

**Nishkam School West London
Pupil Premium Report
2018- 2019**



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1. Introduction

The pupil premium is additional funding for publicly funded schools in England. It has been designed to raise the attainment of disadvantaged pupils of all abilities and help support the school in closing the gap between them and their peers.

Pupil premium funding is available to:

- Schools maintained by the local authority, including:
 - special schools, for children with special educational needs or disabilities or pupil referral units (PRUs), for children who can't go to a mainstream school
- academies and free schools, including:
 - special academies, for children with special educational needs or disabilities or alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

2. Funding

The PPG per pupil for 2018 to 2019 is as follows:

Disadvantaged pupils	Pupil premium per pupil	No of Pupils
Pupils in year groups EYFS to year 6 recorded as Ever 6 FSM	£1,320	39 (projected) Actual - 38
Pupils in Y7 to Y11 recorded as Ever 6 FSM	£900	24 (projected) Actual - 8
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	N/A	0
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	N/A	0
TOTAL FUNDING	£83,160	
	Revised to £61,999.58 07/19	

3. Evidence of what works

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: “The Pupil Premium: Next Steps”
<https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf>
- Education Endowment Foundation Teaching and Learning Toolkit.
<https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf>
- Research on disadvantaged pupils and the vocabulary gap.
- Our combined professional experience of what works best, working across a range of schools in different contexts, some with a very high proportion of pupils eligible for pupil premium funding.

From these sources we have identified the following priority areas for spending:

- Incentives for improving attendance
- Individualised programmes to raise the self-esteem of children who have social / emotional needs
- Providing additional playground activities to further enhance the development of social skills with peers. This will also lead to increased self-esteem
- Investing further in good quality books for reading
- Providing 1:1 or small group intervention for children who are currently not on track to attain age-related progress in Reading, Writing and Maths
- Offering targeted children subsidised extended care provision and clubs to enhance their life experiences, positively impacting on their self-esteem, as well as giving them further experiences to draw from to support their learning in class
- Providing digital learning programmes for PPG pupils, which will support pupils’ organisation and help parents to become more actively involved in their child’s learning
- Providing before and after school facilities for pupils to complete their work and study.

4. Pupil Premium Review

It is recommended by Ofsted that a school commission a review of their Pupil Premium policy if they identify any concerns with the school’s provision for disadvantaged pupils.

Other bodies that can recommend a Pupil Premium review are:

- The school's trust
- The Regional Schools Commissioner
- The Department of Education

5. Accountability

- **Ofsted inspections** - Ofsted school inspections report on the attainment and progress of disadvantaged pupils who are eligible for pupil premium funding.
- **Online reporting** - Schools must publish their strategies for the usage of the pupil premium funding on their website.

6. Pupil Premium reporting

The school must publish its strategy for its use of the pupil premium funds:

For the current year it must include:

- The school's pupil premium grant allocation amount
- A summary of the main barriers to educational achievement faced by the eligible pupils at the school
- How the school will spend the pupil premium to address the barriers that the pupils will face
- The reason why the school has selected that approach
- How the impact of the pupil premium will be measured
- The date of the review of the school's pupil premium strategy

For previous years:

- How you spent the pupil premium funding
- The impact that the strategies selected on eligible and other pupils.

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pupil-premium>

7. Performance Tables

The school will publish a performance table that will report on the performance of disadvantaged pupils compared with their peers. A brief summary for the previous year is provided below:

Summary of funding for previous year			
Year groups	Number of Pupil Premium students	Percentage of total pupil cohort	Pupil Premium allocation
Reception – Y5	39	11%	£51,480

Outcomes & Attainment for previous year at Nishkam School West London 2018/19			
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	Pupils not eligible for pupil premium (national average)
EYFS	R 100% Exp+ W 100% Exp+ N 100% Exp+ SSM 100% Exp+	R 93% Exp+ W 87% Exp+ N 85% Exp+ SSM 91% Exp+	tbc
KS1	R 83% EXP+ W 83% EXP+ M 86% EXP+	R 95% EXP+ W 90% EXP+ M 91% EXP+	tbc
KS2	Results due summer 2019	Results due summer 2019	Results due summer 2019
KS4 - Progress 8	Not yet applicable		
KS4 - Attainment 8			
KS5			

8. Barriers for Pupils with a Premium

Barriers to future attainment:
<p>External barriers</p> <ul style="list-style-type: none"> ○ Access to wider enrichment opportunities ○ Low expectations from parents / carers as regards attendance and punctuality ○ Poor organisation leads to pupils not being equipped for learning ○ Lack of capacity to support with home learning, especially literacy and numeracy ○ Emotional needs not being met
<p>Internal barriers</p> <ul style="list-style-type: none"> ○ Affordability of educational opportunities within school such as trips and visits. ○ Emotional needs affect ability to make progress ○ Slower development of social skills affects ability to build positive relationships with peers

