

## Pupil Premium Strategy / Self-Evaluation

1. Summary information					
<b>School</b>	Nishkam School West London (Secondary Phase)				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£23,375	<b>Date of most recent PP Review</b>	07/19
<b>Total number of pupils</b>	225	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	01/20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>Progress 8 score average</b>	<b>N/A</b>	
<b>Attainment 8 score average</b>	<b>N/A</b>	

- 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

### 3. Barriers to future attainment (for pupils eligible for PP)

<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Affordability of educational opportunities within school such as trips and visits
<b>B.</b>	Lower levels of literacy
<b>C.</b>	Slower development of social skills affects ability to build positive relationships with peers
<b>D.</b>	Emotional needs affect ability to make progress
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Low attendance rates
<b>E.</b>	Low expectations from parents / carers as regards attendance and punctuality
<b>F.</b>	Lack of capacity to support with homework and an environment not suited to home learning
<b>G.</b>	Lack of exposure to a wide range of life experiences / cultural capital
<b>H.</b>	Poor organisation leads to pupils not being equipped for learning

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	PP students have a broader range of life experiences	All PP students will take part in a range of trips and at least one club or
<b>B.</b>	PP students maintain excellent attendance	PP students' attendance matches that of non-PP students
<b>C.</b>	Pupils can access a calm working environment that allows them to complete their work independently	90% + return rate of homework by PP students
<b>D.</b>	Pupils perform at least at the same academic level as their non-PP peers	Progress data from the core shows that the progress of PP students is at least in line with that of non-PP students
<b>E.</b>	PP students develop a passion for reading	The average reading age for PP students is at least in line with the year group average

<b>F.</b>	The behaviour of PP students is excellent in the classroom and beyond	Low and number of negative incidents and a ratio of at least 5:1 positive to negative records on PAM
<b>G.</b>	PP students are well prepared for learning	PP students always have the correct equipment and know what work they have to complete and within which timeframes
<b>H.</b>	Parents of PP students have an increased awareness of how to support their children	Parent attendance at information sessions (e.g. year group specific expectations evenings, parents consultation evenings, etc.)

5. Review of expenditure*				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

\* See report from 2018-19 on different format

6. Planned expenditure					
Academic year		2019-20			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Introduction of the Accelerated Reader programme	The reading age of all pupils is raised	History of success of the product both in NHSB and a number of other local outstanding schools	Responsibility delegated to newly appointed librarian who has prior experience of setting up AR, and newly appointed literacy co-ordinator, who will train teachers	PRA / ASH	Half-termly
Use of PAM to identify areas of strength and development in teaching practice	All teachers' practice is consistently 'embedded' or 'exemplary'	This monitoring and evaluation tool identifies trends in teaching and therefore facilitates improvement	All staff are trained in the use of PAM and it will be used for all monitoring and evaluation exercises	TCR / SGA	Half-termly
Consultancy support for areas without subject specialist teachers	All subjects have relevant, engaging schemes of learning in place	Consultants selected have a proven track record of results and providing high quality curriculum support	Curriculum planning an on-going feature of line management meetings	TCR	Termly
Use the NACE framework to further stretch most able pupils	NACE Challenge Award achieved	Based on past experience, the NACE award is rigorous and assessors' judgments are quality assured by directors	Working group established including staff from different phases, subjects and levels of leadership	SMI / SGA	Termly
Literacy for Learning focus	Improve pupils' knowledge of tier 2 and tier 3 vocabulary	Subject-specific and instructional vocabulary will help pupils to overcome barriers when understanding exam questions in particular	Vocabulary lists monitored in Schemes of Learning  Training from literacy co-ordinator	ASH	Half-termly (through schemes of learning and lesson observations)
<b>Total budgeted cost</b>					<b>£4000</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Use wave 2 and 3 SAM Learning intervention	Individual tasks set for targeted pupils, whose KAT performance subsequently improves	SAM Learning serves over 2000 schools and has undertaken case studies into its positive impact on GCSE results in particular	Monthly checks carried out by the digital learning lead, to ensure tasks are being set by teachers	SPH	Monthly
Fresh Start literacy programme	Targeted pupils' level of literacy increases, as evidenced by KATs	History of success of the product both in NHSB and a number of other local outstanding schools	Observation of Fresh Start sessions and work sampling from the sessions	PCR / GST	Termly
Introduction of the Penn Resilience programme	Targeted pupils are better equipped to deal with setbacks	Research has shown this international programme to build resilience, well-being and optimism (PRP workshops have been attended by over 1 million people)	Weekly session drop-ins from SLT	JAT / HSE	Half-termly, as each enrichment group switches
Interventions following pupil progress meetings	Pupils make measurable progress during interventions	A tried and tested suite of interventions is being built up that is known to lead to an academic or behaviour improvement	Pupil progress meetings in the calendar, tracking sheet of all interventions over time kept and interventions on line management documentation keep this theme high on the agenda	NCH / NSE	Termly

Compulsory catch up for pupils who miss homework / supportive 'homework club'	Targeted pupils complete all homework set	Pupils who complete all homework vs. pupils who complete none achieve better outcomes	Weekly detention sheets for compulsory catch up / register lists for	NCH / NSE / PRA	Weekly
Behaviour monitoring and intervention using PAM	Clear milestones for negative behaviour prevent repeat patterns	The system is easy to use and quickly builds a picture of the pupils' positive / negative points ratio	Regular behaviour reporting	JAT	Monthly
The purchase of resources for pupils who do not have the means to buy them	Pupils make progress at least in line with that of their peers	If pupils do not have access to certain resources (calculators, revision guides, specialist sports kit, etc) there will be barriers to their learning	Resources for PP students will be flagged up with staff at the time of each procurement run	MNO / Subject teachers	In the lead up to each procurement deadline
<b>Total budgeted cost</b>					£11000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Musical tuition offered to PP students free of charge	There is uptake of music tuition from some of the PP students	Playing an instrument is known to be good for well-being, confidence and academic progress	Reference to the initiative will be in all communication to parents around the theme	GCA	Termly

Counselling is available for vulnerable pupils	Pupils attendance remains high	The counsellor who began working at NSWL last year had a major impact on some of the most vulnerable pupils	Clear referral system set up	JAT / JBR	On-going, as per need
Free or subsidised extended curriculum activities	All PP students take part in at least one extended curriculum activity	Taking part in extended curriculum activities helps to build confidence and social skills	Register checks to ascertain which pupils are on the list	VKE	On-going
Free or subsidised school trips	All PP students take part in at least one	Participation in trips helps pupils to build cultural capital and gain a more global understanding of the world around them	Register checks to ascertain which pupils are on the list	JAT	On-going
Uniform subsidy	All pupils have complete uniform every day	Pupils may feel stigmatised if they do not have key items of uniform.	Additional stock purchased from uniform supplier	JAT / MNO	On-going
Free or subsidised school bus travel	PP students maintain excellent attendance and punctuality	Pupils arrive safely at school without the risk of ever being marked late	Registers of pupils using the coach company monitored and parents of PP students informed about the subsidy	MNO	On-going
<b>Total budgeted cost</b>					<b>£8375</b>

## 7. Additional detail



N/A