

## Pupil Premium Strategy 2019 – 20 / Self-Evaluation 2018 -19

1. Summary information					
<b>School</b>	Nishkam Primary School Wolverhampton				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£108,240	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	347	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>SATS: 59%</b>	<b>SATS: 80%</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>SATS: 59%</b> <b>Whole School: 79%</b>	<b>SATS All pupils: 92%</b> <b>Whole School all pupils: 88%</b>
<b>% making expected progress in writing (as measured in the school)</b>	<b>SATS: 59%</b> <b>Whole School: 89%</b>	<b>SATS All pupils: 82%</b> <b>Whole School all pupils: 90%</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>SATS: 59%</b> <b>Whole School: 90%</b>	<b>SATS All pupils: 90%</b> <b>Whole School all pupils: 94%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Generally lower attainment on entry into Reception, largely due to EAL barriers, mobility and some pupils not attending a nursery prior to coming to school.
<b>B.</b>	% of PP children achieving GLD in Reception lower than non-PP children, so need to accelerate their progress when in Key Stage 1.
<b>C.</b>	Lack of experiences outside of school.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Lack of parental capability to engage, due to EAL barriers

<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	<p>Pupils' can access learning in class, due to their spiritual, moral, faith, physiological and safety are priority within our virtues and values led ethos to promote a positive self-worth and self-esteem.</p> <p>Measured through learning walks, books and pupil voice</p>	<p>Pupils are ready to learn in class without the need for intervention.</p> <p>Increased independence and ownership</p> <p>Pupils are more resilient</p> <p>Pupils are happy and have a positive mental attitude</p>
<b>B.</b>	<p>To close the word gap in the early stages of schooling and promote reading.</p> <p>Formative and summative assessment will be used to demonstrate the gaps being addressed. Language First programme will continue as evidence suggests greater progress in diminishing the difference. Pupils will make (or exceed) expected progress.</p>	<p>Pupils have can read fluently and confidently.</p> <p>Pupils pass the phonics screening check</p> <p>GLD improves between PPG and not PPG</p>

<b>C.</b>	<p>Children will be provided with experiences they may not have had at home, this is to broaden their knowledge of the world around them and equip them for life after school.</p> <p>All children will have a Passport with '100 things to do before leaving Nishkam' to complete throughout their school life including experiences such as: breaking a world record, going to the theatre, camp in the school overnight.</p>	<p>Pupils can share their experiences with others confidently</p> <p>They can draw upon their experiences to write in a range of curriculum areas</p>
<b>D.</b>	<p>The Parent Liaison Officer and SENDCo will offer support for vulnerable families. This will include either signposting to or providing English and Maths classes for them. Parents will also be invited to Aspire sessions and workshops in school to work alongside their children.</p> <p>This will be measure through parental engagement attendance and participation and surveys where appropriate</p>	<p>Parents will feel more confident when communicating with others.</p> <p>Relationships will strengthen greater with school staff.</p>
<b>E.</b>	<p>To diminish the progress gap between PPG and Not PPG by the end of KS2.</p> <p>This will be measured through books, learning walks, lesson observations, assessment data and pupil voice.</p> <p>Summative and formative assessments. Internal assessments and data tracking.</p>	<p>By the end of Year 6 the gap in progress between PPG and Not PPG will close.</p>

5. Review of expenditure				
Previous Academic Year		2018-19		
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
Growth mindset and Challenge	<ul style="list-style-type: none"> <li>• Children can articulate what they need to learn to improve</li> <li>• Children seek improvement in their own learning</li> <li>• Experiences for children are centred around the skills required to learn and not the content to learn</li> <li>• Teacher's planning reflects the learning process and not tasks</li> <li>• Children find work challenging when questioned</li> <li>• Gap with PPG and non-PPG pupils is closed over time</li> <li>• Teachers will take onboard and plan for challenge guidance given through CPD</li> </ul>	<p>The language of growth mindset is being used by staff to encourage virtues such as resilience and perseverance. Success criteria's have been introduced enabling pupils to have more independence in their learning. This has been successful with pupils starting to become more confident.</p> <p>The next stage of development would be to train staff and introduce the Philosophy for Children (P4C)</p> <p>This is also having a positive impact on pupils who are not eligible for pupil premium.</p>	This will be ongoing and staff will be trained in P4C	£2000

