

Pupil premium strategy statement – Nishkam Primary School Birmingham

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	420
Proportion (%) of pupil premium eligible pupils	50 (11.9%)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Gurpreet Kaur
Pupil premium lead	Carolyn Cooke
Governor / Trustee lead	Kirtpal Aujla

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,090
Pupil premium funding carried forward from previous years	£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>	£75,090

Part A: Pupil premium strategy plan

Statement of intent

Principles:

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Facilitate pupils' access to education, the whole curriculum and all enrichment opportunities (building cultural capital)
- Support and develop the wellbeing and personal development of all pupils
- Implement high-quality teaching and learning opportunities
- Financial support families to ensure pupils are not disadvantaged and access the same opportunities as their peers.

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. 85.7% of our pupils with Pupil Premium also have English as an Additional Language, and 14.2% have also been identified with SEND.
2	Attainment gaps for some 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 mean they may 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"> - EYFS pupils with PP achieving GLD will be in line with or above national expectations. - Pupils with PP passing the phonics screening will be in line or above national. - Pupils with PP will achieve in line with national for Reading, Writing and Mathematics at KS2. - Pupils will make (or exceed) expected progress. - Pupils are monitored closely to ensure they are 'on track' <p>Pupils who are not making expected progress are targeted to achieve their expected (or better) outcome.</p>
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"> - Pupils with PP access and engage with the full curriculum. - Pupils with PP make at least expected progress in reading and writing. - Pupils with PP have outcomes that are in line with, or exceed, that of national data for PP pupils for reading and writing. <p>The gap is narrowed between disadvantaged and all other pupils.</p>
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"> - Any wellbeing, self-esteem and confidence issues are identified quickly, and support systems put in place quickly and effectively. - Attitudes towards learning are improved – including confidence, motivation and resilience. - Fewer behaviour or mental issues involving pupil with PP. <p>Pupils make better progress as a result of improved confidence and attitudes to learning.</p>

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"> - Aspirations and attitudes of pupils are improved. - 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 & education visits, building up cultural capital. <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"> - Attendance for pupils with PP will be above national average and will be in line, if not better, than non-pp pupils. - Any persistent absence for pupils with PP will reduce. <p>Learning time is maximised as a result of improved attendance and punctuality.</p>
Parents are fully supportive and engaged in their child's education and learning.	<ul style="list-style-type: none"> - Parent workshops are planned to provide information on their child's learning. - 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. - 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. - Homework is completed – homework is encouraged and supported either by a parent or after school educational provision. <p>Relationships will continue to strengthen within the school community.</p>

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: £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>Continue the high-quality teaching and learning across subjects, in particular English (Speaking & Listening, Reading and Writing), for all pupils.</p> <p>Improve progress in English across the school by continuing</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). There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1, 2 & 3</p>

<p>refine and implement an English curriculum of excellence for all.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>'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.' (EEF Guide to the Pupil Premium' June 2019)</p> <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>	
--	---	--

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of pupils who are not make sufficient progress to ensure gaps are addressed and outcomes are improved for all eg by using scaled scoring assessments termly.</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>To ensure all pupils, particularly the minority who struggle, are expertly supported to behave consistently well eg through</p>	<p>"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)</p> <p>"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)</p>	<p>1,2 & 3</p>

mentoring and SEMH interventions.		
Training for all staff delivering interventions to ensure high-quality sessions.		

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

Budgeted cost: £35,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop and implement the PSHCE (incorporates RHE) curriculum effectively and consistently across the school to develop all pupils' self-development and wellbeing eg through platforms and programmes such as 'My Happy Mind.'</p> <p>Continue to develop pupils' character through our Nishkam virtues to create responsible citizens of the future.</p> <p>Bespoke pastoral support for all pupils and their families where identified eg food, clothing, housing, parenting support.</p> <p>Ensure all pupils, particularly the minority who struggle, are expertly supported to behave consistently well eg through mentoring. Ensure all mentors receive training in identified areas.</p> <p>Continue to monitor attendance and lateness of all pupils weekly. Provide tailored support for identified pupils.</p> <p>Continue to broaden after-school clubs and promote this offer to ensure a variety of opportunities and experiences for all children, particularly those most disadvantaged.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</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>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3, 4, 5 & 6</p>

<p>Continue to broaden all pupils' experiences and build on their cultural capital by further developing enrichment activities across the school.</p> <p>Sign-post and support pupils who show interest or a talent within a specific area. Nurture these talents for all pupils.</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 parents.</p>		
--	--	--

Total budgeted cost: £75,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Please refer to our reviewed 2023 to 2024 Pupil Premium Report below for further details.