9. Objectives & Intended Outcomes identified for funding

Intended outcomes from the identified barriers	
A	All PP pupils are involved in at least one extended curriculum activity and at least one school trip / visit
B	Pupils are as punctual and attend as frequently as non-pupil premium pupils
C	Pupils have access to a homework club that provides access to all online resources available
D	All pupils are making minimum age-related progress in English and Maths
E	All pupils are at their chronological reading age or above
F	Increased engagement of parents to help develop pupils' learning and address emotional needs
G	Bespoke intervention and support leads to a reduction in negative behaviour incidents

10. Pupil Premium planned spending

Nishkam School West London draws on the research evidence highlighted in section 3 of this report 'Evidence of what works', evidence from the context of the school and data analysis over time to allocate funding to activities that are most likely to maximise achievement.

We never confuse eligibility for the Pupil Premium with low achievement, and focus on supporting our disadvantaged pupils to achieve the highest levels of progress. Our ethos is that: 'All children can, and will, achieve'

Planned expenditure – 2018/19					
Pedagogy					
Intended outcome	Action	Rationale	Time-scales	Staff lead	Review
A Extended curriculum / trips	<p>Hardship fund for trips and visits To financially support families with all educational visits and residential trips planned for the year.</p> <p>Clubs subsidised (golf / canoeing / dance)</p> <p>To financially support pupils and engage with parents so that they can partake in extensive extra-curricular activities after school/lunchtime.</p>	PP pupils have equal opportunities in all areas of education	On-going	JAT / SMI	Termly
B Attendance and punctuality	<p>Offer a subsidy for coach travel to and from school.</p> <p>To financially support working families with childcare before and after school.</p>	To reduce any barriers for parents to bring their children to school and reinforce high expectations as regards attendance	On-going	JAT / SMI	Termly

	<p>Attendance and punctuality initiatives directed by the DHT / VP. This includes:</p> <ul style="list-style-type: none"> - Weekly attendance and punctuality report - Regular meetings to discuss attendance of those pupils below 94% and persistent absentees - Governor Attendance Panel meetings with parents. - Co-ordinate home visits where necessary. - Thorough documentation maintained of pupils with attendance concerns. - Meetings with parents to diminish any barriers with school by providing a supportive environment. 				
C Homework club / a space to work	<p>Laptops for PP pupils with specific needs are provided in school</p> <p>Library supervision at start and end of day for pupils to read, study or do HW</p> <p>Introduce the app SMHW so that pupils and parents have a clear picture of work set and deadlines</p>	PP pupils can access work more regularly and have space in which they can work effectively	On-going	TCR / SPH / MKA	Termly

<p>D English and Maths progress</p>	<p>Pupils undergo baseline assessments (GL Assessment and MidYIS) in Year 7</p> <p>To begin the NACE Challenge Award process</p> <p>Staff with reduced timetable allocation to leave space for intervention</p> <p>Y7 catch up tuition</p> <p>SAM Learning</p> <p>To provide directed interventions delivered by experienced ATs in areas where PPG pupils are not on track to attain ARE</p> <p>Weekly meetings with teacher to discuss/review focus and progress</p> <p>Planned activities for daily input</p> <p>Access to the library for digital learning</p> <p>To provide additional support in Year 6 where PPG pupils make up 44% of the cohort</p> <p>The Year 6 teachers will be provided extra PPA release time to lead interventions within the class setting</p>	<p>There is a clear picture of all pupils' starting points and there are no discernible gaps between pupil groups in terms of their progress in English and Maths</p>	<p>On-going</p>	<p>TCG / SRA / PCR / SPH / Phase Leaders</p>	<p>Termly</p>
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E Reading	<p>Significant investment in stocking the school library</p> <p>Age-specific reading materials to support primary 'Power of Reading' programme</p>	All pupils have access to resources appropriate to their age and stage	Autumn term	PCR / KLI	Termly
F Parental engagement	<p>Parental workshops</p> <ul style="list-style-type: none"> - EYFS & Year 1 Phonics - KS2 Reading - Curriculum - Maths Mastery - SAM learning and SMHW - Values Passport - Digital Resilience & Safeguarding - Revision techniques <p>To deliver at two different time slots in order to cater for working families (3pm & 6pm).</p> <p>Website to contain links to support home learning.</p>	To equip parents with the skills and information to be able to support their child's learning	Half-termly sessions	TCR / SRA to co-ordinate	Termly
G Behaviour intervention	<p>To financially support families with the purchasing of school uniform and sportswear throughout the year.</p> <p>1:1 support sessions for pupils with behavioural and emotional needs</p> <p>PAM used to closely track patterns in pupils' behaviour</p>	The root of negative behaviours is identified early then addressed to minimise impact on learning	On-going	JAT / Phase Leaders	

