

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 students.

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 School West London (Secondary Phase) |
| Number of pupils in school | 459 |
| Proportion (%) of pupil premium eligible pupils | 15.0% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | August 2022 |
| Statement authorised by | G Dineen, Headteacher (Secondary Phase) |
| Pupil premium lead | Ms M Gill, Assistant Head Teacher |
| Governor / Trustee lead | Mrs S Randhawa, Governor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £63,939 |
| Recovery premium funding allocation this academic year | £10,000 |
| 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 | £73,939 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to focus on high expectations for all, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our students face and through rigorous tracking, careful planning and targeted support and intervention, provide all students the access and opportunities to enjoy academic success.

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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lost learning time due to the pandemic |
| 2 | Lower than expected literacy levels, including reading ages, following the pandemic |
| 3 | Gap between boys' and girls' progress |
| 4 | Lower than average attendance for this school |
| 5 | Lacking cultural capital, especially due to limited opportunities to broaden horizons throughout the pandemic |
| 6 | High levels of Social, Emotional and Mental Health Problems |

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 |
|---|--|
| Disadvantaged students make exceptional academic progress and above national performance for non- disadvantaged students. | <p>All disadvantaged students score a GCSE grade 4+ in English and Maths.</p> <p>Disadvantaged students are entered for all components of the EBacc and achieve highly.</p> <p>EBacc figures for disadvantaged students scoring GCSE grades 4+ and 5+ in all components of the EBacc is far higher than national averages and compare favourably to non-disadvantaged pupils nationally.</p> <p>Disadvantaged students achieve or exceed their target grades in internal Assessment Weeks. They make clear and sustained progress over time gaining the knowledge and skills they need to succeed in their next stage of their education, employment or training.</p> <p>GL assessments show no gaps between disadvantaged and non-disadvantaged students.</p> |
| Disadvantaged students have excellent levels of attendance and punctuality. | <p>Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.</p> <p>Individual students with poor attendance and punctuality are supported by the attendance officer and pastoral team so that their attendance improves.</p> <p>Attendance for specific groups is tracked centrally and appropriate actions are taken.</p> <p>Increased parental engagement through meetings and using MCAS.</p> |
| Disadvantaged students are emotionally mature and exhibit positive behaviours. | Lesson observations and learning walks show students who are engaged and actively learning. |

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| | <p>Student Review Week and student questionnaires show positive attitudes towards learning.</p> <p>Reduced number of behaviour incidents.</p> <p>Disadvantaged students come off Formal and Pre-PSP plans and reintegrate back into lessons.</p> <p>PSHCE is taught to an excellent standard in all years.</p> <p>SMSC delivered through Tutor Time and assemblies is delivered well and is impactful.</p> <p>All students provided with appropriate extended reading materials.</p> <p>Appropriate referrals made to outside agencies where necessary and support from specialists is sought.</p> |
| <p>Disadvantaged students' cultural capital is enhanced throughout their time at school.</p> <p>Engagement with our faith inspired, virtues led approach to education.</p> | <p>Disadvantaged students have the opportunity to take part in a variety of trips which are subsidised by the school.</p> <p>Number of disadvantaged students who have instrumental lessons increases.</p> <p>Wide range of clubs, educational trips and visiting speakers on offer to all students and PP students' attendance tracked to ensure participation.</p> <p>Student review weeks and questionnaires.</p> |
| <p>All students have a level of literacy that allows them to access the full curriculum offer</p> | <p>At least 90% of students have reading test results in line with or above chronological reading ages.</p> <p>Rich subject-specific vocabulary seen in pupils' books during work sampling.</p> <p>All students read at least 4 books over the course of the year.</p> |
| <p>Effective support provided for students with identified Social, Emotional and Mental Health needs</p> | <p>Needs identified through well-being surveys, self-referral and from pastoral team feedback.</p> <p>Identified students maintain above national average attendance.</p> <p>Students have access to on-site school counsellor.</p> |

