

Pupil premium strategy statement – Nishkam Primary School Wolverhampton

This statement details our school's use of pupil premium funding 2023-2026 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	420
Proportion (%) of pupil premium eligible pupils	142 (33.3%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	6 th December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr H S Dhanjal
Pupil premium lead	Mrs J Brettle
Governor lead	Taran Bansil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,596
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£214,596

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 KSI and KSI 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, due to EAL barriers, financial worries, social emotional and mental health concerns.
5	Safeguarding issues and concerns, lack of focus and confidence, 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 quality first teaching to develop language and communication skills. Their spiritual, moral, faith, physiological and safety are a 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 quality first teaching 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 are being addressed.</p>	<p>Pupils will be able to apply learning in the context of lessons, they will have fostered a love of reading and are reading more fluently and confidently across the curriculum.</p> <p>The GLD gap continues to close 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 which they may not have at home; this is to broaden their knowledge of the world around them and equip them for life after Nishkam.</p>	<p>Children will discuss their experiences openly and honestly, using democracy, life experiences and 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 and improve their cultural capital.</p>

<p>The Family Liaison Officer and Assistant Head Teacher/ SENDCo will offer support for vulnerable families. This will include offering to translate or acquire a translator where needed. In addition, parents will be signposted to English, Maths and First Aid classes.</p> <p>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 percentage of parent engagement.</p> <p>Maintain our Parent Partnership Award.</p>	<p>Parents will feel more confident when communicating with others and supporting their children.</p> <p>School staff will support families who are EAL with interpreters for clarity of understanding and in order to strengthen these relationships.</p> <p>To provide evidence of the extensive support being offered to parents in order that they feel able to better support their children at home and improve pupil outcomes.</p>
<p>Many safeguarding issues and concerns involve our PPG children with several also deemed to be CP, CIN or ES.</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 other outside agencies and 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.

Tiered Approach

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 175,068**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use the Framework for Great Teaching to ensure teaching and learning has maximum impact for all learners. Continue to improve the quality of learning & teaching</p>	<p>Evidence taken from the 'EEF Guide to the Pupil Premium' June 2024:</p> <p><i>"Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching,</i></p>	<p>1 and 2</p>

<p>of Reading & Writing through targeted developmental sessions, observations, Book Looks drop ins & marking and feedback and subject lead support where needed.</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>Additional teacher 3 days in EYFs and full time in Year 6.</p> <p>AT's have a PPG focus during in class support.</p>	<p><i>targeted academic support, and supporting wider strategies”.</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><i>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.’ (EEF, 2018)</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34.916**

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>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>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.</p> <p>Due to high level needs children, an additional 2 AT's have also been deployed in EYFS.</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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 25,000**

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. 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>	<p>4 & 5</p>

Total budgeted cost: £ 235.569

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 2023 to 2024 academic year.

I. PP end of year 6 attainment outcomes

		Year 6 SATS Results		National 2024	
		EXS+	GDS	EXS+	GDS
Reading	Pupil Premium (27)	63%	30%	60%	17%
	Not Pupil Premium (33)	78%	38%	78%	34%
Writing	Pupil Premium (27)	70%	15%	58%	7%
	Not Pupil Premium (33)	91%	16%	77%	16%
Maths	Pupil Premium (27)	78%	19%	59%	13%
	Not Pupil Premium (33)	94%	50%	79%	29%
GPS	Pupil Premium (27)	67%	37%	59%	18%
	Not Pupil Premium (33)	94%	66%	78%	35%
Combined	Pupil Premium (27)	63%	15%	45%	3%
	Not Pupil Premium (33)	75%	13%	67%	10%

Intended outcome	Review
<p>Attainment gaps between year groups and key stages are closed to ensure all disadvantaged children meet age related expectations as a minimum (unless SEND) and make expected or better progress in Reading, Writing and Mathematics.</p> <p>Improvements in language and literacy skills for pupils, especially those with Pupil Premium and are new to country or EAL, resulting in better progress and access to the full curriculum.</p>	<p>Supporting Pupils with Pupil Premium: Engagement, Progress, and Outcomes</p> <p>Pupils eligible for Pupil Premium funding at our school are provided with full access to the entire curriculum, including enrichment activities and opportunities. To ensure inclusivity, they are prioritised for extracurricular clubs and activities before information is shared with other pupils.</p> <p>In Year 6, 27 out of 60 pupils (45%) were eligible for Pupil Premium. The cohort also faced significant challenges, with at least 40% of Year 6 pupils being transient, joining the school at various stages. Despite these challenges, the staff's dedication and strategic interventions helped narrow the attainment gap.</p> <p>The additional teacher appointed for targeted support proved highly effective, resulting in only a 12% combined difference in Key Stage 2 SATs outcomes between Pupil Premium and non-Pupil Premium pupils. Furthermore, the school's Pupil Premium outcomes were significantly higher than national averages for the same group.</p> <p>To ensure all pupils, particularly those not making expected progress, achieve their potential, rigorous monitoring is conducted throughout the year. The Pupil Premium Lead and SENDCo play a key role in pupil progress meetings, ensuring identified pupils receive tailored provision, and actions are monitored closely for impact.</p>
<p>All pupils, especially those with Pupil Premium, have good mental health. They have a growth mindset and positive attitude towards learning; and they have a confidence, desire and motivation to achieve personally as well as academically.</p>	<p>Supporting Social, Emotional, and Mental Health (SEMH) Needs</p> <p>Social, emotional, and mental health (SEMH) concerns, such as wellbeing, self-esteem, and anxiety, are identified promptly, and effective support systems are implemented without delay. Universal strategies, including the use of rewards, timetables, and checklists, are employed effectively to promote a structured and supportive environment.</p> <p>For pupils requiring additional intervention, our highly trained Associate Teachers (ATs) provide targeted support through programs such as Drawing and Talking, Lego Therapy, and ELSA (Emotional Literacy Support Assistant) sessions. Pupils also have access to our Senior Mental Health Lead and Mental Health First Aiders for additional guidance and care.</p> <p>When necessary, external agency involvement is sought to provide specialist and targeted support. Partnerships include The School Nursing Team, GPs, Educational Psychologists, Children's Services, and Child and Adolescent Mental Health Services (CAMHS). These collaborations ensure that identified risks are addressed swiftly, reducing potential issues and providing holistic support to both pupils and their families.</p> <p>As a result of these proactive measures, behaviour and mental health concerns among pupils, including those eligible for Pupil Premium, are minimised. When concerns do arise, comprehensive support is provided to the child and their family to ensure positive outcomes.</p> <p>Feedback from parents reflects the success of our approach. In a recent survey:</p> <ul style="list-style-type: none"> • 95% of parents reported that their child was well-supported with their mental health and wellbeing.