Purchase	Total cost	Impact measure	Interim Review February 2019	Final Review June 2019
A Hardship fund	£6,000	Monitoring of club attendance data	<p>Secondary: One pupil receiving full subsidy for ski trip, 2 pupils part-funded</p> <p>x2 pupils receiving 50% subsidy for Spanish trip</p> <p>Chess club – 1 pupil Canoeing – 0 pupils Golf – 1 pupil</p> <p>PP also involved in free activities eg netball fixtures, table tennis club, cricket practice, indoor canoeing</p> <p>Primary: Autumn term – 4 PP children participating in clubs, unsubsidised</p>	<p>Secondary: x2 pupils receiving 50% funding for the Spanish trip</p> <p>x2 pupils receiving subsidy for Lion King theatre trip</p> <p>1 pupil receiving subsidised peripatetic music lessons</p> <p>Canoeing – 2 pupils Chess – 1 pupil</p> <p>Free activities: Badminton – 1 pupil Netball – 1 pupil Cricket – 3 pupils Rounders – 1 pupil (All activities free to PP students)</p> <p>Science revision books and calculators for Y7 PP students</p> <p>All PP students attended Body Works and Science Museum trip (subsidised) 14.06.19</p> <p>Primary: 0 PP children currently taking instrumental lessons</p>

			Spring term – 11 pupils participating in clubs (some multiple clubs)	<p>ACTION: promote subsidised music lessons with PP children</p> <p>Summer term: Cooking – 3 pupils Dance – 1 pupil Art – 2 pupils Yoga – 3 pupils Golf – 1 pupil Drama – 1 pupil Reading – 2 pupils Mindfulness – 1 pupil</p>
<p>B</p> <p>Subsidy of breakfast club /after-care</p> <p>Subsidy of travel</p>	<p>£2,000</p> <p>£1,500</p>	<p>Analysis of extended care attendance data</p> <p>Monitoring of PAM behavior logs</p> <p>Weekly attendance statistics</p>	<p>Extended care 1 pupil regularly in extended care, unsubsidised, 2 pupils have used the service once, unsubsidised</p> <p>Bus service 2/52 pupils (1 Y7, 1 Y5) currently receiving subsidised service</p> <p>PP attendance to date Girls 95.85% Boys 96.99% Against overall 97.1% All stats sig above national averages</p>	<p>Extended care 1 pupil now using subsidised extended care on a regular basis</p> <p>Bus service 2/52 pupils (1 Y7, 1 Y5) currently receiving subsidised service. This will be promoted at the new intake evenings for 2019-20</p> <p>PP attendance to date 96.54% Against overall 96.9% 3.2% higher than national average</p>
<p>C</p> <p>Laptops</p>	<p>£1,500</p> <p>£3,500</p>	<p>Progress reports</p>	<p>£800 spent on laptops.</p> <p>Library has been supervised and in heavy</p>	<p>The library continues to be used heavily at break, lunchtimes and during selected</p>

Library supervision SMHW	Reduced to 1.5k £1,300	Record of library usage PAM records of pupils' HW	use during breaks and lunchtimes, but not before / after school 1 PP pupil put onto report card once following weekly monitoring of HW detentions. All pupils have accessed and regularly use SMHW	lessons, including by Y7 PP students for completion of HW and extra study No Year 7 PP students have been on weekly HW monitoring cards. All PP students continue to use SMHW regularly. The app has also been used to upload all revision resources ahead of KAT3 (end of year exams)
D GL assessment and MiDYIS Additional PPA for Y6 teachers NACE Award AT-led intervention SAM Learning Y7 tuition	£1,500 £18,000 Reduced to 10k £2,000 £25,000 Reduced to 18.5k £1,700 £5,000	GL assessment and MidYIS results 100% of Year 6 PPG pupils will make expected progress or better progress in RWM All Year 7 PPG make expected or better progress	Y7 MidYIS results: 33% Band A 16.7% Band B 33% Band C 16.7% Band D GL results: Developing 33% Foundation 33% Working Towards 33% KAT 1 PP results: On average, above expected in: English, Computing, French, History, PE, RE, Spanish On average, on expected in: Geography On average, below expected in: Punjabi, Maths, Science	KAT 2 PP results: With the exception of 2 subjects, PP students are making very strong progress based on KAT2 progress vs baseline thresholds

