

Nishkam Primary School Wolverhampton: Pupil Premium Strategy Statement

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 Wolverhampton
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	101 (27.2%, based on 372 pupils) Actual PPG currently on roll: 147
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	17th September 2021
Date on which it will be reviewed	17 th September 2022
Statement authorised by	Mr.H.S Dhanjal
Pupil premium lead	Mrs. Jacqueline Brettle
Governor / Trustee lead	Mr. M. Singh Sandhu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,845
Recovery premium funding allocation this academic year	£14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,490

Part A: Pupil premium strategy plan

Statement of intent

Principles:

- All stakeholders, staff, governors and associate teachers accept responsibility for our 'socially disadvantaged' pupils and are committed to meeting their pastoral, social, academic and health needs, within a virtue embedded, 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 achieve excellence, 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, experiences and exposure made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are effectively assessed and addressed. This will be through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them and their families.

The range of provision

- Facilitating pupils' access to education and the curriculum (building cultural capital)
- Additional teaching and learning opportunities
- Bespoke interventions
- Support for families

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills, which have been further impacted by Covid 19 lockdown restrictions and school closures, (Including high levels of newly arrived children with EAL).
2	Attainment gaps for PPG and disadvantaged against non-PPG and DA children, when they transition between KS1 and KS2.
3	Lack of experiences outside of school (particularly with the Pandemic restrictions), including less exposure to a variety to quality reading and text, a reduction in accessing after school clubs. creating lower aspirations.
4	Lack of full parental capability to engage, possibly due to EAL barriers, financial worries, social emotional and mental health concerns.
5	Safeguarding issues and concerns, lack of focus and confidence, possibly due to DA, poverty, mental health and well-being.

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
<p>Pupils' will access high quality teaching and learning in class, including in class interventions using QFT, to develop language and communication skills. Their spiritual, moral, faith, physiological and safety are priority within our virtues and values led ethos, to promote a good mental health and well-being with a positive self-worth and self-esteem.</p> <p>Measured through learning walks, books, pupil voice and working closely with parents and carers.</p>	<p>Pupils are ready to learn in class without the need for external interventions which is embedded within the wider curriculum, subject knowledge and knowledge of the child.</p> <p>Good mental health and well-being which increases self-esteem to promote greater independence and ownership to develop language acquisition.</p> <p>Pupils are far more resilient and equipped for life in Modern Britain.</p>
<p>To close the gaps in the transitional stage from KSI to KS2 by having consistent outstanding QFT, provide children with extensive learning opportunities, depth of curriculum and promote the love of reading.</p> <p>Formative and summative assessment will be used to demonstrate the gaps being addressed.</p>	<p>Pupils will be able to apply learning in context of lesson, they will have fostered a love of reading and are reading more fluently and confidently.</p> <p>GLD improves between PPG pupils and non-disadvantaged pupils.</p> <p>Pupils will make (or exceed) expected progress.</p>
<p>Pupils will continue to be provided with experiences in class and after school clubs that they may not have at home; this is to broaden their knowledge of the world around them and equip them for life after school.</p> <p>All pupils will have access to a Passport with '100 things to do before leaving Nishkam' to complete throughout their school life including experience. This will be captured in their passports. This is a work in progress and will be pursued during the academic year 21/22.</p>	<p>Children will discuss their experiences openly and honestly, using P4C techniques to help improve mental health and well-being.</p> <p>Pupils will be exposed to wider experiences to draw upon, to enable them to share their experiences with others with growing confidence and apply them in all curriculum areas utilising these self-help skills. Trips and outings will be in place again in academic year 21/22 including residential visits in certain year groups.</p>
<p>The Family Liaison Officer and SENDCo will offer support for vulnerable families. Offering to translate where needed. This will include either signposting to or providing English and Maths classes for parents. Parents will also be invited to Aspire sessions and workshops in school to work alongside their children where possible. This will be measured through parental</p>	<p>Parents will feel more confident when communicating with others and supporting their children. School staff will support families that are EAL with interpreters for clarity of understanding to strengthen in building these relationships.</p>

