

Pupil Premium Strategy / Self-Evaluation

| 1. Summary information | | | | | |
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| School | Nishkam School West London (Secondary Phase) | | | | |
| Academic Year | 2019-20 | Total PP budget | £60,709 | Date of most recent PP Review | 07/20 |
| Total number of pupils | 351 | Number of pupils eligible for PP | 50 | Date for next internal review of this strategy | 07/21 |

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

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Significant gaps in cultural capital |
| B. | Lower levels of literacy |

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| C. | Emotional needs affect ability to make progress |
| D. | Gaps between non-PP and PP pupils have developed due to the period of school closure |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | |
| E. | Low expectations from parents / carers as regards attendance and punctuality |
| F. | Lack of capacity to support with homework and an environment not suited to home learning |
| G. | Poor organisation leads to pupils not being equipped for learning |

| 4. Intended outcomes <i>(specific outcomes and how they will be measured)</i> | | Success criteria |
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| A. | PP students are exposed to a broad range of curriculum opportunities that build their cultural capital | Curriculum content across all subjects constantly enhances pupils' cultural capital and pupils are able to clearly articulate what they have learned All PP students are involved in a at least one educational visit and one extended curriculum activity |
| B. | The level of PP students' literacy is raised in all secondary year groups | The average reading age for PP students is at least in line with the year group average PP students make at least expected progress across all subjects in KATs |
| C. | Support put in place allows PP students to build positive relationships and overcome emotional barriers | Low number of negative incidents and a ratio of at least 5:1 positive to negative records on PAM The average AtL (Attitude to learning) score for PP students is 2 (Good) or lower |

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| D. | There is no gap in terms of expected progress between PP and non-PP students and any gaps created by lockdown period are closed | Progress data shows that the progress of PP students is at least in line with that of non-PP students |
| E. | Robust tracking and intervention in place for students at risk of falling into a pattern of poor attendance | PP students' attendance is in line with that of non-PP students |
| F. | Pupils provided with the right environment to complete work to the best of their ability | The average AtL score for PP students is 2 (Good) or lower in the homework category |
| G. | PP students are well prepared for learning and school in general | <p>Pupils have access to all the same resources, services and opportunities as their peers</p> <p>All PP students have the right level of access to devices and Internet to complete work remotely</p> |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2019-20 | | |
| 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 |
| Introduction of the Accelerated Reader programme | The reading age of all pupils is raised | PP students' reading age was slightly below non-PP students' reading age | DEAR time was successful in engaging all pupils in reading and AR was set up for all pupils. Strategy will definitely be continued and expanded | £7000 |

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| Use of PAM to identify areas of strength and development in teaching practice | All teachers' practice is consistently 'embedded' or 'exemplary' | After term 1, some teachers were identified as having areas with 'development needed'. Intervention from line managers / mentors led to improvements | Strategy will continue as part of on-going monitoring of teaching and learning | |
| Consultancy support for areas without subject specialist teachers | All subjects have relevant, engaging schemes of learning in place | External support was particularly useful in the areas of Computing, RE and English | Strategy is continuing in Computing, RE, Food and Drama for 2020-21 | £500 |
| Use the NACE framework to further stretch most able pupils | NACE Challenge Award achieved | This was postponed to Autumn 2020-21 due to COVID | | £1000 |

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 |
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| Use wave 2 and 3 SAM Learning intervention | Individual tasks set for targeted pupils, whose KAT performance subsequently improves | 20 hours + learning per PP student completed over the course of the year SAM Learning supported learning during lockdown and provided a useful resource | Intervention groups will be set up on SAM Learning for 2020-21. School closure prevented this from happening and being launched. | £2000 |
| Fresh Start literacy programme | Targeted pupils' level of literacy increases, as evidenced in KATs | PP students' progress in Year 7 was broadly in line with expected, but in Year 8 was above expected across most subjects | This programme supported some of the weaker learners well and will be continued | £500 |

