



Pupil Premium Strategy / Self-Evaluation 2020-21

1. Summary information					
School	Nishkam West London Primary Phase				
Academic Year	2020/21	Total PP budget	£41,695	Date of most recent PP Review	July 20
Total number of pupils	541	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Termly

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	84%	
% making expected progress in reading (as measured in the school)	94%	
% making expected progress in writing (as measured in the school)	97%	
% making expected progress in mathematics (as measured in the school)	94%	

Commented [RP1]: [NPSW PPG Self Review and Strategy 2020-21 v3.docx](#)

Please see the data provided by NPSW. I am not sure whether you would like to provide a similar summary.

Commented [SR2R1]: Thanks- it is quite detailed. I have taken this from whole school data and as data is quite high, I am happy to keep it like this. The data at LEDCOM covers details.

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Literacy skills are a barrier for some pupil premium pupils (14/21 PP pupils are also EAL).
B.	Social, emotional and mental health issues due to instabilities at home and within the core family unit.
C.	Improving accelerated progress so that more pupil premium are working at Greater Depth.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Some pupil premium pupils have limited experiences beyond their home life and immediate community leading to a lack of aspiration for their future.
E.	Some families have struggled with home learning highlighting need for upskilling parents to support learning at home.

4. Intended outcomes <i>(specific outcomes and how they will be)</i>		Success criteria
A.	To improve literacy skills for PP pupils so that % working at Greater Depth increases.	<p>-Pupils eligible for PP make better than expected progress in Reading & Writing and attainment is above national expectation for disadvantaged pupils.</p> <p>-All PP pupils pass their phonic screening in Year 1 and Year 2.</p>
B.	To narrow gaps caused by school closure so that PP pupils meet/exceed prior attainment milestones.	<p>-Baseline assessments identify gaps, establish individual starting points and targets set.</p> <p>-Recovery teaching plans in place & curriculum planning adapted to address gaps.</p> <p>-Pupils eligible for PP who are below ARE 'catch up' through targeted intervention & provision and are at ARE by the end of the year.</p> <p>-The gap in the % of pupils achieving ARE compared to Non-PP is narrowed (with a focus on GD) so that outcomes are above national expectation for PP.</p>

C.	To support pupils and families with identified social, emotional or mental health needs through targeted provision internally & referrals to external agencies where appropriate.	<p>-Mental Health Action Plan provision reduces stigma & encourages positive healthy conversations leading to improved attendance, attention & attainment.</p> <p>-School Counsellor supports pupils with a greater sense of security & safety leading to improved attainment outcomes.</p> <p>-Worry boxes set up across each Key Stage to reduce stress & reduce impact of anxiety on pupils.</p> <p>-KS1 & KS2 lunchtime wellbeing clubs support pupils to practice mindfulness leading to improved attention in class.</p> <p>- Series of home learning guides to support parents with understanding of curriculum produced.</p> <p>-Structured parenting programme to facilitate parent-child interactions & equip parents with necessary skills to carry out parenting role in place.</p> <p>-The gap in the % of pupils achieving ARE compared to Non-PP is narrowed (with a focus on GD) so that outcomes are above national expectation for PP.</p>
D.	To increase desire and motivation of PP pupils to achieve personal academic goals by improving exposure to/uptake of enrichment opportunities.	<p>-PP pupils have subsidised access to the extended school day offer so that parents can be supported with childcare & pupils are further stimulated through social interactions.</p> <p>-PP pupils have subsidised access to clubs, instrument tuition & trips building up cultural capital.</p> <p>-The gap in the % of pupils achieving ARE compared to Non-PP is narrowed (with a focus on GD) so that outcomes are above national expectation for PP</p>

5. Planned expenditure					
Academic year		2020/2021			
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
<p>-Further improve the quality of learning & teaching of Reading & Writing through targeted developmental sessions, observations & feedback.</p> <p>-Ensure early identification and appropriate (recovery) interventions minimise gaps developing between PP and other pupils & improve GD outcomes.</p> <p>-Interventions to be teacher led, where possible.</p>	<p>A- To improve literacy skills for PP pupils so that % working at Greater Depth increases.</p> <p>B- To narrow gaps caused by school closure so that PP pupils meet/exceed prior attainment milestones.</p>	<p>Evidence taken from the 'EEF Guide to the Pupil Premium' June 2019:</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 & monitoring of PP pupil progress.</p> <p>-Phase Leaders & SLT to monitor that QFT is meeting needs of PP pupils & that feedback in books is clear & detailed.</p>	<p>Phase Leaders</p> <p>Subject Leads</p> <p>Primary SLT</p>	<p>Termly</p>
Total budgeted cost					£33,000

