

Nishkam Primary School Wolverhampton

Pupil Premium Report 2017-2018

Completed by: Mr H Dhanial

Date: 1st September 2017, updated February 2018 and August 2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	216 pupils
Total number of pupils eligible for PPG	30 (initial) 39 (Total)
Amount of PPG received per pupil	£1,320.00
Total amount of PPG received	£40440 + £6160 carried forward from 2016/17 Total = £46560

Previous performance of disadvantaged pupils

	Two Years previous	Previous year	Current year
% of pupils making expected progress in Reading	SATS: 83%	97% SATS: 78%	84% SATS: 100%
% of pupils making expected progress in writing	SATS: 100%	94% SATS: 58%	92% SATS: 100%
% of pupils making expected progress in maths	SATS: 67%	92% SATS: 78%	92% SATS: 89%
<i>Include additional performance measures relevant to your school phase (if relevant)</i>		Made more than expected progress: Writing 64% Reading 47% Maths 44%	Made more than expected progress in SATS (Non-FSM): Reading: 33% (13%) Writing: 11% (12%) Maths: 22% (10%)

Summary of PPG spending

Objectives in spending PPG:

To ensure the funding is used to support the disadvantaged pupils throughout the school with additional enrichment activities, academic success, to close any gaps in attainment with those pupils not in receipt of this funding.

Summary of the main barriers faced by pupils eligible for the pupil premium:

- Access to wider enrichment opportunities outside of school
- Affordability of educational opportunities within school such as trips and visits
- Challenging barrier is attitudes towards school; value of education
- Home environment
- Attendance

Summary of how the allocation of the pupil premium funding will tackle these barriers and the rationale for the approach chosen:

- Provides equal access to curriculum and learning support where it may not be present at home due to lack of resources
- Supporting the child and the family to value learning and experience the benefits of a wider enriched offer

Summary of how we will measure the impact of the pupil premium expenditure?

- The progress and attainment data will be analysed every half term to ensure these pupils make progress in line with other pupils.
- Pupil progress meetings with individual teachers will have a focus on the progress of these pupils
- Meeting with Director of finance to ensure monies are allocated to areas identified

Date of next Review for pupil premium spend: June 2018

Record of PPG spending by item/project

Area of spend	Budget	Description of Intervention	Intended Impact	How Impact is to be measured	Impact of the intervention and evaluation of effectiveness (cumulative total spent to date)
After school club provision	£300	To financially support pupils and engage with parents so that they can partake in extensive extra-curricular activities after school	Pupil premium pupils are able to access after school provision to enrich their experiences	Uptake for PP pupils to be equal or greater than non-PP children.	<p>Up to Spring term 28% (PP) vs 34% (non-PP) Not effective yet, will continue with greater focus.</p> <p>Spring to Summer term 73% (PP) vs 46% (non-PP). Effective, will continue to maintain / drive further uptake.</p> <p>Spend to date = £243.75</p> <p>This has had a positive impact with an increased number of pupils participating in after school clubs</p> <ul style="list-style-type: none"> - Effective use of PPG and this will be implemented again. There was a good uptake of PP children under this
Uniform support	£200	<p>To financially support families with the purchasing of school uniform and sportswear throughout the year</p> <p>Spring update So far families have not needed any support as their children's uniform has been sufficient, however we have identified a need for PE kits</p>	Pupils will be wearing the right uniform at all times and feel included and equal	The number of parents taking up the support directed towards them. 100% of PP children in the correct uniform.	<p>To review at the end of Summer term</p> <p>Proposed spend is £608.00</p> <p>Total spend = £157.92</p> <ul style="list-style-type: none"> - This was effective towards the end of the year. It resulted in