<p>To embed the Quality Framework for Learning and Teaching</p>	<ul style="list-style-type: none"> <li>• Improve staff pedagogy.</li> <li>• Improve staff subject knowledge.</li> <li>• All staff members use the QFLT as part of the planning and assessment process.</li> </ul>	<p>This has been the main area of spend to raise the standards of teaching across the school. Impact: “You have successfully raised teachers’ expectations of what all pupils can achieve. This is particularly evident through pupils’ understanding and use of language features and subject-specific vocabulary. Pupils write often in English lessons, with tasks linked to whole-class texts and to the topics they are learning. You have plans to ensure that all pupils regularly practise their writing skills across all subjects.” <b>Ofsted Section 8 report January 2019.</b></p> <p>This is now the Framework for Great Teaching and all monitoring and teacher development has been centred around this. This has had a profound impact, particularly the teacher development programme. We worked in collaboration with Manor Academy to raise standards further in learning and teaching.</p> <p>This is also having a positive impact on pupils who are not eligible for pupil premium.</p>	<p>This will be ongoing throughout the next academic year.</p>	<p>£14000</p>
<p>Learning Resource Centre</p>	<ul style="list-style-type: none"> <li>• More progress over time in reading</li> <li>• Pupils engagement in reading</li> <li>• After school reading clubs</li> <li>• Pupils become independent researchers</li> </ul>	<p>This is now complete and is purposeful to promote the love for reading. Accelerated reader programme has been invested into by the school to monitor progress in reading. There is evidence from Accelerated Reader to show the impact on progress as a result of pupils reading, a full picture to be sought in a 12-month period.</p> <p>This is also having a positive impact on pupils who are not eligible for pupil premium.</p>	<p>The LRC will continue to evolve with introducing more books based on need. The Accelerated reader programme will be used to track progress and target pupils. Reading is an ongoing focus in the school’s development.</p>	<p>£3700</p>

<p><b>ii. Targeted support</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Appointment of Parent Liaison Officer.</p>	<ul style="list-style-type: none"> <li>• Effective parental partnership supports the child at home and over time there will be a positive impact on pupil progress.</li> <li>• Parents feel supported by the school and will be forthcoming to support their child's learning</li> <li>• Improved communication with parents through positive relationship building</li> <li>• Pupil gaps will close with families receiving interventions through Parent Liaison Officer</li> </ul>	<p>More parents are now fully engaged with school, this also includes children safeguarding issues that may not be PPG children. Many incentives such as bus passes, food parcels and uniforms have been provided to these families.</p> <p>There is still a gap in attainment and progress, however, PLO together with teachers and Associate Teachers work collaboratively to establish needs of specific families and ascertain types of support required.</p> <p>PLO works closely with vulnerable families and has established support networks in the local community to provide additional services.</p>	<p>We will continue to work with these families as it has proven extremely worthwhile.</p>	<p>£8000</p>
<p>Educational Councillor.</p>	<ul style="list-style-type: none"> <li>• To provide counselling type interventions for our very vulnerable children to enable them someone to speak to on a regular basis.</li> <li>• Increased engagement in the class</li> <li>• Better progress over time as barriers are worked through</li> <li>• Happier disposition of pupils</li> </ul>	<p>Additional service acquired to target most vulnerable families where there was a clear need established for emotional and mental health counselling. This support also extended to some parents and as a result are now accessing external professional services.</p>	<p>In some cases, the children were somewhat reluctant, and the parents were very cautious to engage as the Educational Councillor was an external party. Having regular school staff support the children may have been even more beneficial. This will be brought into school and specialist support acquired when required.</p>	<p>£2000</p>