1. Pupil Premium end of year 2023 - 2024 whole school attainment outcomes (Teacher Assessment)

Subject	Pupil premium pupil attainment pupils % expected +	Non-pupil premium attainment pupils % expected +
Reading	77%	80%
Writing	55%	61%
Mathematics	70%	81%

2. EYFS GLD 2023 – 2024

Subject	EYFS GLD	Nationally
Whole Cohort	70%	67%
Pupils with Pupil Premium	43%	52%
Pupils non-Pupil Premium	74%	72%

3. KSI Phonics Screening Check 2023 - 2024

Subject	KSI Phonics Screening Check	Nationally
Whole Cohort	88%	80%
Pupils with Pupil Premium	80%	67%
Pupils non-Pupil Premium	88%	83%

4. Year 6 (SATS) 2023 - 2024

Subject	Pupil premium attainment pupils % expected+	Pupil premium attainment National *	Non-pupil premium attainment pupils % expected or more progress	Non-Pupil premium attainment National*
Reading	100%	60%	85%	78%
Writing	60%	58%	87%	77%
Mathematics	80%	59%	93%	79%

*Provisional

Intended outcome	Review
------------------	--------

<p>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.</p> <p>Improvements in language and literacy skills for pupils, especially those with Pupil Premium, resulting in better progress and access to the full curriculum.</p>	<p>Pupils with Pupil Premium have full access and engagement with the full curriculum offer, including enrichment activities and opportunities.</p> <p>80% of pupils with Pupil Premium passed the KS1 phonics screening compared to 67% nationally.</p> <p>KS2 SATs outcomes for pupils with pupil premium were in line with non-pupil premium pupils.</p> <p>The KS2 Reading outcome for pupils with pupil premium was significantly above those with non-pupil premium.</p> <p>KS2 SATs outcomes for pupils with pupil premium were significantly above national average for Reading and Maths, and above for Writing.</p> <p>Pupils who are not making expected progress are targeted to close any gaps. Pupils are rigorously monitored throughout the year. The Pupil Premium Lead and SENCO attend pupil progress meetings to ensure any identified children are known, necessary provision implemented and closely monitored for impact.</p>
<p>All pupils, especially those with Pupil Premium, 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.</p>	<p>Social, Emotional and Mental Health concerns (eg wellbeing, self-esteem, anxiety) are identified quickly, and support systems are implemented swiftly. The use of reflection journals, reward charts and other universal strategies such as timetables, check lists the use of the school's virtues have been implemented with pupils and their families. Where necessary, home visits have been conducted to support families.</p> <p>Internal mentoring has been organised for identified pupils and tracked. Where necessary, external agency specialist and targeted support has been identified and implemented. Agencies used included: City of Birmingham School, Educational Psychologist, Children's Advice and Support Service (CASS), Social Services, Child and Adolescent Mental Health Support (CAMHS). Social, Emotional and Mental Health concerns are dealt with swiftly and any potential risks or issues are reduced. As a result, there are fewer behaviour or mental issues involving pupil with Pupil Premium, and where there are concerns both the child and family have received the necessary support.</p>
<p>Financial issues are not a barrier for pupils. All pupils are included and equal – including enrichment activities, clubs, school uniform and equipment.</p>	<p>All parents who have requested financial support have received subsidised access to wraparound care, after school enrichment clubs, instrument tuition and educational visits. This has broadened the child's experiences and opportunities, built on their cultural capital and in turn has developed pupils' personally through the additional social interactions and learning/enrichment opportunities. In addition, parents have been supported with additional childcare, school uniform and other finances to ensure no pupil is disadvantaged. This provision has also included food packages and clothes washing.</p>
<p>Pupils with Pupil Premium have good attendance, are punctual and have access to breakfast to ensure they have the energy to learn.</p>	<p>Attendance and punctuality have continued to be monitored weekly via an attendance report. 1:1 meetings between the office lead and Headteacher have also continued to ensure any attendance or punctuality issues are identified quickly. Any pupils whose attendance fell below 97% have been discussed and necessary meetings, letters or phone calls to parents have taken place to offer support.</p> <p>Pupil premium attendance has consistently been in line with non-pupil premium pupils across the academic year. This has been due to the rigorous procedures in place for monitoring attendance.</p> <p>All parents who have requested financial support have received subsidised access to wraparound care, which has supported parents with childcare and ensuring pupils are on time, fed and ready for school. As a result, learning time is maximised as a result of improved attendance and punctuality.</p>

