

Three Year Pupil Premium Strategy Statement

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 originally published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr H S Dhanjal
Pupil premium lead	Mrs J Brettle
Governor lead	Dr Sarbjit Siani

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 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 context of lesson, they will have fostered a love of reading and are reading more fluently and confidently.</p> <p>GLD continues to improve 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 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</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</p>	<p>Parents will feel more confident when communicating with others and supporting their children.</p>

<p>needed. This will include either signposting to or providing English, Maths and First Aid classes for parents.</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 % of parent engagement.</p> <p>Maintain our Parent Partnership Award.</p>	<p>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> <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 ES 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.

Tiered Approach

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 175,068**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train staff, embed and ensure the consistent use of the NSMAT Teaching & Learning Toolkit (which is underpinned by 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, targeted academic support, and supporting wider strategies".</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>'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 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</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>	<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 2025 to 2026 academic year.

I. PP end of year 6 attainment outcomes at end of 2025

		Year 6 SATS Results		National 2025		Difference our PPG against National	
		EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	Pupil Premium (22)	86%	41%	63%	21%	+23%	+20%
	Not Pupil Premium (35)	97%	51%	81%	39%		
Writing	Pupil Premium (22)	82%	27%	59%	7%	+23%	+20%
	Not Pupil Premium (35)	94%	31%	78%	16%		
Maths	Pupil Premium (22)	86%	27%	61%	15%	+25%	+12%
	Not Pupil Premium (35)	100%	69%	80%	32%		
GPS	Pupil Premium (22)	77%	36%	60%	19%	+17%	+17%
	Not Pupil Premium (35)	100%	57%	79%	35%		
Combined	Pupil Premium (27)	84%	21%	47%	4%	+37%	+17%
	Not Pupil Premium (35)	94%	26%	69%	11%		

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,</p>	<p>Pupils with Pupil Premium have full access and engagement with the full curriculum offer, including enrichment activities and opportunities. They are positively discriminated for by offering clubs first before being sent to all children.</p> <p>27/60 children in Year 6 were PPG.</p> <p>There was at least 40% of the children in Year 6 were transient children joining at various stages in school.</p> <p>That said the staff worked extremely hard to close the gap, the additional teacher has proven successful, with only a 12% combined difference on KS2 SATs outcomes for pupils with pupil premium against non-pupil premium pupils.</p> <p>Pupils who are not making expected progress are targeted to close any gaps. Pupils are rigorously monitored throughout the year. The Pupil Premium Lead/SENDCo attend pupil progress meetings to ensure any identified children are known, necessary provision implemented and closely monitored for impact.</p>

<p>resulting in better progress and access to the full curriculum.</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>Social, Emotional and Mental Health concerns (eg wellbeing, self-esteem, anxiety) are identified quickly, and support systems are implemented swiftly. The use of rewards and other universal strategies such as timetables, check lists. Internal identification has resulted in identified receiving support from our highly trained ATs, for interventions such as Drawing and Talking, Lego Therapy and ELSA and access to our Senior Mental Health Lead and Mental Health First Aiders.</p> <p>Where necessary, external agency specialist and targeted support has been identified and implemented. Agencies used included: The School Nursing Team. GP's, Educational Phycologist, Children's Services, Child and Adolescent Mental Health Support (CAMHS). Social, Emotional and Mental Health concerns are dealt with swiftly and any potential risks or issues are reduced. As a results, there are fewer behaviour or mental issues involving pupil with Pupil Premium, and where there are concerns both the child and family have received the necessary support.</p> <p>95% of parents on the recent survey, said their child was well supported with their mental health and well-being.</p> <p>95% also commented that the behaviour at school was exemplary.</p>
<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>All parents who have requested financial support have received subsidised access to wraparound care, after school enrichment clubs, instrument tuition and educational visits. This has broadened the child's experiences and opportunities, built on their cultural capital and in turn has developed pupils' personally through the additional social interactions and learning/enrichment opportunities. In addition, parents have been supported with additional childcare, school uniform and other finances to ensure no pupil is disadvantaged. This provision has also included food packages and clothes washing.</p>
<p>Pupils with Pupil Premium have good attendance.</p>	<p>Attendance and punctuality have continued to be monitored weekly by our Attendance Officer / FLO.</p> <p>Regular meetings with the AO/FLO, Assistant Headteacher and parents have continued to ensure any attendance or punctuality issues are identified quickly. Any pupils whose attendance fell below 95% have been discussed and necessary meetings, letters or phone calls to parents have taken place to offer support.</p>

	<p>Pupil premium attendance has consistently been in line with non-pupil premium pupils across the academic year. This has been due to the rigorous procedures in place for monitoring attendance.</p>
<p>Parents are fully supportive and engaged in their child's education and learning.</p>	<p>85% of pupil premium parents attended parent consultation evenings.</p> <p>The recent parent survey came out highly positive, with 95% parents saying they would recommend our school to new families.</p> <p>Parent workshops were planned to provide information on their child's learning. Pupil Premium parents are encouraged to attend. Where attendance has not taken place, information from workshops has been sent home for parents to view from home.</p> <p>The Assistant Headteacher (Pupil Premium Lead and Special Educational Needs Co-ordinator) and EYFS Lead attended Reception home visits to ensure good relationships with all new families are formed ready for the new academic year, that expectations of parental engagement are clear and any potential barriers (financial or home life) are identified earlier to ensure the correct support is in place.</p> <p>92% of parents stated they felt well informed about school life.</p> <p>We were successful in gaining the Leading Parent Partnership Award in June, this recognised the continued hard work to fully include parents in school life, helping and supporting them to achieve this gold standard accreditation.</p>

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