<p>Maths and English support by SLT for specific pupils</p>	<p>Gaps in subject knowledge will be closed and this will have a positive impact on the pupil's overall performance in the subject, e.g.by securing foundations in their knowledge, skills and understanding. There will be a positive impact on pupil progress.</p> <p>More able pupils to be supported to further 'stretch' and challenge them further.</p>	<p>SLT have targeted support during core curriculum time in order to ensure pupils do not miss other curriculum areas. Year 5 is made up of 50% PPG pupils. English and Maths groups were established to challenge pupils further. As a result, this year group has seen the fastest progress of disadvantaged pupils across the school. In addition, progress is a lot stronger than the previous academic year.</p> <p>This is also having a positive impact on pupils who are not eligible for pupil premium.</p>	<p>SLT will continue to work with groups of children, in particular in upper KS2</p>	<p>£4500</p>
<p>Key workers for each pupil premium child</p>	<p>Through regular communication, staff will be able to pick up on any barriers to learning that maybe arising and organise any relevant support in a timely manner,</p>	<p>This is a more informal approach which allows children to establish positive relationships with staff. Although it is difficult to measure the impact precisely, it has been worthwhile with information passed to relevant personnel at the school when required, for example if children were having breakfast in the morning, routines at home, what they did at the weekend. The information has helped the school to inform spending decisions too.</p>	<p>This will continue in the next academic year.</p>	<p>£5000</p>
<p>After school tuition in reading, writing and Maths</p>	<p>There will be a notable difference in pupil performance where subject knowledge and understanding gaps are diminished through tuition. Pupils will typically be in these for 6 weeks, however, if required then this can be extended.</p>	<p>This is followed through from pupil progress meetings and children are targeted based on the outcome of their progress to ensure they are not falling behind. This was carried out throughout the year with small group numbers. The challenge was where there are siblings it was difficult to keep the child in need for tuition with some families, going forward a provision for child care will also be factored in order to reap the full benefit of this. As a result, this contributed to the progress across the school for PPG children being stronger than the previous academic year.</p>	<p>This will continue next year. In order to make this more successful, where there are siblings the school will ensure there is a provision in place for those children so that parents are fully supported.</p>	<p>£7600</p>

Associate teacher time in class and directed intervention	Gaps in subject knowledge will be closed and this will have a positive impact on the pupil's overall performance in the subject, e.g.by securing foundations in their knowledge, skills and understanding. There will be a positive impact on pupil progress	AT's are working with small groups and individuals for targeted interventions. Additionally, they are supporting in class when not carrying out interventions. This helps to also break down class size. Intervention groups have been reviewed by the SENDCO in Summer 1 term and new timetables were issued for Summer 2 to maximise impact of any interventions. Although the gap still remains, additional adult support has been effective with specific groups in particular with aspects such as word gaps, pre-teach, consolidation etc.	This will continue next academic year. More training and development to be given to Associate Teachers to ensure support is high quality. Timetables with AT focus will further enhance the support.	£20000
Homework club	All homework is completed on time, pupils are supported in completing their homework and homework extends their knowledge and understanding.	This took place weekly and has a regular uptake of children. 15 pupils have benefitted from the club. The club ran for KS2 pupils only throughout the academic year.	This will not continue in its current arrangement.	£1800
PPG lead for quality first interventions and management	<ul style="list-style-type: none"> <li>• Efficiency of spending provisions to maximise the impact</li> <li>• Gaps to diminish over time of disadvantage pupils as compared to non-disadvantaged pupils</li> </ul>	Due to the lead for this not starting until Summer 1, SLT decided to acquire an additional, experienced practitioner for Year 5 who worked specifically with children 2 days per week. This has shown a positive impact on progress throughout Term 2. Year 5 have benefited from an experienced teacher to reduce the class size and provide quality first teaching. Progress has increased across the core curriculum areas for PPG pupils as a result in comparison to the previous academic year.	This will continue in the next academic year.	£12400



Summer School	<ul style="list-style-type: none"> <li>• Pupils are engaged with learning in the holidays</li> <li>• The 'dip' over summer is minimised providing more progress to be made in the subsequent year</li> <li>• Pupils are fit and healthy by taking part in sporting activities</li> <li>• Increased social engagement during the holiday period</li> </ul>	<p>This was the first year the school ran a summer school to engage positively with pupils in sports but mainly to focus on Maths and English in order to mitigate the 'dip' over the holidays. This was opened to upper KS2, we had 20 pupils who attended over the 5 days. The impact is positive however, further work is required to increase the participation of pupils.</p>	<p>This will continue in the next academic year. We will need to think of how we can get further engagement with families by carrying out a survey. Some families dropped out at the last minute. We need to look at incentives for families to bring them into school during the holidays, such as planned trips in the days.</p>	£3000
---------------	---	--	--	-------