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
<p>-Mental Health Action Plan in place.</p> <p>-Staff trained on mental wellbeing impact of school closure & how to address adverse effects.</p> <p>-Refer identified pupils to appointed School Counsellor (increased to 3 days a week) for support & nurture.</p> <p>-Refer identified pupils/families to external agencies for further support.</p> <p>-Run structured parenting programme to facilitate parent-child interactions & equip parents with necessary skills to carry out parenting role.</p>	<p>C- To support pupils and families with identified social, emotional or mental health needs through targeted provision internally & referrals to external agencies where appropriate.</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>-Pupil surveys/questionnaires/worry boxes show improvement in mental wellbeing of PP pupils.</p> <p>-Reduction in number of -5 behaviour incidents.</p> <p>-Targeted pupils attitude towards learning improves & attainment outcomes are strong.</p> <p>-Observations show that interactions between staff/pupils are more consistently in line with the language of virtues.</p>	<p>DHT (Wellbeing)</p> <p>Head of Primary (Safeguarding)</p> <p>AHTs</p> <p>School Counsellor</p>	<p>Half termly</p>
Total budgeted cost					£5,695.00

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
<p>-PP Pupils to have access to educational visits, including residential education trips in Year 5 & 6.</p> <p>-PP Pupils to have access to extended care (Breakfast/Aftercare) & 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- To increase desire and motivation of PP pupils to achieve personal academic goals by improving exposure to/uptake of enrichment opportunities.</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>-Promote participation in activities beyond the classroom e.g competitive sports, choir, instrument tuition, clubs & track to ensure that PP pupil participation is equal to Non-PP pupils.</p> <p>-Ensure that PP families are aware of opportunities & discounts through letters & 1:1 meetings.</p>	<p>DHT (clubs)</p> <p>Music Lead</p> <p>Primary SLT</p> <p>SBM</p>	<p>Termly</p>
Total budgeted cost					£3000

6. Review of expenditure				
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	Cost
<p>-Further improve the quality of learning & teaching of Reading & Writing through targeted developmental sessions, observations & 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>PP end of year attainment outcomes strong & gaps between non-PP & PP closed:</p> <div><p>Combined Attainment</p><p>Pupil Premium</p><p>Above expected</p><p>Reading</p><p>Writing</p><p>Maths</p><p>Not Pupil Premium</p><p>Above expected</p><p>Reading</p><p>Writing</p><p>Maths</p></div> <p>PP progress is strong & PP pupils make better progress than non-PP pupils:</p> <div><p>Reading</p><p>Writing</p><p>Maths</p></div>	<p>Approach has worked well & will continue alongside our recovery teaching plans to address gaps caused by school closures.</p> <p>Next step is to ensure that progress at GD matches/exceeds non-PP pupils (esp Maths).</p>	£36,340

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
<p>-Language of Virtues & 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 & nurture.</p> <p>-Refer identified pupils to Early Help services for further support.</p> <p>-Run parenting sessions for PP families to provide</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>-School counsellor has supported PP pupils as/when required leading to improved concentration & sense of safety.</p> <p>-Lunchtime wellbeing clubs have supported pupils with mindfulness & 'ready to learn' attitudes.</p> <p>-Parents/pupils have been supported through external agencies to address issues related to domestic violence, alcohol/drug misuse & impact of divorce.</p> <p>-This has all led to the strong attainment & progress evidenced above.</p>	<p>We will continue with this approach with a greater focus on mental wellbeing to address impact of school closure.</p> <p>School counsellor time extended to 3 days a week.</p>	£10, 500

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
<p>-PP Pupils to have access to educational visits, including residential education trips in Year 5 & 6.</p> <p>-PP Pupils to have access to extended care (Breakfast/Aftercare) & 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</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>-PP families have taken advantage of subsidised trips, extended care, instrument tuition & uniform.</p> <p>-This has all led to the strong attainment & progress evidenced above.</p>	<p>We will continue with this approach.</p> <p>Next steps will be to promote these opportunities further & increase uptake.</p>	£5000

7. Additional detail
N/A