		<i>which form our uniform, which in Summer 1 we will identify and provide.</i>			children being given a sense of inclusion amongst their class rather than being questioned why they are not wearing the standard uniform. This will be implemented again
<i>Support for educational visits and residential visits</i>	<i>£800</i>	<i>To financially support families with all educational visits and residential trips planned for the year</i>	<i>Pupils have a choice to attend residential visits and can attend educational visits on a regular basis which will further support their learning.</i>	<i>Through the uptake and participation in trips, visits and residential offered to pupils. Ensure that 100% of PP children have the opportunity to partake in all trips and residential.</i>	<i>We have spent £123.25 this covers 12 occasions where are families have needed our support to cover the cost of a trip, we have also committed to cover £395 in costs (this may increase closer to the time) for our Summer term residential trips. Residential cost = £871.00 Trips and visits = £254.65 Total cost = £1125.65 - This was an effective use by helping children to have a sense of inclusion rather than missing learning opportunities. This will be implemented again</i>
<i>Booster lessons for pp pupils in KS1 and 2</i>	<i>£8000</i>	<i>To provide directed school booster classes for reading writing and math's through specific interventions with the use of a dedicated HLTA on a daily basis.</i> <ul style="list-style-type: none"> • <i>Weekly meetings with teacher to discuss focus and progress</i> • <i>Planned activities for daily input</i> 	<i>The gap between pupil premium and non-pupil premium pupils will be diminished in KS1 and 2</i>	<i>Monitor progress through pupil progress meetings and review with HLTA throughout the academic year. The progress gap should diminish, and pupils are more secure in their learning in relation to ARE</i>	<i>From the table below, it can be seen that there is a gap between PP and non-PP children, however, this is closing. Please refer to Attainment tables below</i>

		<ul style="list-style-type: none"> Directed support for those pupils falling behind to be arranged before and after school 			<ul style="list-style-type: none"> The data is showing that these have been effective and will be implemented again
Additional adult support in Year 1	£10000	<p>To provide additional support in the year group where pupil premium children make up 20% of the cohort. There is a range of abilities, the teacher will be able to deploy additional adult or lead interventions within the class setting. Additional adult can also be utilized for further after school support.</p> <p>Spring Update: Spring 2 an Associate Teacher deployed into Year 1 on a temporary basis. Job was advertised and successfully recruited 2 part time Associate Teachers.</p>	<p>Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved FSM progress and attainment from their baselines. Closing the attainment gap Reading, Writing, Maths.</p>	<p>PP children to attain minimum expected progress from their previous milestone compared with national statistics. Reading, Writing and Maths</p> <p>By the end of Key milestones (SATS KS1 and KS2) Pupil Premium children are above or inline with national figures and the attainment difference between PPG and Other is smaller than national.</p>	<p>Additional adult deployed in Spring 2, therefore Attainment gap at the end of year needs to be closer between Pupil Premium and Other children,</p> <p>Progress at the end of the spring term for PP children from Early Years is: Reading = 78% exp+ Writing = 78% exp+ Maths = 89% exp+</p> <p>Progress at the end of the Summer term for PP children from Early Years is: Reading = 100% exp+ Writing = 82% exp+ Maths = 91%exp+</p> <ul style="list-style-type: none"> This was effective to help children bridge the gap between EYFS and KS1 to help children transition between the two milestones. It will be implemented again specifically within the year 1 PPG children

