

## Pupil Premium Strategy / Self-Evaluation

1. Summary information					
<b>School</b>	Nishkam West London Primary Phase				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£51,840	<b>Date of most recent PP Review</b>	July 19
<b>Total number of pupils</b>	450	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	July 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	<b>82%</b>	
% making expected progress in reading (as measured in the school)	<b>98%</b>	
% making expected progress in writing (as measured in the school)	<b>100%</b>	
% making expected progress in mathematics (as measured in the school)	<b>100%</b>	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Oral language and literacy skills are a barrier for some pupil premium pupils.
<b>B.</b>	Some pupil premium pupils make slower progress compared to non - pupil premium due to a lack of opportunities to further their learning.
<b>C.</b>	Some pupil premium pupils and families have social, emotional and mental health issues due to instabilities at home and within the core family unit.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Some pupil premium pupils have low levels of attainment on entry to school (64% of PP pupils are EAL)
<b>E.</b>	Some pupil premium pupils have limited experiences beyond their home life and immediate community leading to a lack of aspiration for their future.

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To improve oral language and literacy skills for PP pupils.	<p>-Pupils eligible for PP make better than expected progress and outcomes are in line with national expectation for disadvantaged pupils</p> <p>-All PP pupils achieve their phonic screening</p> <p>-KSI &amp; KS2 outcomes for PP are in line with national expectations for disadvantaged pupils (Reading, Writing &amp; Maths).</p>
<b>B.</b>	For PP pupils to maintain at least the same standard of attainment at the end of the previous year and the previous key stage and for those that have 'fallen behind' to make accelerated progress and 'catch up' or exceed prior attainment standards.	<p>-The gap in the % of pupils achieving ARE compared to Non-PP is narrowed so that outcomes are in line with the national expectation for PP.</p> <p>-Pupils eligible for PP who are below ARE maintain the standard of attainment as the previous key stage.</p>

<b>C.</b>	For pupils and families with identified social, emotional or mental health needs to be supported by school staff so that the needs are reduced or alleviated. This may involve a quick and rapid support from external agencies.	<ul style="list-style-type: none"> <li>-Early identification of children's needs.</li> <li>-Wellbeing monitoring (DHT) shows improvements in emotional literacy.</li> <li>-Behaviour and exclusion rates improve to show impact of pastoral care.</li> <li>-Fewer crisis fuelled incidents (-5 on PAM) recorded for those pupils on the school system.</li> <li>-Gaps in ARE start to improve.</li> </ul>
<b>D.</b>	For an increased desire and motivation of PP pupils to achieve personal academic goals; disadvantage pupils have aspiration and better opportunities to widen their life experience. They develop a positive mindset and positive attitudes towards learning.	<ul style="list-style-type: none"> <li>-Attitudes towards learning improved (observations &amp; surveys).</li> <li>-Pupils showing greater resilience (positive PAM point monitoring).</li> <li>-PP pupils are given a wider range of opportunities to discover personal successes &amp; engage with enrichment activities.</li> <li>-Improved attitudes to home learning (SAM learning &amp; SMHW stats).</li> </ul>

## 5. Review of expenditure- see previous report

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

<b>ii. Targeted support</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>
<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>

6. Planned expenditure					
Academic year		2019/2020			
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?
<p>-Further improve the quality of learning &amp; teaching of Reading &amp; Writing through targeted developmental sessions, observations &amp; feedback.</p> <p>-Ensure early identification and appropriate interventions minimise gaps developing between PP and other pupils.</p> <p>-Interventions to be teacher led, where possible.</p>	<p>A-To improve oral language/ literacy skills for PP pupils.</p> <p>B-For PP pupils to maintain at least the same standard of attainment at the end of the previous year and the previous key stage and for those that have ‘fallen behind’ to make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p>	<p><b>Evidence taken from the ‘EEF Guide to the Pupil Premium’ June 2019:</b></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>-Detailed analysis of baseline testing to identify gaps/interventions.</p> <p>-Termly tracking &amp; monitoring of PP pupil progress.</p> <p>-Phase Leaders &amp; SLT to monitor that QFT is meeting needs of PP pupils &amp; that feedback in books is clear &amp; detailed.</p>	<p>Phase Leaders</p> <p>English Lead</p> <p>Primary SLT</p>	<p>Termly</p>
Total budgeted cost					£36,340

ii. Targeted support					
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?
<p>-Language of Virtues &amp; Learning to Respect training to be delivered to all staff to help improve their understanding of pupil's adverse experiences and enable them to support families in a more proactive manner.</p> <p>-Refer identified pupils to appointed School Counsellor (increased to 2 days a week) for support &amp; nurture.</p> <p>-Refer identified pupils to Early Help services for further support.</p> <p>-Run parenting sessions for PP families to provide further support &amp; nurture.</p>	<p>C-For pupils and families with identified social, emotional or mental health needs to be supported by school staff so that the needs are reduced or alleviated. This may involve quick and rapid support from external agencies.</p>	<p><b>Evidence taken from the EEF Toolkit:</b></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>-Pupil surveys/questionnaires show improvement in mental wellbeing of PP pupils.</p> <p>-Behaviour incidents that are -5 are significantly decreasing for PP pupils.</p> <p>-Targeted pupils attitude towards learning improves.</p> <p>-Observations show that interactions between staff/pupils are more consistently in line with the language of values.</p>	<p>DHT (Wellbeing)</p> <p>Head of Primary (Safeguarding)</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<b>£10, 500</b>

ii. Other approaches					
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?
<p>-PP Pupils to have access to educational visits, including residential education trips in Year 5 &amp; 6.</p> <p>-PP Pupils to have access to extended care (Breakfast/Aftercare) &amp; after school clubs.</p> <p>-PP Pupils to be eligible for a 50% discount for school uniform.</p> <p>-To promote wider learning opportunities and experiences through financial support of PP pupils to receive music tuition.</p>	<p>D-For an increased desire and motivation of PP pupils to achieve personal academic goals; disadvantage pupils have aspiration and better opportunities to widen their life experience. They develop a positive mindset and positive attitudes towards learning.</p>	<p>Previous educational visits have enriched pupil's learning through curriculum based visited which puts learning into context. No child should miss out on an educational experience due to financial concerns. These trips develop resilience self-esteem and social skills</p> <p><i>'Research indicates that Outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress.'</i></p> <p>Through a variety of clubs, emotional and social well-being of pupils can be improved</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>'There is some evidence to suggest that overall, the impact of arts participation on academic learning Improved outcomes have been identified in English, mathematics and science learning.'</i></p>	<p>-Keep a database of participation in activities beyond the classroom e.g competitive sports, choir, instrument tuition, clubs &amp; track to ensure that PP pupil participation is equal to Non-PP pupils.</p> <p>-Ensure that PP families are aware of opportunities &amp; discounts through letters &amp; 1:1 meetings.</p>	<p>DHT (clubs)</p> <p>Music Lead</p> <p>Head of Primary</p>	<p>Termly</p>
Total budgeted cost					£5000

7. Additional detail
N/A