>	<p>Continue to develop resilience and positive attitudes in our learners.</p> <p>Continue with strong offer of pastoral support to ensure mental health and PSHE support is bespoke to children's needs, especially post-COVID.</p> <p>Ensure that we have a way of checking this if children are off-site due to isolations/shielding.</p>	£1,500

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

<p><b>Financial support for families:</b> Contribution towards educational visits, including residential visits.</p> <p>Uniform Support</p> <p>Purchase additional books, resources and equipment for use at home.</p> <p>Daily breakfast club provision</p> <p>After school club provision</p>	<p><b>C</b>-All PP pupils are mentally healthy. They have a positive mindset and positive attitude towards learning; they have a desire and motivation to achieve personally as well as academically.</p> <p><b>D</b>-Financial issues are not a barrier for PP pupils being included and equal – including enrichment activities, clubs school uniform and equipment.</p> <p>G - PP pupils have good attendance, are punctual and are ready to learn.</p>	<p>All children are in full uniform, promoting equality and inclusivity.</p> <p>PP children arrive on time for school as a result of free breakfast provision.</p> <p>PP children have access to extracurricular activities/enriching experiences as a priority e.g. tennis, boxing, cooking, comedy club, choir</p> <p>PP children attend trips and residential to provide them with opportunities that widen their understanding of the world and improve their aspirations.</p>	<p>We will continue to support families financially as we have noticed a positive impact on the attitudes and aspirations of our children.</p>	<p><b>£19,500</b></p>
<p><b>Parental Engagement and support</b></p>	<p><b>C</b>-All PP pupils are mentally healthy. They have a positive mindset and positive attitude towards learning; they have a desire and motivation to achieve personally as well as academically.</p> <p><b>F</b>-Parents are fully supportive and engaged in their child's education and learning.</p>	<p>Pupils have engaged positively with the completion of homework and learning during the school closure period.</p> <p>Parents respond to and engage in communications sent by school through Class Dojo and ParentPay</p> <p>All parents attend school events (assemblies) and parent consultation evenings in order to support their child's learning.</p>	<p>Further develop our partnership with parents by engaging them further where possible.</p> <ul style="list-style-type: none"> <li>- Identify parents who require bespoke support with engagement and helping their child</li> <li>- Use home school agreement as a way of ensuring all parents are aware of our expectations.</li> </ul>	

## 6. Additional detail

The Pupil Premium Grant (PPG) is additional funding for publicly funded schools in England. It has been designed to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children and young people with parents in the regular armed forces

The PPG can be used for strategies to help support pupils' academic and non-academic outcomes, including wellbeing.

At Nishkam Primary School Birmingham (NPSB), we combine the context of our school, Trust Policies and the needs of our pupils with evidence-based research. Our evidence-based research is gathered from a range of sources, including the Education Endowment Fund (EEF), NHS, DfE and Ofsted and used to guide our decision making on the PP strategies.

The Nishkam School Trust's Equality policy states our objectives are:

- To strive for all pupils to achieve the highest possible standards in their learning and make good progress and to be committed to closing the gaps in progress and attainment.
- To ensure that there are no differences between the progress and attainment of disadvantaged and non-disadvantaged pupils

*As the EEF's Pupil Premium Guidance states: "A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds"* Therefore, a large proportion of the NPSB PPG will be spent in developing quality first teaching.