

Pupil premium strategy statement – Nishkam Primary School Wolverhampton

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	421
Proportion (%) of pupil premium eligible pupils	149 (35%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	9th November 2023
Date on which it will be reviewed	9 th November 2024
Statement authorised by	Mr H S Dhanjal
Pupil premium lead	Mrs Jacqueline Brettle
Governor lead	Mr M Singh Sandhu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 209,520.00
Recovery premium funding allocation this academic year	£ 21,036.00
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	£ 230,556.00

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 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 research-based interventions
- Quality First Teaching
- 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, (Including high levels of newly arrived children with EAL or that are new to country).
2	Attainment gaps for PPG and disadvantaged against non-PPG and disadvantaged children, when they transition between EYFS to KS1 and KS1 to KS2.
3	Lack of experiences outside of school including less exposure to a variety to quality reading and text, a reduction in accessing after school clubs.

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 disadvantaged, 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 continue to 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. There is a senior mental health lead in school and other staff who are Mental Health first aid trained.</p> <p>Pupils are far more resilient and equipped for life in Modern Britain.</p>
<p>To maintain that gaps are closed 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 the context of the 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 continue to 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>Children will discuss their experiences openly and honestly, using democracy and 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</p>
<p>The Family Liaison Officer and Assistant Head Teacher/ SENDCo will offer support for vulnerable families. Offering to translate or acquire a translator where needed. 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.</p>	<p>Parents will feel more confident when communicating with others and supporting their children.</p> <p>School staff will support families that are EAL with interpreters for clarity of understanding to strengthen in building these relationships.</p>

<p>This will be measured through parental engagement, attendance data, participation and surveys where appropriate.</p> <p>Greater % of parent engagement.</p> <p>Achieve the Parent Partnership Award</p>	<p>Relationships will continue to strengthen with school community.</p> <p>To provide evidence of the extensive support being offered to parents to enable us to achieve this recognised award.</p>
<p>Many Safeguarding issues and concerns involve our PPG children with several being at CP, CIN or EH are also PPG.</p> <p>This can create low aspirations, lack of motivation to learn and engage, and a general lack of focus and confidence.</p> <p>This is often because of Domestic Abuse, poverty, poor mental health and well-being.</p>	<p>Family Liaison officer and Assistant Head Teacher/ 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: £ 61,397.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to 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>

An additional teacher has been placed in EYFS and Year 6 to boost support to close the gap, ensuring smaller classes with more intense support for those most vulnerable.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,784.40

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. Including support from FLO.</p> <p>Refer identified pupils/families to external agencies for further support.</p> <p>AT's have a PPG focus during in class 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><i>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness'.</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</i></p>	1, 2, 3, 4 & 5

	group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,169.77

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>Support from the Assistant Head Teacher/ SENDCo and FLO.</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>	4 & 5

Total budgeted cost: £ 233,349.30

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 2022 to 2023 academic year.

1. PP end of year whole school attainment outcomes

Subject	PP attainment pupils % EXS+ (144)	Not-PP attainment pupils % EXS+ (216)
Reading	56%	65%
Writing	49%	58%
Maths	55%	66%

2. Year 2 PP (SAT TA)

Subject	PP pupils % Expected + progress	Non-PP pupils % Expected + progress	PP attainment pupils % EXS+ (28)	Non-PP attainment pupils % EXS+ (32)
Reading	NA	NA	68%	69%
Writing	NA	NA	54%	59%
Maths	NA	NA	64%	69%

*No published data for this cohort at EYFSP – unable to give a milestone-to-milestone progress % due to pandemic

3. Year 6 (SATS)

Subject	PP pupils % Expected + progress (26)	Non-PP pupils % Expected + progress (34)	PP attainment pupils % EXS+ (26)	Non-PP attainment pupils % EXS+ (34)
Reading	47%	74%	73%	85%
Writing	47%	71%	85%	88%
Maths	53%	86%	77%	94%

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
Lego Therapy	Outreach
Family Counselling support	Barnardo's
Drawing and Talking	Drawing and Talking
Play Therapy	Educational Psychology Service

Additional Spend

2022/23 PPG

Additional Funding used for PPG Families.	
Transport Taxi's Bus/ Passes	£198.00
Subsidised Trips and Internal workshops	£1720.92
After school Clubs	£182.00
Total	£2,100.92