<p><i>Additional teacher to reduce class sizes which</i></p>	<p>£6000</p>	<p><i>Smaller class sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all 'non-moving' children and secure greater levels of expected progress.</i></p> <p><i>Spring Update</i> <i>Additional part time teacher recruited who works across the school to support teaching and learning 3 mornings per week. Was working across Year 2 initially and now deployed in Year 1.</i></p>	<p><i>Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved FSM progress and attainment from their baselines</i></p>	<p><i>Monitoring of planning linked to timetable. Ability of class teacher to undertake in-class interventions. Amount of expected and good progress.</i></p> <p><i>PP children to attain minimum expected progress in Maths by the end of milestones when compared to national figures.</i></p> <p><i>By the end of Key milestones (SATS KS1 and KS2) Pupil Premium children are above or inline with national figures and the attainment difference between PPG and Other is smaller than national.</i></p>	<p><i>Please refer to Attainment tables below</i></p> <ul style="list-style-type: none"> - Not as effective as the SLT had hoped. The learning from this was that it was not focused enough. As a result, it will be reimplemented but with more focus on key areas and the additional teacher will be accountable for the progress of children for example in year 5.
<p><i>Facilitating pupils' access to education</i></p>	<p>£3900</p>	<p><i>Attendance and punctuality initiatives directed by the Headteacher and led by School's Administrator and receptionist. This includes:</i></p> <ul style="list-style-type: none"> • <i>Weekly attendance and punctuality report</i> • <i>Regular meeting to discuss attendance of those pupils below 92% and persistent absentees</i> • <i>Co-ordinate home visits where necessary</i> 	<p><i>Attendance and punctuality to improve and gaps between PPG and non PPG pupils to diminish.</i></p>	<p><i>Weekly monitoring of attendance data</i></p> <p><i>Attendance for PP children and particularly girls to achieve 96% by the end of the academic year.</i></p>	<p><i>Attendance PP children in Autumn term was 94% and has increased to 95.42% in Spring term.</i></p> <p><i>Girls attendance has gone up between Autumn and Spring terms from 92% to 94%</i></p> <p><i>Summer term attendance</i></p> <p><i>PP Girls = 96.51%</i> <i>Non PP Girls= 96.86%</i></p>

		<ul style="list-style-type: none"> • Thorough documentation maintained of pupils with attendance concerns • Meetings with parents to diminish any barriers with school by providing a supportive environment • Work with external agencies • Educational Welfare Officer involvement with persistent absentees and also to challenge school attendance • Recruitment of additional school receptionist <p>Spring update Part time receptionist recruited to enable school administrator to have focused time on attendance support.</p>			<p>PP Boys = 95.93% Non PP Boys = 96.76%</p> <p>Whole school PP = 96.31% Non PP whole school = 96.81%</p> <p>The work carried out to raise attendance has had an extremely positive impact with gaps closing between the two groups.</p> <ul style="list-style-type: none"> - Very effective and has resulted in the new PLO role to maintain regular attendance of children which this term is just above the national average
<p>Parental engagement through workshops</p> <p>Workshops to promote teaching & learning, health & wellbeing, keeping children safe and Nishkam Values</p>	£500	<p>These workshops are designed to help parents to support their child at home.</p> <ul style="list-style-type: none"> • Parents have a better understanding of the curriculum • Parents are provided with strategies on how to support their child in learning • Parents will be able to use Nishkam Values at home to provide a consistent approach 	<p>They will help to improve parenting skills and also to diminish any home school barriers that may exist.</p>	<p>Participation of PP parents attending workshop vs non-PP parents</p>	<p>26th September 17 – Yr1 Phonics Workshop Total Attendance: 17 % of PP: 33% % of Non-PP: 29%</p> <p>29th September 17 – Reception Phonics Workshop Total Attendance: 22 % of PP: 40% % of Non-PP: 43%</p> <p>3rd October 17 – Reception Math's Workshop Total Attendance: 19 % of PP: 20% % of Non-PP: 38%</p> <p>5th October 17 – Open Morning (opportunity for parents to see their</p>