	<ul style="list-style-type: none"> ● 95% of parents also praised the school's exemplary standards of behaviour.
<p>Financial issues are not a barrier for pupils. All pupils are included and equal – including enrichment activities, clubs, school uniform and equipment.</p>	<p>Supporting Families to Ensure Equity and Access</p> <p>All parents who have requested financial support have received subsidised access to wraparound care, after-school enrichment clubs, instrument tuition, and educational visits. These provisions have significantly broadened pupils' experiences, enhanced their cultural capital, and contributed to their personal development through additional social interactions and enrichment opportunities.</p> <p>Beyond these educational supports, families have also been assisted with practical needs to ensure no pupil is disadvantaged. This includes subsidised childcare, provision of school uniforms, and financial assistance for other essentials. Furthermore, the school has supported families with food packages and even clothes-washing services, ensuring pupils are equipped to engage fully in their learning environment.</p> <p>By removing barriers to participation and addressing the broader needs of families, the school ensures every pupil has the opportunity to thrive academically, socially, and personally.</p>
<p>Pupils with Pupil Premium have good attendance.</p>	<p>Attendance and Punctuality: A Consistent Focus</p> <p>Attendance and punctuality are closely monitored on a weekly basis by our Attendance Officer (AO) and Family Liaison Officer (FLO). Regular meetings between the AO/FLO, the Assistant Headteacher, and parents ensure that any emerging issues are swiftly identified and addressed. For pupils whose attendance falls below 95%, tailored actions such as meetings, letters, or phone calls are implemented to offer appropriate support and intervention.</p> <p>Pupil Premium attendance has consistently aligned with non-Pupil Premium pupils across the academic year, demonstrating the effectiveness of these measures. In the last academic year:</p> <ul style="list-style-type: none"> ● Pupil Premium attendance was 95%, compared to 96% for non-Pupil Premium pupils, a remarkable achievement. ● Persistent absence rates were 7% for all pupils and 9.6% for Pupil Premium pupils, significantly better than national averages. <p>These outcomes place the school's attendance figures within the top 10% nationally, a testament to the rigorous procedures and proactive strategies employed to support attendance and punctuality.</p>
<p>Parents are fully supportive and engaged in their child's education and learning.</p>	<p>Strengthening Parental Engagement and Partnerships</p> <p>The recent parent survey highlighted strong parental satisfaction, with 95% of parents stating they would recommend our school to new families. Among Pupil Premium parents, 85% attended parent consultation evenings, reflecting effective efforts to engage families.</p> <p>To further support parental involvement, workshops were organised to provide insights into pupils' learning, with Pupil Premium parents actively encouraged to attend. For those unable to participate, workshop materials were shared directly with families to ensure they had access to the information.</p> <p>The Assistant Headteacher (Pupil Premium Lead and SENDCo) and EYFS Lead conducted Reception home visits to build strong relationships with new fami-</p>

	<p>lies. These visits were instrumental in setting clear expectations for parental engagement and identifying any potential barriers, such as financial or home-life challenges, so that tailored support could be put in place early in the academic year.</p> <p>Parental feedback has been overwhelmingly positive, with 92% of parents feeling well-informed about school life. This dedication to fostering strong parent-school partnerships was formally recognized in June 2024 when the school achieved the prestigious Leading Parent Partnership Award. This award celebrates the ongoing commitment to fully include parents in school life, empowering them to work collaboratively with the school for the success and well-being of their children.</p>
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Provided programmes

Programme	Provider
Lego Therapy	Outreach/ Practitioners in school
Family Counselling support	Base 25 CAMHS 360
Drawing and Talking	Drawing and Talking Practitioners in school
Play Therapy/ Art Therapy	Educational Psychology Service
ELSA	ELSA Practitioners in school