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Enrichment experiences for pupils and their families.	<ul style="list-style-type: none"> <li>• Pupils will foster a lifelong love to play a musical instrument and will be able to access this at school</li> <li>• Pupils will experience different stories through theatre performances. Pupils will be inspired by these experiences and will be able to talk about them with their peers and adults. It will also help pupils to understand characterization in English.</li> <li>• Pupils will learn about history, geography and science through the visits to National Trust sites. Living in Wolverhampton city, some children may not have these experiences readily</li> </ul>	<p>This was established in term 3 due to re-organisation of the music services. Although this was not fully spent the activity included 24 pupils (39%) receiving additional music lessons. Children received their own instrument to practice on. This will continue into the next academic year and will include more pupils.</p> <p>This has been successful with parents and children from KS2 experiencing Macbeth opera at the Grand Theatre. There were 32 people (21 pupils, 11 parents) who attended.</p> <p>In addition, KS1 pupils attended Puss in Boots ballet in June at the Grand Theatre. There were 63 (43 pupils, 20 parents) people who attended.</p> <p>Children have had an outdoor experience in the Autumn term which was a night walk led by an experienced outdoor leader. They carried out a range of activities. It was attended by 22 pupils from KS2</p> <p>In July, during the summer holidays staff took parents and children to the beach to further enhance their cultural capital and experiences. There were 59 participants who took part in this trip from KS1. This also had a positive impact on pupils who are not eligible for pupil premium.</p>	This will continue in the next academic year.	£7600
Magazine subscription for pupils to take home about current affairs	Pupils to become interested in what is happening in the World around them and to be able to formulate their own opinions and ideas. They will also be encouraged to read through this approach and become more knowledgeable about current affairs.	First News subscription purchased for pupils in the school to widen their exposure. This has a positive impact with pupils to encourage them to understand current affairs.	This will continue and will look at using Letterbox reading materials.	£800

Support for educational visits and residential visits	Pupils have a choice to attend residential visits and can attend educational visits on a regular basis which will further support their learning.	This has yielded a positive impact with PP children having access in all school trips and activities. The spend on this was £1494, less than the budgeted amount due to one residential being cancelled due to lower numbers.	This will continue next academic year. Continue to use the PLO to identify the needs of families.	£2058
Transport for parents to get to school	Children attend school, particularly those where attendance or distance is an issue and can become a barrier to learning.  Pupil attendance will increase and as a result pupil performance.	Bus passes have been issued to a number of families to support attendance and punctuality. This has had a positive impact and with access increasing through PLO's knowledge of families and ongoing discussions. This has accounted for £1035 for the academic year established on a needs basis.	This will continue next academic year. Continue to use the PLO to identify the needs of families.	£1035
After school club provision	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.	There are more clubs being run by internal staff and external providers. PPG families are given first refusal and also are subsidised or fully paid for to encourage participation. This is having a positive impact and has been achieved with over 19 after school clubs with 221 places taken by PPG regularly throughout the academic year.	This will continue next academic year.	£608
Uniform support	Pupils will be wearing the right uniform at all times and feel included and equal. All PPG pupils have the correct uniform.	Over £800 was attributed toward uniform support established through parent liaison. It has had a positive impact in reduce barriers to accessing school for families.	This will continue next academic year. In addition, uniform swaps to be introduced.	£784
Breakfast Club	Increased concentration levels and hence improved pupil outcomes  Pupils will receive a nutritional breakfast to start the day	Regular breakfast club was started at start of term 2 before school. The uptake has been minimal initially but is now being further taken up. This will be reviewed on how to enable more families to access this in the following academic year. An emergency breakfast box has been established where a need occurs after breakfast club. The cost of the provision has been £1341.	This will continue next academic year.  More liaison required with parents to further participation, in particular vulnerable families.	£1341
Total Spend £99,885		Additional expenses not included in the strategy have amounted to £1659		

1. Planned expenditure					
Academic year		2019-20			
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?
1. Curriculum support by Leaders for specific pupils.	To provide QFT to close gaps and to provide further challenge	There is still a gap between the progress of PPG and Non-PPG children.	A small proportion of SLT time working in classes with pupils (approx. equivalent of 0.5 days per week. Therefore, closely monitored and challenged by SLT	SLT	Half termly
2. After school tuition in Maths and English.	To continue to narrow the gap between the progress of PPG and Non-PPG children. To close the word gap, increase fluency and reasoning.	There is still a gap between the progress of PPG and Non-PPG children. To continue to ensure PPG children are given additional support to upskill and pre-teach them ready for new learning or to embed previous learning.	This will be followed through from pupil progress meetings book looks and observations.	JEB	Half termly

3. PPG lead for quality First interventions and management	PPG lead to ensure she is update with new strategies and will advocate for PPG children, liaise with all staff to positively discriminate for PPG children.	With the increasing numbers of disadvantaged pupils in the school a lead teacher is required to provide and direct high-quality teaching and interventions by identifying and closing gaps in learning	Ensure PPG lead keeps everyone up to date. SLT to hold PPG lead to account.	JEB	Half termly
4. Summer School places.	To minimise the 'dip' in summer and provide meaningful learning-based activities for pupils	The club for previous year was positively received. To provide opportunities for pupils to participate in a variety of learning and fun based activities throughout the summer holidays	PLO will continue to ensure this is a major focus of her role finding appropriate courses to signpost to.	JEB	Term 3
<b>Total budgeted cost</b>					<b>£37,540</b>

