

# Nishkam Primary School Birmingham

## Pupil Premium Strategy Statement 2021 – 2024

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 Primary School Birmingham
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	10.23%
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	15 <sup>th</sup> October 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Gurpreet Kaur
Governor lead	Sundeep Riar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560 TBC
Recovery premium funding allocation this academic year	£6,960 TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,520 TBC

## Part A: Pupil premium strategy plan

### Statement of intent

#### Principles:

- All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

#### Provision:

- Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of EYFS, Year 2 and Year 6.
- As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them.

#### The range of provision

- Facilitating pupils' access to education and the curriculum (building cultural capital)
- Additional teaching and learning opportunities

#### Challenges

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

Challenge number	Detail of challenge
1	Literacy and language skills are a barrier for some pupil premium pupils. 19/43 PP pupils are also EAL.
2	Attainment gaps for disadvantaged pupils and all other pupils between key milestones e.g. EYFS – KS1, KS1 – KS2
3	Lack of confidence, independence and resilience due to disadvantaged backgrounds.
4	Financial issues which means they do not access the same experiences as their peers.
5	Being on-time, well fed and ready for learning.
6	Poor parental engagement and lack of support with home learning/promoting school expectations.

## 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
Attainment gaps between year groups and key stages are closed to ensure all disadvantaged children meet age related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics.	<ul style="list-style-type: none"> <li>- EYFS pupils with PP achieving GLD will be in line with or above national expectations.</li> <li>- Pupils with PP passing the phonics screening will be in line or above national.</li> <li>- Pupils with PP will achieve in line with national for Reading, Writing and Mathematics at KS1.</li> <li>- Pupils with PP will achieve in line with national for Reading, Writing and Mathematics at KS2.</li> <li>- Pupils will make (or exceed) expected progress.</li> <li>- Pupils are monitored closely to ensure they are 'on track'</li> <li>- Pupils who are not making expected progress are targeted to achieve their expected (or better) outcome.</li> </ul>
Improvements in language and literacy skills for pupils, especially those with PP, resulting in better progress and access to the full curriculum.	<ul style="list-style-type: none"> <li>- Pupils with PP access and engage with the full curriculum.</li> <li>- Pupils with PP make at least expected progress in reading and writing.</li> <li>- Pupils with PP have outcomes that are in line with, or exceed, that of national data for PP pupils for reading and writing.</li> <li>- The gap is narrowed between disadvantaged and all other pupils.</li> </ul>
All pupils, especially those with PP, are mentally healthy. They have a growth mindset and positive attitude towards learning; and they have a confidence, desire and motivation to achieve personally as well as academically.	<ul style="list-style-type: none"> <li>- Any wellbeing, self-esteem and confidence issues are identified quickly, and support systems put in place quickly and effectively.</li> <li>- Attitudes towards learning are improved – including confidence, motivation and resilience.</li> <li>- Fewer behaviour or mental issues involving pupil with PP.</li> <li>- Pupils make better progress as a result of improved confidence and attitudes to learning.</li> </ul>
Financial issues are not a barrier for pupils. All pupils are included and equal – including enrichment activities, clubs, school uniform and equipment.	<ul style="list-style-type: none"> <li>- Aspirations and attitudes of pupils are improved.</li> <li>- Pupils with PP have subsidised access to the extended school day offer so that parents can be supported with childcare. Pupils are also further stimulated through additional social interactions and learning/enrichment opportunities. Pupils with PP have subsidised access to clubs, instrument tuition &amp; education visits, building up cultural capital.</li> </ul> <p>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 pupils with PP.</p>
Pupils with PP have good attendance, are punctual and have access to breakfast to ensure they have the energy to learn.	<ul style="list-style-type: none"> <li>- Attendance for pupils with PP will be above national average and will be in line, if not better, than non-pp pupils.</li> <li>- Any persistent absence for pupils with PP will reduce.</li> <li>- Learning time is maximised as a result of improved attendance and punctuality.</li> </ul>
Parents are fully supportive and engaged in their child's education and learning.	<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. Registers will reflect 100% attendance for Parent Consultation Evenings and an increase in attendance at parental workshops.</li> </ul>