					<p>child(ren) in their classes and to view their books) Children names were not captured on this event, only parent feedback forms where requested to be completed 6th October 17 – Yr1 Math's Workshop Total Attendance: 8 % of PP: 14% % of Non-PP: 14%</p> <p>10th October 17 – Yr2 English Workshop Total Attendance: 32 % of PP: 29% % of Non-PP: 53%</p> <p>12th October 17 – Nishkam Values Workshop (whole school) Total Attendance: 37 % of PP: 21% % of Non-PP: 14%</p> <p>7th November 17 – Reading Workshop (whole school) Total Attendance: 48 % of PP: 9% % of Non-PP: 21%</p> <p>25th January 18 – E-safety Workshop (whole school) Total Attendance: 23 % of PP: 3% % of Non-PP: 10%</p> <p>15th February 18 – Open Morning and progress update (update on our progress to date and the opportunity for parents to see their child(ren) in their classes and to view their books) Children names were not captured on this event, only parent feedback forms where requested to be completed</p>
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					<p>28th February 18 – Yr2 KS1 Math's and Reading Assessment Workshop Total Attendance: 15 % of PP: 0% % of Non-PP: 26%</p> <p>27th April 18 – Yr1 Phonics Screening Workshop Total Attendance: 20 % of PP: 11% % of Non-PP: 35%</p> <ul style="list-style-type: none"> - The attendance of PP children vs non PP children is comparable so these are proving effective and will continue
<p>Provision of Maths support in Years 2 and 4 by SLT</p>	<p>£5000</p>	<p>Assistant Headteacher who leads Maths to provide additional support on a daily basis to reduce class sizes, raise expectations and provide coaching and mentoring to the class teacher. The AHT will meet regularly with class teachers to provide an input into planning.</p>	<p>Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved FSM progress and attainment from their baselines</p>	<p>Closing of Attainment Gap (EXS+) in Years 2 and Years 4 Maths between PP vs non PP. By the end of the academic year the progress of PP children is inline with or better than non PP children.</p> <p>By the end of Key milestones (SATS KS1 and KS2) Pupil Premium children are above or in line with national figures and the attainment difference between PP and Other is smaller than national.</p>	<p>Attainment gap in Year 2 in Autumn term was -29% and at the end of Spring this is -8%. Progress measure in Year 2 from milestone 78% exp+ of which 22% are accelerated.</p> <p>Attainment gap in Year 4 in Autumn term was -18% and at the end of Spring this is -18%.</p> <p>Progress measure in Year 4 from milestone 85% exp+ of which 31% are accelerated.</p> <p>Disadvantaged pupils' attainment (80% EXS+) was slightly above other pupils' (78%). The proportion of greater depth (27%) was also greater than other pupils (11%). This is also likely to be above</p>

					<p><i>national figures for disadvantaged pupils. *internal figures (pre-ASP)</i></p> <ul style="list-style-type: none"> - Very effective in promoting quality first teaching with targeted interventions, support to continue by SLT
<p><i>Targeted parental afterschool workshops</i></p>	<p><i>£400</i></p>	<p><i>The purpose of the workshop will be to engage parents in the strategies being given to their children during school hours. That care completed within specific groups and one to one intervention. Parents will gain a knowledge of how to support the strategies at home.</i></p>	<p><i>Parents to feel welcomed in school and be able to learn strategies to support their child's learning.</i></p>	<p><i>Number of parents who attend the 1:1/small group workshops</i></p> <p><i>Increased PP parental participation in school.</i></p> <p><i>Parental questionnaire to be carried out</i></p>	<p><i>Starting in Summer term</i></p> <p><i>This objective was not complete due to staffing, however, a similar project is proposed in the next academic year following an appointment of a Parent Liaison Officer to facilitate.</i></p> <ul style="list-style-type: none"> - The money was not used so this will be carried forward to the new year and assessed for its impact when implemented
<p><i>After school tuition in reading, writing and Maths</i></p>	<p><i>£4000</i></p>	<p><i>After school weekly tuition run by teachers and associate teachers to target specific individuals who are not making progress.</i></p>	<p><i>Increase pupil progress in reading, writing and Maths</i></p>	<p><i>Pupil assessment data</i></p>	<p><i>After school tuition has been carried out since the start of the Spring term to close gaps. The tuition is focused on specific areas and is carried out in very small groups.</i></p> <ul style="list-style-type: none"> - Very effective because the tuition was very focused. This is evident on pupils progress and will be implemented again