## ii. Targeted support

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?
5. Work done by Parent Liaison Officer.	To continue to support children and families to the highest standard and develop a supportive and productive culture making the school a welcoming environment.	Effective parental partnership was established, communication was greatly improved. Parents far more engaging in school life. Attendance figures have risen.	SLT and JEB to monitor and liaise with outside agencies and families Figures presented weekly regarding attendance.	SLT	Half termly

6. Associate teacher time in class and directed intervention	To narrow the gap and to positively raise the profile of PPG children and ensure they are target for support.	There is still a gap between the progress of PPG and Non-PPG children. Last year's tracking and how the children have developed their independence is positive throughout the school.	AT's will be working with small groups and individuals for targeted interventions. Additionally, they are supporting in class when not carrying out interventions. This helps to also break down class size. Intervention groups have been reviewed by the SENDCO in Summer 2 term and new timetables have been issued for Autumn 1 to maximise impact of any interventions.  JEB will create timetabled support.	JEB	Half termly
7. Key workers for each pupil premium child during lunchtimes.	To continue to develop strong positive relationships with children.	Excellent evidence and raised confidence from conversations last academic year. Identification of needs of children have been established and alerted relevant personnel in the school.	JEB to monitor and include in appraisals if necessary.	JEB	Half termly
<b>Total budgeted cost</b>					<b>£50,150</b>

### iii. Other approaches

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?
8. Enrichment experiences for pupils.	Children to have experiences in school they would not have out of school to build their cultural capital.	Has been successful in previous academic year with positive feedback.	Through tracking experiences in pupil passports (100 things before leaving Nishkam). Evidence from work produce related to their experiences.	JEB/PLO	Half termly

9. Magazine subscription and Letterbox.	Pupils continue to develop an interest in what is happening in the World around them and to be able to formulate their own opinions and ideas knowledgeable about current affairs.	First News subscription purchased for pupils in the school to widen their exposure. This has had a positive impact with pupils to encourage them to understand current affairs.	Through pupil work and pupil voice.	JEB	Termly
10. Support for educational visits and residential visits	To ensure all pupils have equal access to educational experiences	Through effective parent liaison there is affordability issues which strains some families to enable their children to have full experiences of trips and visits.	PLO will continue to ensure this is a major focus of her role	PLO	Half termly
11. Transport for parents to get to school	To improve attendance and punctuality	There is still a gap between the progress of PPG and Non-PPG children, attendance gaps have started to diminish with this level of support.	Ensure careful monitoring and liaison is completed to identify the most vulnerable families are provided with support. Improvement in attendance of families who are being supported.	PLO	Half termly
12. After school Club provision	Break down barriers of finances being a contributing factor and to provide inclusion and equality for all to narrow the gap and broaden experiences.	The school offers over 19 different after school clubs to enrich pupils further. There has been a greater uptake in clubs since making them available to PPG families first and supporting in any paid activities. This has also promoted parental engagement further.	PLO in conjunction with the Business Lead will continue to target, monitor and evaluate after school club provision.	PLO	Half termly
13. Financial support for uniforms	To financially support families with the purchasing of school uniform and sportswear throughout the year which promotes inclusivity.	Positive responses from parents and carers. Greater involvement in school life.	Monitored by PLO and reviewed with SLT. Business Lead to support in acquiring the uniforms	PLO	Termly

14. Breakfast club places	Increased concentration levels and hence improved pupil outcomes. Pupils will receive a nutritional breakfast to start the day.	Evidence suggests that pupils concentrate better if they have had a good breakfast.	Targeting specific families where there is a need. Daily registers will record number of pupils attending	JEB	Half termly
<b>Total budgeted cost</b>					<b>£18000</b>

## 2. Additional detail

- We largely targeted and will continue to target our PPG through quality first teaching and quality extra intervention where necessary.
- Group sizes are reduced where possible and support direct using assessment data to inform SLT to be more agile and fluid.
- Cultural capital and experiences have been identified as a area that many of our family's lack and funding has been pledged to increase these opportunities.
- In addition to the extra teaching, support and intervention we have funded additional music tuition enabling all children to further explore other disciplines across the curriculum.
- We continue to place a high focus on engaging parents, particularly those who do not speak English, and any parents who continue to be isolated from society due to their language barriers.