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| Introduction of the Penn Resilience programme | Targeted pupils are better equipped to deal with setbacks | Year 7s benefited from the programme up to March 2020 and feedback from pupils was positive | Strategy will not be continued, as other transition activities suffice in terms of pupils' induction | £2000 |
| Interventions following pupil progress meetings | Pupils make measurable progress during interventions | Improvement in progress scores from KAT 1 to KAT2, especially in the core | Suite of interventions to be continued | |
| Compulsory catch up for pupils who miss homework / supportive 'homework club' | Targeted pupils complete all homework set | Impact was positive, as average AtL score (A combination of Behaviour for Learning and Homework) was 2 or below for all pupils Overall positive progress in all subjects bar one by KAT2 | Strategy is being continued and continues to ensure high hand-in rates of homework | £4000 (supervision time) |
| Behaviour monitoring and intervention using PAM | Clear milestones for negative behaviour prevent repeat patterns | Clear sanctions put in place for set numbers of points Case studies available of pupils who have positively changed behaviour | System in place so will not need to be a specific focus | £2000 |
| 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 | Some gaps between non-PP and PP in Year 7, but gaps minimal across subjects in Year 8 | Continue with this strategy and invest more in it to ensure equality of access to education | £1000 |
| iii. Other approaches | | | | |
| 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 |

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| Musical tuition offered to PP students free of charge | There is uptake of music tuition from some of the PP students | 4 PP pupils from secondary phase took up this option | Strategy to be continued Enhanced marketing of this strategy to be put in place | £500 |
| Counselling is available for vulnerable pupils | Pupils attendance remains high | Attendance was 97% for non-PP vs. 96.8% for PP term 1, then 94.5% for non-PP vs. 93.2% for PP during term 2 as lockdown began | The school counsellor played a key role in keeping certain pupils engaged in school before lockdown, but particularly this period of time. This is an invaluable service for our vulnerable pupils | £6000 |
| Free or subsidised extended curriculum activities | All PP students take part in at least one extended curriculum activity | All PP students who participated were positive about their experience Some PP students, by lockdown, had not participated in any activities | Strategy to be continued and enhanced through marketing drive | £1000 |
| Free or subsidised school trips | All PP students take part in at least one | All pupils took part in at least one trip | Strategy to continue. Pupils gain an immense amount from these experiences on an educational and social level. | £3000 |
| Uniform subsidy | All pupils have complete uniform every day | All pupils had correct uniform and were dressed smartly | Strategy to continue. | £500 |
| Additional library books | All pupils develop a positive attitude towards reading | All pupils participated in DEAR time and borrowed books from the library | More books will be purchased to cater for the expanding number of pupils. | £3000 |
| Free or subsidised school bus travel | PP students maintain excellent attendance and punctuality | Limited numbers of pupils took up this option, but those who did had 98%+ attendance | Strategy to be continued Enhanced marketing of this strategy to be put in place | £1000 |

| 6. Planned expenditure | | | | | | |
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| Academic year | 2020-21 | | | | | |
| 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 | | | | | | |
| A. PP students are exposed to a broad range of curriculum opportunities that build their cultural capital | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Budget | Staff lead | When will you review implementation? |
| Year-long project to build more cultural capital into every subject's lessons | Pupils' background / contextual knowledge around all subjects is enhanced | Ofsted define cultural capital as 'the essential knowledge that children need to be educated citizens' | Pupil voice conversations during learning walks Quality assurance of schemes of learning | £2000 (resources) | SGA | Half-termly through line management |

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| Bespoke staff CPD to improve practice in identified areas | Same expectations of PP students as all others in lessons / progress data in line with other pupils | Improved staff practice leads to improved pupil engagement, behaviour and outcomes | On-going staff CPD records will track impact All agreed CPD will tie into individual and whole school priorities | £5000 | SGA / Line Managers | Half-termly through line management and appraisal |
| 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 | £2000 | TSI / VKE | Termly review of registers / participation |
| 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 | £3000 | JAT | Termly review of registers / participation |
| 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 | £2000 | GCA | |