<p>Parents are fully supportive and engaged in their child's education and learning.</p>	<p>100% of pupil premium parents attended parent consultation evenings. The office rigorously monitored the attendance records and contacted any parents who did not attend to rearrange for another time.</p> <p>Parent workshops were planned to provide information on their child's learning. Pupil Premium parents are encouraged to attend. Where attendance has not taken place, information from workshops has been sent home for parents to view from home.</p> <p>The Headteacher, Deputy Headteacher (Pupil Premium Lead and Special Educational Needs Co-ordinator) and Pastoral Lead attended Reception home visits to ensure good relationships with all new families are formed ready for the new academic year, that expectations of parental engagement are clear and any potential barriers (financial or home life) are identified earlier to ensure the correct support is in place.</p> <p>All pupils have access to enrichment opportunities within and outside of the school day. After school clubs, enrichment days and educational visits are funded by the school for pupils with a pupil premium to ensure they have the same enriched opportunities as their peers. 100% of PP pupils attended educational visits and enrichment days or events. 41% of pupil premium pupils attend at least one term of after school enrichment clubs or booster clubs, which is an increase of 13% over the academic year. After school enrichment clubs were offered to pupils with Pupil Premium before they were released to all pupils. Parents of pupils with Pupil Premium were individual contacted and informed of this early release. This ensured all after school enrichment opportunities were available to all pupils with Pupil Premium and that any 'hard to reach' parents were engaged in the process. The school will continue to send out club availability before releasing clubs to the whole school, which is then followed with a phone call to the parent if a pupil with Pupil Premium has not signed up to any clubs to try and encourage attendance of at least one. The promotion and celebration of enrichment clubs have also continued to feature in the school celebration assemblies as well as newsletters to ensure the profile of club attendance is raised eg music recitals and dance shows.</p> <p>The school disseminates a letter to all parents regarding the eligibility for Pupil Premium. This has ensured all parents are aware of the Pupil Premium Grant and the support it can give to them and their child. On admission into the school, this is now also captured via a form. This has ensured early identification of Pupil Premium for new pupils admitting into the school.</p> <p>Homework has been rigorously monitored by class teachers through a tracking system. Where homework has not been completed, class teachers have had discussions with parents to offer support and, where necessary, alternates to ensure necessary work is completed. Homework engagement was also discussed at parent consultations. Homework clubs have also been implemented to help pupils and their families with the completion of homework. This has supported the significance of homework and enabled another opportunity to discuss support and next steps.</p>
--	---

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrates that the gap for our disadvantaged pupils is closing.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils. The data demonstrates that our disadvantaged pupils achieved greater compared to nationally in the Key Stage 1 Phonics and Key Stage 2 SATs.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrates that our disadvantaged pupils are in line with our non-disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that the commitment to high quality teaching teamed with the pastoral support of our pupils has been an effective strategy for our disadvantaged pupils.

We have reviewed our strategy plan and made, where relevant, changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
1:1 and group Mentoring – Behaviour specialists	City of Birmingham School (COBs)
Educational Psychologist	Educational Psychologist Services (EPS)
PSHE scheme	KAPOW
My Happy Mind	My Happy Mind
Lego Therapy – Intervention Training	Bea Inclusive