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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Longer school day</p> <p>Additional curriculum time in all year groups – 27.5 hours per week</p> <p>Sustain curriculum time above 3 hours in English (4:35 hours) and Maths (3:40 hours).</p> | <p>This allows all students to study a broad and balanced curriculum whilst maintaining 2 lessons per week throughout the year of Geography, History and RE. Progress has been consistency positive in all these core / EBacc subjects and has a positive impact on pupils' cultural capital and overall literacy levels</p> <p>Young people that leave school without basic literacy skills are held back at every stage of life: Improving Literacy in Secondary Schools EEF</p> <p>A good GCSE in maths aids progression into quality jobs, apprenticeships, and further education: Improving Mathematics in KS2 and KS3 EEF</p> | 1, 2, 3 |
| <p>Continuous Professional Development and training</p> <p>Regular subject meetings and substantial CPD programme for staff focus on the quality of teaching and learning within departments.</p> <p>Learning Walks and regular observations ensure that departmental areas for development are identified and addressed.</p> | <p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies are supported by the EEF and the Sutton Trust.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> | 1, 2 |

| | | |
|---|--|-------------|
| <p>Exam board training is completed in each department with online webinars or face to face CPD.</p> <p>Our performance management structure hold staff to account on the quality of their teaching over time.</p> <p>Training members of staff meet 1:1 with a dedicated mentor every week to prioritise and quality control all elements of teaching and marking.</p> <p>Many staff who wish to pursue further studies in education at Masters Level receive funding from the school.</p> <p>External online training is completed by all staff on key safeguarding topics through the National College</p> <p>External challenge partners and Trust partners complete regular reviews of all areas of the school to provide feedback and areas for development which are implemented by the school's Leadership Group.</p> | | |
| <p>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</p> <p>Training members of staff are observed twice a week and given targeted feedback to improve their teaching. This is tracked over time.</p> <p>Trainees observe experienced members of staff teach at least once per week to share best practice.</p> <p>In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching.</p> | <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> | <p>1, 2</p> |

| | | |
|--|---|------|
| <p>A dedicated in-house Training School works with all departments to improve the quality of teaching and learning through the course of the year.</p> <p>The SENCO trains staff on the specific needs of SEND students throughout the course of the year.</p> | | |
| <p>Literacy and reading</p> <p>One located reading lesson per week and DEAR time re-introduced.</p> <p>Students have access to significant volumes of reading materials and a dedicated qualified librarian to assist them in guide reading sessions.</p> | <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007)</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> | 2, 3 |
| <p>Stage-related CPD for all staff</p> <p>NPQs for current and prospective Middle Leaders</p> <p>T&L modules through external providers, including National College subscription</p> | <p>Improving teaching practice is investing in student progress</p> | 1 |

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

Budgeted cost: £27939

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Baseline testing</p> <p>GL Assessments are used to support our understanding of where our students are relative to their peers nationally.</p> | <p>Using to GL to provide some level of nationally comparative data has proved very informative, especially in light of Year 6 SATs not being reported for the last 2 years</p> | <p>2</p> |
| <p>Additional tutoring</p> <p>Additional targeted maths and English intervention for year 10 students.</p> <p>Languages programme put in place to support students who have missed out on learning due to the pandemic.</p> | <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020)</p> <p>Tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas, both one to one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>and in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> | <p>1,2,3</p> |
| <p>Alternative Pathways and additional support.</p> <p>Numeracy / Literacy / Study Support 'option' in Year 10</p> <p>Separate curricular pathways are designed and staffed which allow all students to flourish.</p> | <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020)</p> | <p>2, 3</p> |
| <p>Additional resources</p> <p>Hard copies of key texts and textbooks are purchased for students at GCSE level. Digital licenses are also secured where possible.</p> | <p>We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to</p> | <p>1,2</p> |