B. The level of PP students' literacy is raised in all secondary year groups

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| Further embedding of the Accelerated Reader (AR) 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 librarian who has prior experience of setting up AR, and English Curriculum Leader. Library lessons introduced in expanded library space | £8000 (MYON and AR costs) | PRA / PCR | Termly review of reading ages |
| Commitment across all subjects to provide extended reading for pupils | Pupils' broader range of vocabulary and increased knowledge reflects in their overall progress | Reading in greater depth across a range of subjects expands pupils' vocabulary, which in turn means they are able to access the curriculum on a deeper level | Reading check is part of the Scheme of Learning quality assurance process | £2000 (additional books / subscriptions) | Subject Leads / PCR | Half-termly line management meetings / SIP review |
| D. There is no gap in terms of expected progress between PP and non-PP students | | | | | | |
| English and Maths tutoring for Year 9 pupils | Gaps compounded through lockdown are closed | Research conducted by EEF indicates that 1-2-1 or small group tuition can lead to accelerated progress | References for any tutor employed Dialogue between tutor and class teacher essential | £8000 | NCH / NSE | Weekly |
| Subject-specific intervention in the core | Pupils' thresholds improve from one KAT to the next | AT-led interventions were successful in the academic year 2019-20 | Termly review of KAT data Pupil and staff feedback | £6000 (AT hours) | GST | Termly |

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| Early options choices for Year 9 pupils | Pupils make expected progress in remaining subjects Pupils' AtL scores are 2 or below | Time created through early de-selection of certain subjects is spent deepening knowledge in remaining subjects Pupils are not 'set up to fail' in subjects where they have disengaged | Weekly monitoring of pupils' output in study sessions Pupil feedback | £4000 (AT hours) | GST / NSE / TCR | On-going |
| Pastoral 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 improvement in AtL | 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 / TSI / Middle Leaders | Termly |
| Total budgeted cost | | | | | | £xxxx |
| ii. Targeted support | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Budget | Staff lead | When will you review |
| C. Support put in place allows PP students to build positive relationships and overcome emotional barriers | | | | | | |
| 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 | £8000 | JAT / JBR | Half-termly |

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| Well-being workshops and small group sessions | Identified pupils have the confidence and belief to progress well | Experienced external provider who has positive reputation from other schools and whose trial session at NSWL was very well received | Monitored through drop-ins and pupil feedback | £6000 | JAT | Half-termly |
| E. Robust tracking in place for students at risk of falling into a pattern of poor attendance | | | | | | |
| Free or subsidised school bus travel to ensure pupils arrive at school punctually | 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 | £4000 | MNO | On-going |
| As per usual attendance systems, PP students are tracked and interventions applied where required | Attendance of PP students is in line with attendance of other pupils and significantly above national average | Attendance is directly linked to achievement | Regular checks on attendance systems at SLT level | | JAT / HoY / Admin team | Daily |
| Total budgeted cost | | | | | | £xxxxxx |
| iii. Other approaches | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Budget | Staff lead | When will you review |
| F. Pupils provided with the right environment to complete work to the best of their ability | | | | | | |

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| 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 homework club | | NCH / NSE / TSI | Weekly |
| Pupil premium interviews | Needs of individual pupils ascertained | Strategy has been commended by Ofsted at another local school | Clear time frames and allocation of staff to interview programme | | NCH | October for Year 7 July for other year groups |
| Parental support sessions run throughout the year | Parents are empowered to support their child's learning | When parents know what the expectations are of their children and have the right strategies in place, they are more able to offer structured support | A programme of sessions agreed and presentations quality assured before they are run | £200 (research / literature) | TCR / NSE / PCR / MVI / SGA / JBR / GST | Termly |
| G. PP students are well prepared for learning and school in general | | | | | | |
| 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 | £5000 | MNO / Subject teachers | |
| Uniform subsidy | All pupils have complete | Pupils may feel stigmatised if they do not have key items of uniform | Additional stock purchased from uniform supplier | £2000 | JAT / MNO | |

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| | uniform every day | | | | | |
| Book bundles for PP students | All pupils develop a positive attitude towards reading | Reading significantly advances levels of literacy, positively impacts attainment across all subjects and builds cultural capital | Book bundles purchased for PP students to complement personalised Accelerated Reader software recommendations | £1000 | PRA | Termly |
| Purchase of PP identification product | All pupils eligible for FSM / PP funding are identified straight away | Pupils receive the benefits of PP strategy | Staff member allocated to enter all data at the outset | £1000 | MNO | Monthly, automatically |
| All pupils have access to an appropriate device for completing work and Internet access | PP students complete all work set online | National government strategy to ensure computer and Internet access for all currently | Regular check-ins with pupils about how they are completing remote learning tasks | £5000 | NCH | Half-termly checks, more often in the event of Tier 2 local restrictions |
| Total budgeted cost | | | | | | £xxx |