

Nishkam School West London: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nishkam West London -Primary Phase
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th October 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	
Pupil premium lead	Sarah Militello
Governor lead	Suman Randhawa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47, 075
Recovery premium funding allocation this academic year	£47, 052
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,127

Part A: Pupil premium strategy plan

Statement of intent

Principles:

- All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Provision:

- Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of EYFS, Year 2 and Year 6.
- As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them.

The range of provision

- Facilitating pupils' access to education and the curriculum (building cultural capital)
- Additional teaching and learning opportunities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy skills are a barrier for some pupil premium pupils (25/34 PP pupils are also EAL).
2	Social, emotional and mental health issues due to instabilities at home and within the core family unit.
3	Improving accelerated progress so that more pupil premium are working at Greater Depth.
4	Some pupil premium pupils have limited experiences beyond their home life and immediate community leading to a lack of aspiration for their future.
5	Some families have struggled with home learning highlighting need for upskilling parents to support learning at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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To improve literacy skills for PP pupils so that % working at Greater Depth increases.	Pupils eligible for PP make better than expected progress in Reading & Writing and attainment is above national expectation for disadvantaged pupils.
To narrow gaps caused by school closure so that PP pupils meet/exceed prior attainment milestones.	All PP pupils pass their phonic screening in Year 1 and Year 2.
To support pupils and families with identified social, emotional or mental health needs through targeted provision internally & referrals to external agencies where appropriate.	Wellbeing provision reduces stigma & encourages positive healthy conversations leading to improved attendance, attention & attainment.
To increase desire and motivation of PP pupils to achieve personal academic goals by improving exposure to/uptake of enrichment opportunities.	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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £38,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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>1 & 3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Wellbeing support in place.</p> <p>-MHFAs support pupils as/when required.</p> <p>-Refer identified pupils to appointed School Counsellor 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>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>1, 2, 3, 4 & 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-PP Pupils to have access to educational visits, including residential education trips.</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>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>	2, 4, & 5

Total budgeted cost: £47, 075

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

1. PP end of year GD attainment outcomes strong & gaps between non-PP & PP narrowed in Reading, exceeded in Writing & closed in Maths:

Subject	PP pupils % GD (34)	Non-PP pupils % GD (502)
Reading	32%	37%
Writing	32%	22%
Maths	32%	32%

2. Year 2 PP pupils made good progress from previous milestones in Reception (note small number & 1 PP pupil = 25%)

Subject	Yr2 PP pupils % Expected progress (4)	Yr2 non-PP pupils % Expected pro- gress (101)
Reading	100%	86%
Writing	75%	78%
Maths	75%	88%

3. Year 6 PP pupils made good progress from previous milestones in Year (note small number & 1 PP pupil = 17%)

Subject	Yr6 PP pupils % Expected progress (6)	Yr2 non-PP pupils % Expected progress (47)
Reading	100%	96%
Writing	83%	96%
Maths	83%	91%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A