	<ul style="list-style-type: none"> <li>- Parents are aware and enrol their child in after school educational provision if they cannot support their child at home. Registers will reflect an increase in PP attendance in after-school educational provision.</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 within the school community.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use the Framework for Great Teaching to ensure teaching and learning has maximum impact for all learners.</p> <p>Further improve the quality of teaching and learning across subjects, in particular English (Speaking &amp; Listening, Reading and Writing)</p> <p>Improve progress in English across the school by embedding a newly refined curriculum.</p> <p>Provide high quality professional development opportunities underpinned by research and evidence to develop teachers' knowledge.</p> <p>Continue to drive high aspirations to ensure all pupils, particularly the most disadvantaged, make sustained and substantial progress.</p>	<p><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)</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><i>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).</i></p> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i> (EEF Guide to the Pupil Premium' June 2019)</p> <p><i>"Teaching effectiveness is a strong predictor of pupils' progress throughout school and having a succession of strong or weak teachers can have lasting effects."</i> (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides &amp; Creemers, 2008; Muijs &amp; Reynolds, 2003; Sammons et al, 2009).</p>	<p><b>1, 2 &amp; 3</b></p>

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

Budgeted cost: £10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Early identification of pupils who are not make sufficient progress to ensure gaps are addressed and outcomes are improved for all.</p> <p>Teachers held accountable by Senior Leaders during robust and rigorous Pupil Progress meetings. Pupils who are not making expected progress are identified and necessary interventions are implemented and reviewed for impact.</p> <p>Teachers and Assistant Teachers to provide structured interventions to support children to close gaps in learning.</p> <p>Training on effective interventions for all staff.</p>	<p><i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” (EEF Guide to the Pupil Premium, June 2019)</i></p> <p><i>“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. 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.” (EEF, 2018)</i></p>	<b>1,2 &amp; 3</b>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £31,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the new RHE curriculum effectively and consistently across the school to develop all pupils' self-efficacy.</p> <p>Continue to develop pupils' character through our Nishkam virtues to create responsible citizens of the future.</p> <p>Develop after-school clubs and promote this offer to ensure a variety of opportunities and experiences for all children, particularly those most disadvantaged.</p> <p>Provide financial support for PP families (education visits, uniform, enrichment activities, extra-curricular clubs, wraparound care, music tuition, equipment and resources),</p> <p>Develop involvement of and support for PP parents.</p>	<p><i>"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."</i> (NHS, 2019).</p> <p><i>'Social and emotional learning interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.'</i> (EEF, Social and Emotional Learning, 2021)</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> <p><i>"The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment".</i> (EEF, Parental Engagement, 2021).</p>	<p><b>3, 4, 5 &amp; 6</b></p>

**Total budgeted cost: £71,520**

## 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 to 2021 academic year. Please refer to our reviewed 2020 to 2021 Pupil Premium Report for further details.

1. PP end of year EXS attainment outcomes were strong & gaps between non-PP & PP were narrowed in Reading & Maths:

Subject	PP pupils % EXS	Non-PP pupils % EXS
Reading	60%	58%
Writing	49%	64%
Maths	57%	57%

2. All or majority of Year 2 PP pupils made good progress from previous Reception milestone:

Subject	Yr2 PP pupils % Expected or better progress	Yr2 non-PP pupils % Expected or better progress
Reading	100%	100%
Writing	88%	100%
Maths	100%	94%

3. All of majority of Year 6 PP pupils made good progress from previous Year 2 milestone:

Subject	Yr6 PP pupils % Expected or better progress	Yr6 non-PP pupils % Expected or better progress
Reading	100%	98%
Writing	75%	88%
Maths	87%	100%

### 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
N/A	N/A

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A