<p>engagement, attendance data, participation and surveys where appropriate.</p> <p>Greater % of parent engagement.</p>	<p>Relationships will continue to strengthen with school community.</p>
<p>Many Safeguarding issues and concerns involve our PPG children 8/10 children at CP, CIN or EH are also PPG. This can create low aspirations, lack of motivation to learn and engage, and a general lack of focus and confidence. This is often as a result of Domestic Abuse, poverty, poor mental health and well-being.</p>	<p>Family Liaison officer and SENDCo extensively support and work closely with parents and para- professionals.</p> <p>Parental engagement will improve attendance.</p> <p>Parental engagement will improve outcomes for children.</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: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further improve the quality of learning & teaching of Reading & Writing through targeted developmental sessions, observations, Book Looks drop ins & marking and feedback.</p> <p>Ensure early identification and appropriate intervention minimise gaps between PPG and Non-PPG.</p> <p>Interventions to be teacher led, where possible but always teacher planned.</p>	<p>Evidence taken from the ‘EEF Guide to the Pupil Premium’ June 2019:</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></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.’</i></p>	<p>1 and 2</p>

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

Budgeted cost: £ 3,610 + £26,592.50 = £30,202.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support in place.</p> <p>MHFAs support pupils as/when required.</p> <p>Refer identified pupils to SENDCo for support & nurture /emotional coaching.</p> <p>Provide parent-child interactions/ inspire sessions/ workshops, to equip parents with necessary skills to carry out a positive parenting role.</p> <p>Refer identified pupils/families to external agencies for further support.</p>	<p>Evidence taken from the EEF Toolkit:</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 ability to learn. By improving staff’s understanding of the impact on adverse and stressful experiences, more can be done to improve and build children’s resilience.’</i></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></p> <p><i>‘Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.’</i></p>	<p>1,2,3,4,5.</p>
<p>Additional QFT in Early Years</p>	<p><i>Disadvantaged pupils in particular, in Early Years have been greatly affected by the lock down’s. Research (EEF Toolkit) clearly shows that early intervention and quality first teaching provides acceleration to ensure gaps are diminished. Recovery lead premium coupled with School-Led tutoring funding is being directed specifically in the early stages of school. These pupils are being tracked to evidence impact.</i></p>	<p>1,3,4,5.</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ethos invests heavily in maintaining close relationships with parents; therefore, we will continue to work with families to break down any barriers</p> <p>Identified staff, support our families and signpost them to expert agencies as appropriate.</p>	<p>Evidence taken from the ‘EEF Guide to the Pupil Premium’ June 2019:</p> <p><i>‘Although parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact’.</i></p>	<p>4 and 5</p>

Total budgeted cost: £ 156,202.50

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.

<p>PPG children have closed the gap in pockets during the course of the last year, but the gap remains wider than targeted. Please refer to the tables below for detail.</p> <p>Progress measures (against previous milestone) in the key year groups of Year 2 and 6 are in line or below that of not-PPG, this demonstrates a widening of the gap during the COVID period where direct teacher input has been unavoidably lacking. Year 2 sees the smallest gap in progress but with starting points lower for the PPG cohort this group remains a key focus.</p> <p>Despite the widening of the gap Year 2 PPG attainment, when measured against FFT national (in the absence of national data), sit 13% above the national figure and at 12% for value added (significantly above national). Despite Maths being our lowest rate of progress for Year 2, FFT gives a 17% value added score which again is significantly above national.</p> <p>The target of diminishing the gap has not been successfully closed during the academic year and will remain a key focus of 21-22.</p>
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1. PP end of year attainment outcomes

Subject	PP attainment pupils % EXS+ (116)	NoT-PP attainment pupils % EXS+ (208)
Reading	57	80
Writing	45	73
Maths	63	80

2. Year 2 PP (SAT TA)

Subject	PP pupils % Expected + progress (22)	Non-PP pupils % Expected + progress (34)	PP attainment pupils % EXS+ (22)	Non-PP attainment pupils % EXS+ (39)
Reading	82	85	64	79
Writing	82	85	54	69
Maths	73	89	69	75

3. Year 6 (SAT TA)

Subject	PP pupils % Expected + progress (10)	Non-PP pupils % Expected + progress (20)	PP attainment pupils % EXS+ (10)	Non-PP attainment pupils % EXS+ (20)
Reading	60	94	40	85
Writing	100	100	30	90
Maths	80	100	30	90

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
National Tutoring Programme	Protocol

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The strategy that we are employing is to diminish the gap between PPG and Not PPG over time by investing in quality first teaching and support. We are ensuring PPG pupils have access to a wide range of experiences to build upon their cultural capital. Nurturing pupils is part of our ethos and this is further extending through additional provision through targeted support (pupil identification).

Recovery premium and school led premium is being deployed in with an additional teacher employed in Early Year's as this is the area that has been greatly affected in our school community. The focus is on communication and language specifically.

In addition, transport, trips and uniforms are continued to be supported with families above the budgeted amounts indicated.