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|---|---|------|
| | succeed for free. This allows them to access all learning and make excellent progress. | |
| Revision guides and materials Materials provided at subsidised cost or for free to students. | Equality of access for all pupils to online and material resources will lead to equal opportunities | 3 |
| Extended school day and access to facilities Study facilities in the library open before and after school. Lunchtime clubs and extra-curricular activities. Post school teacher interventions and clubs | Knowledge of certain families' home environment not being conducive to settled home study | 1, 3 |

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

Budgeted cost: £36,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Individual student counselling Counselling referrals where need is identified | It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning: Promoting Children and Young People's Mental Health and Wellbeing DfE | 6 |
| Staff mentors and pastoral support Mentoring / Small group intervention for pupils identified who need greater academic and pastoral support. | See above (well-being survey evidence) | |

| | | |
|---|--|-------------|
| <p>Attendance tracking and intervention</p> <p>Attendance is tracked centrally by a dedicated admin staff member</p> <p>Daily and weekly attendance reports are analysed for different groups of students.</p> <p>A dedicated HoKS for each cohort of students organises parental meetings if attendance for a specific student falls. These meetings allow support plans for students to be created and for our high expectations to be communicated.</p> <p>Key messages regarding attendance and punctuality expectations are repeated in assemblies, Tutor Time and lessons.</p> | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>The DfE (2020) states that pupils known to be eligible for FSM have higher rates of absence and persistent absence than non-FSM pupils: Pupil Absence in Schools in England: 2018 to 2019 DfE</p> <p>Govt. research indicates that Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop: friendships; social skills; team values; life skills; cultural awareness; and career pathways.</p> | <p>4, 6</p> |
| <p>Trips, equipment, visits and speakers</p> <p>Guest Speaker programme.</p> <p>Subsidised ski trip</p> <p>Subsidised overnight university residential</p> <p>Subsidised/ free after school sporting activities for disadvantaged students.</p> | <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention: Physical Activity Teaching and Learning Toolkit EEF</p> <p>PP Pupils are engaged in enriching activities that will build cultural capital.</p> <p>PP pupils have the equipment that they need to learn.</p> | <p>5</p> |

Total budgeted cost: £73939

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.

Impact of academic recovery programme

In all of the Year 8 and 9 English, Maths and Science GL Assessments, NSWL PP students were above the non-PP national average. There was a small gap between NSWL PP and non-PP students, which is being addressed in this year's strategic plan.

Impact of attendance and well-being strategies

Post-lockdown attendance was 95.3%, nearly in line with the attendance of non-PP students at NSWL and above the national average attendance for non-PP students.

Impact of investment in Reading programmes

All pupils completed STAR reading tests through Accelerated Reader three times over the course of the year. The number of students below average reading age on return from lockdown was a concern, hence the inclusion of an enhanced reading plan for 2021-22.

Impact of investment in remote learning technology

MS Teams and Show My Homework were invaluable during the lockdown period and allowed us to track attendance and engagement of students. Attendance to online lessons remained high at 90% throughout lockdown.

Impact of investment in trips, visits and speakers post-lockdown

- All Pupil Premium students were able to participate in at least one trip in the summer term
- All PP students were shown how to administer basic first aid
- All Year 9 PP students benefitted from input by medical professionals
- All Year 7 PP students benefitted from a Chemistry demonstration

Externally provided programmes

Below is a list of non-DfE programmes that were purchased in the previous academic year.

| Programme | Provider |
|----------------------------------|----------------------|
| SAM Learning intervention groups | SAM Learning |
| Accelerated Reader | Renaissance |
| FFT Transition Service | Fischer Family Trust |

Further information (optional)

Any child who was identified as vulnerable was asked to come into school at the start of or part-way through lockdown for face-to-face education. These students also had a check-in with the counsellor. All PP students were called at least once every fortnight for an allocated check-in conversation. The majority of these students were eligible for PP.