			<p>Primary Data: GL Rdg Aut 2 (18 pupils Yr2-5) WTS=17% (=3 pupils but all on cusp of EXS) EXS=67% GDS=17%</p> <p>Yr6 Mock Aut 2 (12 pupils) Reading WTS=25% (2 on cusp with SS 98) EXS=58% 2 on cusp with SS 109) GDS=17% Writing- working towards completion of AF WTS=25% EXS=75% GDS=0%</p> <p>Maths WTS=42% (5 pupils SS 95-99) EXS=58% GDS=0% (4 pupils on cusp with SS 107)</p> <p>SAM Learning High usage from PP pupils (av hours): Year 5 average – 39.7 Year 6 average – 33.8 Year 7 average – 31.81</p>	<p>Primary data Spring 2019 * Rdg: BE=2% WT=13% EX=63% GD=21%</p> <p>Wtg: BE=3% WT=21% EX=53% GD=24%</p> <p>Maths: BE=3% WT=13% EX=63% GD=21%</p> <p>*see termly Data report for Yr Grp breakdown</p> <p>SAM Learning Further increases in SAM Learning usage & launch in Years 3 & 4 – average hours: Year 3 average – 64.5 Year 4 average – 22.8 Year 5 average – 35.7 Year 6 average – 33.7 Year 7 average – 39.3</p>
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			<p>AT led intervention AT spends 16 hrs p/w with 1 Y7 PP student AT runs weekly 1-2-1 reading sessions in Y7 1-2-1 time with AT for 1 Y2 pupil In Y1 all pupils shown to be on track to pass phonics test – heavily supported by AT</p> <p>Year 7 tuition Weekly 1-2-1 reading sessions (involving 2 PP students)</p> <p>Weekly small group writing sessions (involving 2 PP students)</p> <p>Counselling service Responding to need, this was set up and 2 of the Year 7 PP students are involved</p>	<p>AT led intervention Continuation of 1-2-1 reading sessions in Y7 Y2 pupil has made excellent progress All Y1 pupils have passed phonics test</p> <p>Year 7 tuition Fresh Start programme (2 PP pupils involved) - £300 on resources, PCR withdrawn from tutor group to deliver programme</p> <p>Counselling service On-going usage by 2 PP students</p> <p>Primary data Summer 2019 EYFS (3 pupils) Rdg: EXS+= 66% GDS=33% Wtg: EXS+=66% GDS=33% Maths: EXS+=66% GDS=33%</p> <p>Yr2(3 pupils) Rdg: EXS+= 100% GDS=33% Wtg: EXS+=67% GDS=0% Maths: EXS+=67% GDS=0%</p>
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				<p>Yr6 (12 pupils)</p> <p>Rdg: EXS+= 92% GDS=17%</p> <p>Wtg: EXS+=83% GDS=25%</p> <p>Maths: EXS+=100% GDS=17%</p> <p>GPS EXS+=100% GDS=67%</p> <p>Yr1-5 (20pupils)</p> <p>Rdg: EXS+= 95% GDS=50%</p> <p>Wtg: EXS+=80% GDS=35%</p> <p>Maths: EXS+=90% GDS=50%</p>
E Reading resources	£10,000 Reduced to 6k	Improvement in reading age	<p>Circa £3000 spent on library books</p> <p>Circa £500 spent on Year 6 class readers. Positive impact evident in mock SATs (see sec D)</p> <p>All Year 7s given class readers</p> <p>Reading logs currently being created for Year 7s and pupils receiving</p>	<p>On-going use of class readers in Year 7 (£1.5k)</p> <p>Significant investment in reading resources for the expansion in KS1 (£2k)</p>

			articles to read and discuss each week	
F Parental workshops	£1,500 Reduced to £500	Attendance at workshops PAM behaviour records	Values workshops x2: Autumn term – 6 attendees Spring Term – 1 attended No PP attendees Online safety workshop Digital learning workshop planned for this term (Years 3-7)	Values workshop summer term: no parents attended Digital learning workshop (held during parents' forum meeting): 11 parents attended No PP attendees
G PAM Uniform support	£2000 £1000	100% of PPG pupils wear correct uniform at all times & feel included & equal	PAM used by all staff on daily basis: Ratio of +/- for all pupils currently 4.2:1 Ration of +/- for PP students currently 2.9:1 (3 pupils account for 188/236 negative points) PAM 'My Student Strategies' Ties and turbans now purchased to loan to pupils – 100% of pupils wear ties on a day-to-day basis now and vast majority of relevant Year 7 pupils wear the Dastaar	Average –ve vs +ve PAM points for PP students: Years R-2 - limited usage Year 3 – 6 vs 52.5 Year 4 – 9 vs 169 Year 5 – 9 vs 25 Year 6 – 33 vs 30 Year 7 – 15 vs 138 ACTION: look into PAM usage in Year 6 Blazer purchased for one PP student in Year 7

Total Expected Spend 2018/2019 = £83,500 (Expenditure subsequently limited due to NSWL receiving less funding than anticipated – £62k)