

# Pupil premium strategy statement

## Nishkam School West London

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	650 (Primary Phase) 564 (Secondary Phase) 1214 Students
Proportion (%) of pupil premium eligible pupils	
1	2022-23
Date this statement was published	TBC
Date on which it will be reviewed	September 2023
Statement authorised by	S. Rai (Headteacher- Primary Phase) G. Dineen (Headteacher- Secondary Phase)
Pupil premium lead	S. Millitello & S. Gaymer
Governor / Trustee lead	Dr H. Malhi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54,015 (Primary Phase) £ 80,700 (Secondary Phase)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£134, 715</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Nishkam School West London is to ensure that all pupils, regardless of background or ability, achieve above and beyond expectation. Through outstanding teaching and learning, an inspiring, broad and balanced curriculum and through high expectations for all, we aim to ensure that no child is left behind either academically or socially.

Our main intention is to identify and address the barriers to achievement that our disadvantaged pupils may face. Through identification, tracking and targeted intervention, we intend to support our pupils in achieving academic success and in developing aspirational goals.

Through our pastoral curriculum, we look to ensure that all pupils are supported and nurtured. We seek to ensure that all pupils are able to access enriching experiences, both inside and outside of the classroom.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding during this academic year.

### 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.
- Ebacc figures for disadvantaged students scoring grades 4+ and 5+ in all components of the Ebacc is far higher than national averages and compare favourably to non-disadvantaged pupils nationally.
- 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	Disadvantaged pupils progress is not as strong as their non-disadvantaged peers in some year groups and in some subject areas
2	67% PP pupils are also EAL- Lower levels of literacy within Pupil Premium groups.
3	Attendance and punctuality for Pupil Premium pupils is below that of non-Pupil Premium pupils
4	High levels of Social, Emotional and Mental Health Problems
5	Pupil Premium pupils' limited access to enriching experiences

## 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 pupils make accelerated progress and attainment is above national for disadvantaged pupils.	<ul style="list-style-type: none"> <li>▪ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</li> <li>▪ Pupils are ready for the next stage of their education.</li> <li>▪ All disadvantaged pupils are above national attainment &amp; progress scores at EYFS, KS1 &amp; KS2.</li> <li>▪ All disadvantaged students score at least a grade 4 or greater in English and Maths at the end of Key Stage 4.</li> <li>▪ Disadvantaged students are entered for all components of the EBacc and achieve highly.</li> <li>▪ Ebacc figures for disadvantaged students scoring grades 4+ and 5+ in all components of the Ebacc is far higher than national averages and compare favourably to non-disadvantaged pupils nationally.</li> <li>▪ Disadvantaged students achieve or exceed their target grades in internal assessments. 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.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Pupils have high aspirational goals when making post-16 choices. Pupils have a range of options to consider at the end of KS4.</li> <li>▪ GL assessments at KS3 show no gaps between disadvantaged and non-disadvantaged students.</li> <li>▪ The disadvantaged male cohort to achieve progress and attainment figures which are more in line with disadvantaged girls.</li> <li>▪ An inclusive curriculum offer for all pupils.</li> </ul>
<p>Disadvantaged pupils access a wide range of enrichment opportunities &amp; build up their cultural capital.</p>	<ul style="list-style-type: none"> <li>▪ Disadvantaged students have the opportunity to take part in a variety of trips, both locally and internationally, which are subsidised by the school.</li> <li>▪ Wide range of clubs, educational trips and visiting speakers on offer to all students and PP students' attendance tracked to ensure participation.</li> <li>▪ Disadvantaged students attend at least one extra-curricular club or activity each term.</li> </ul>
<p>Families of disadvantaged pupils are supported to gain the knowledge &amp; skills to support learning at home.</p>	<ul style="list-style-type: none"> <li>▪ Working parents are supported through subsidised extended care support.</li> <li>▪ Parents attendance at pastoral/curriculum workshops &amp; consultation meetings is high.</li> <li>▪ Pupils make accelerated progress.</li> </ul>
<p>Disadvantaged students have excellent levels of attendance and punctuality.</p>	<ul style="list-style-type: none"> <li>▪ Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.</li> <li>▪ Individual students with poor attendance and punctuality are supported by the attendance officer and pastoral team so that their attendance improves.</li> <li>▪ Attendance for specific groups is tracked centrally and appropriate actions are taken.</li> <li>▪ Increased parental engagement through meetings and using MCAS.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>▪ Disadvantaged students have the opportunity to take part in a variety of trips, both locally and internationally, which are subsidised by the school.</li> <li>▪ Wide range of clubs, educational trips and visiting speakers on offer to all students and PP students' attendance tracked to ensure participation. Pupils attend at least one afterschool club each term.</li> <li>▪ Pupils have subsidised access to instrumental tuition. Students wishing to take instrumental peripathic lessons in the secondary phase will have 100% of the cost covered</li> </ul>