<p><i>Achievement for all review of pupil premium spend</i></p>	<p>£1650</p>	<p><i>To work with a review coach from Achievement for All to have a positive impact on pupil premium spending.</i></p>	<p><i>Provide informative guidance and coach leaders to implement necessary changes to have a positive impact on pupil premium spending.</i></p>	<p><i>Responsive changes made by leaders and governors in response to advice that is given in a timely manner.</i></p>	<p><i>Review and report has been completed. Actions already in progress to ensure effective spend is achieved to maximise impact on learning and teaching.</i></p> <ul style="list-style-type: none"> - Very effective and much of the findings from the report have been implemented. To consider using a similar review in 2019/20
<p><i>Transport for parents to get to school</i></p>	<p>£500</p>	<p><i>To reduce any barriers for parents to bring their child to school by offering taxis, bus passes where and when necessary.</i></p>	<p><i>Children attend school, particularly those where attendance or distance is an issue and can become a barrier to learning.</i></p>	<p><i>Pupil attendance will increase and as a result pupil performance.</i></p>	<p><i>Transport is provided whenever the need arises. To date we have spent £220.32 in taxi fares ensuring child can attend school. The parent may be unwell so unable to travel on the bus, or a sibling may be unwell and as the parent has no family support unable to bring the other child to school. To ensure our children do not miss out on their education we have supported families, the response we have received is with over welcoming thankfulness. Monthly cost of buses is £65.60, so far we have spent £134.60 on this mode of transport.</i></p> <p><i>Bus Passes = £213.75 Taxis = £233.76 Total cost = £447.51</i></p> <ul style="list-style-type: none"> - Very effective and there was a good uptake on this. This is always used as a last resort by

					the PLO and attendance figures show this is helping
<i>Intervention space</i>	<i>£2000</i>	<i>Create an intervention space for PP interventions to take place during booster lessons by HLTA.</i>	<i>To enable PP interventions to be carried out in a set space with all relevant resources available. The space to be additionally used for any parental engagement activities which will provide privacy and a welcoming environment</i>	<i>Pupil assessment data</i> <i>Review at pupil progress meetings</i>	<i>Space has become functional in Spring 2 term</i> <i>This became a base for the member of staff responsible for PPG pupils to carry out 1:1 and small group interventions.</i> - This was effective because it meant that children had a good learning area where they can concentrate for their interventions. However, this will not be implemented in the new year due to a constraint on space as the school is growing. The SLT will review this again.
<i>The Power of Reading</i>	<i>£1000</i>	<i>The Power of Reading immerses children into reading which in turn improves writing. Teachers are provided with a structure to their planning and a recommended book list.</i> <ul style="list-style-type: none"><i>Staff training</i><i>Suitable texts to be used</i><i>Reading survey</i>	<i>Children are exposed to a range of texts and will produce a range of writing. The quality of writing will improve, and children will positively engage in reading.</i>	<ul style="list-style-type: none"><i>Summer term assessment data compared to previous terms</i><i>Book reviews</i><i>Pupil survey</i>	<i>The Power of Reading approach was trailed in the spring term with Year 4 successfully. This is to be used across the school during the summer term. This has been highly successful with measurable impact, particularly at the end of KS1. This scheme has been adopted whole school and relevant materials and training has been provided for continuation throughout the school.</i> - Very effective and is now being expanded across all areas. This

					has now become part of the ongoing curriculum for all pupils.
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Pupil Premium Attainment Tables

KS1		Autumn 2017	Spring 2018	Summer 2018
		EXP+%	EXP+%	EXP+%
Reading	Ever 6	35	55	68
	Non Ever 6	59	71	74
	Difference	-24	-16	-6
Writing	Ever 6	35	50	58
	Non Ever 6	59	69	68
	Difference	-24	-19	-10
Maths	Ever 6	40	55	62
	Non Ever 6	63	73	77
	Difference	-23	-18	-15

KS2		Autumn 2017	Spring 2018	Summer 2018
		EXP+%	EXP+%	EXP+%
Reading	Ever 6	53	58	73
	Non Ever 6	72	77	75
	Difference	-19	-19	-2
Writing	Ever 6	63	69	69
	Non Ever 6	72	77	70
	Difference	-9	-8	-1
Maths	Ever 6	68	69	70
	Non Ever 6	74	74	81
	Difference	-6	-5	-11

The tables above show gaps diminishing throughout the academic year.

Additional Costs Relating to PPG

- Annual subscription to check eligibility of families in receipt of the grant = £713.11
- Miscellaneous costs = £144.99
- Use of sensory room = £35.00

Total = £893.10

Total PPG received	£40400 (+£6160 carried from previous year) Additional sum received in April, total = £50270 + £6160 Final total = £56430
Total PPG expenditure	£45317.93
PPG remaining	£11112.07