

## Pupil Premium Self Evaluation 2020 – 21

I. Summary information					
School	Nishkam Primary School Wolverhampton				
Academic Year	2020/21	Total PP budget	£143,915	Date of most recent PP Review	Sept 2020
I. Current attainment					

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.

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.

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.

The target of diminishing the gap has not been successfully closed during the academic year and will remain a key focus of 21-22.

### I. 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

## 2. Academic Barriers to future attainment (for pupils eligible for PP) 2020/21

**Academic barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Poor Language and communication skills (including high levels of newly arrived EAL children ).
<b>B.</b>	Attainment gaps for disadvantaged and all other pupils when they transition between KS1 and KS2.
<b>C.</b>	Lack of experiences outside of school, including limited exposure to a variety to quality reading and text, creating lower aspirations.)

**Additional non-academic -barriers** *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Limited parental engaged with EAL families
<b>E.</b>	Pupils experiencing extreme hardship, arriving to school without eating breakfast therefore not ready or equipped to learn.
<b>F.</b>	Safeguarding issues and concerns, lack of focus and confidence possibly due to domestic abuse, poverty, mental health and well-being.

3. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
<p><b>A. Barrier: Poor Language and communication skills (including high levels of newly arrived EAL children).</b></p> <p>Pupils' can access 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 is provides increased self-esteem to promote greater independence and ownership to develop language acquisition. Pupils are far more resilient and equipped for life in Modern Britain.</p>
<p><b>B. Barrier: Attainment gaps for disadvantaged and all other pupils when they transition between KS1 and KS2.</b></p> <p>To close the gaps in the transitional stage from KS1 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><b>C. Barrier: Lack of experiences outside of school, including limited exposure to a variety to quality reading and text, creating lower aspirations.</b></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 Nishkam School Trust Passport with '100 things to do before leaving Nishkam' to complete throughout their school life including experiences</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 have been 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.</p>

	such as: breaking a world record, going to the theatre, camp in the school overnight. This will be captured in their passports.	
<b>D.</b>	<p><b>Barrier: Limited parental engaged with EAL families</b></p> <p>The Family Liaison Officer and SENDCo will offer support for vulnerable families. This will include either signposting to or providing English and Maths classes for parents. Parent's will also be invited to Aspire sessions and workshops in school to work alongside their children where possible. This will be measured through parental engagement, attendance data, participation and surveys where appropriate.</p> <p>Greater % of parent engagement.</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>Relationships will continue to strengthen with school community.</p>
<b>E.</b>	<p><b>Barrier: Pupils experiencing extreme hardship, arriving to school without eating breakfast therefore not ready or equipped to learn.</b></p> <p>Disadvantaged pupils' children that are experiencing hardship, will be supported by coming into our Newly appointed Nurture room 'The Hive'- to start the day on a good standing, having breakfast, develop relationships and social skills. And that they have access to this environment when needed throughout the day.</p>	<p>To close the attainment gap, by fulfilling and providing a nurturing environment offering emotional support for the most disadvantaged children to ensuring they are ready to learn, that they are happy and confident to tackle all learning.</p>
<b>F.</b>	<p><b>Barrier: Safeguarding issues and concerns, lack of focus and confidence possibly due to domestic abuse, poverty, mental health and well-being.</b></p> <p>Many Safeguarding issues and concerns involve our disadvantaged children. Approximately 80% of the disadvantaged children at school are linked to a social worker. 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>

1. Review the Impact of Outcomes.

Date: July 2021	Meeting with PPG lead and Governor.				
Action	What is the evidence that this initiative has had a positive impact on PPG?	What could have been better?	Which member of Staff lead on this?	Will this initiate continue ?	Cost

<p><b>A.</b> High Quality Teaching of the curriculum supported by all Leaders targeted for specific PPG pupils.</p> <p><b>B.</b> Access to wider support and resources and high-quality teaching is prioritised for PPG to close the gaps from EYFS→KS1→KS2 pupils, including after school tuition in Maths and English.</p> <p><b>C.</b> PPG lead to identify and provide experiences for quality first interventions and management of them. Including dedicated Associate Teacher time in and out of class for PPG children including support at playtimes etc.</p> <p><b>D.</b> Targeted support for children and families from the Family Liaison Officer (FLO) and SENDCo.</p> <p>This may include translating with own or external staff to support our families.</p>	<p><b>Disadvantaged children flourish and benefit greatly from excellent role models and quality teaching. Teachers pedagogy has vastly deepened with the support from their senior practitioners. Targeting PPG children to attend school during Lockdown. Children have been provided with ‘thinking out of the box’ initiatives such as ‘bringing the picnic to us’, using Artists on screen to inspire children to provide them with experiences that have been difficult while in Lockdown. Staff have utilised their own knowledge and expertise of own skills such as teaching the children to knit, Loomband etc.</b></p> <p><b>PPG children were positively discriminated for in attending classes, these took place face to face and via Zoom. The catch-up programme had positive effects on the gap not increasing further. Although the gap have not closed yet teacher feedback is positive about their ability to close the gaps now children are back in school.</b></p> <p><b>Early identification was successful, the focus was on mental health and wellbeing. All children received the Head Start programme- PPG lead received high quality training and disseminated to all staff. Meaning children go the much-needed support.</b></p>	<p><b>Attendance was difficult due to school closures.</b></p> <p><b>The gap needs to close from each key stage.</b></p> <p><b>This was highly successful.</b></p>	<p><b>JEB/SLT/FLO</b></p> <p><b>All staff</b></p> <p><b>JEB/ SLT/ AT’s</b></p>	<p><b>Yes, as evidence from many research sources including EEF for QFT, is extremely positive.</b></p> <p><b>Yes, the gaps must close</b></p> <p><b>Yes, for identified families at risk of CP or safeguarding concerns because of poverty, DV etc.</b></p>	<p><b>£65,000</b></p> <p><b>£45,000</b></p> <p><b>£60,000</b></p>
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<p>D.Targeted support for children and families from the Family Liaison Officer (FLO) and SENDCo.</p> <p>This may include translating with own or external staff to support our families.</p>	<p><b>JEB and FLO work tirelessly to support families this is with things such as financial support with uniform, bus passes, taxi fares etc. But most importantly giving the families the time, they need to build relationships of trust.</b></p>	<p><b>This is well embedded in every day school practices. JEB, FLO and SLT have excellent relationships with our most vulnerable of families.</b></p>	<p><b>JEB/FLO</b></p>	<p><b>Yes, as a crucial part of working together to safeguard children but D and E will emerge into one outcome.</b></p>	<p><b>£20,000</b></p>
<p><b>E.</b> Bespoke support for PPG children and families, particularly those on a CP CIN or EH plan.</p>	<p><b>Working closely with external agencies was key to success, the focus was on mental health and wellbeing. All children received the Head Start programme- PPG lead received high quality training and disseminated to all staff. Meaning children go the much-needed support.</b></p>	<p><b>This is well embedded in every day school practices. JEB, FLO and SLT have excellent relationships with our most vulnerable of families.</b></p>	<p><b>JEB/FLO/SLT</b></p>	<p><b>Yes, as a crucial part of working together to safeguard children.</b></p>	<p><b>Included in D.</b></p>