<p>All students have a level of literacy that allows them to access the full curriculum offer</p>	<ul style="list-style-type: none"> <li>▪ At least 90% of students have reading test results in line with, or above, chronological reading ages</li> <li>▪ Rich subject-specific vocabulary seen in pupils' books during work sampling</li> <li>▪ All students read at least 4 books over the course of the year in school and have access to a wealth of books from the school library for personal reading at home.</li> <li>▪ Library is a well-used resource</li> <li>▪ Library lessons and Accelerated Reader programme at KS3 support pupils in developing their levels of literacy.</li> </ul>
<p>Effective support provided for students with identified Social, Emotional and Mental Health needs</p>	<ul style="list-style-type: none"> <li>▪ Pupils attendance at lunchtime wellbeing club &amp; nurture groups is consistently high.</li> <li>▪ School counsellor support is maximised &amp; referrals to external support agencies are made when required.</li> <li>▪ Pupil voice shows positive attitudes towards learning.</li> <li>▪ Pupil voice &amp; observations show that pupils feel safe &amp; happy at school.</li> <li>▪ PSHCE curriculum supports pupils in understanding their own social, emotional and Mental Health needs.</li> <li>▪ Mental Health Awareness week is signposted in school. Activities support the needs of pupils.</li> <li>▪ Drop down days used to support the PSHCE curriculum.</li> </ul>

## 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: £ 49,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mentoring and Coaching</b></p> <p>Effective Professional Development</p> <ul style="list-style-type: none"> <li>-Continuous professional development &amp; training for all staff on latest evidence-based research strategies.</li> <li>-Regular Year Group Team meetings to discuss progress, impact of strategies &amp; sharing of good practice.</li> <li>-Regular mentoring &amp; coaching meetings with line managers.</li> <li>-Rigorous induction programme &amp; support in place for all new staff, Early Career Teachers &amp; Teach First candidates.</li> </ul>	<p><b>EEF Guide to the Pupil Premium</b></p> <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence.</p> <p>Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	<p>1, 2</p>
<p><b>Longer school day (Secondary Phase)</b></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 at KS3. 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:</p>	<p>1, 3, 6</p>

	<p>Improving Literacy in Secondary Schools   EEF</p> <p>A good GCSE in Maths aids progression into quality jobs, apprenticeships, and further education:</p> <p>Improving Mathematics in KS2 and KS3   EEF</p>	
<p><b>Continuous Professional Development and training</b></p> <p>Regular subject meetings and substantial CPD programme for staff focuses 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>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>NPQs for current and prospective Middle Leaders</p> <p>T&amp;L modules through external providers, including National College subscription</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</p>	<p>Improving teaching practice is investing in student progress</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> <p>An effective and well-designed professional development programme of in-house training is embedded to support high quality teaching, aiming to improve pupil outcomes.</p>	<p>1, 2, 3</p>

<p>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>Bespoke CPD is available to staff at all stages of their careers.</p> <p>One to one coaching in place for SLT and middle leaders in the school.</p>		
<p><b>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</b></p> <p>Training members of staff are observed weekly 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>The SENDCo trains staff on the specific needs of SEND students throughout the course of the year.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Feedback from lesson observations and learning walks to be reflective of good teaching, promote teacher development and demonstrate positive progress in lessons.</p>	<p>1, 3</p>

<p>ECTs work collaboratively through our local partnership schools.</p>		
<p><b>Literacy and reading</b></p> <p>Students have access to significant volumes of reading materials and a dedicated librarian to assist them in guided reading sessions.</p> <p>Reading lessons at KS3 take place each week in the Library. Accelerated Reader Programme and quizzing used to track pupil reading.</p> <p>STAR reading tests used to measure pupil progress and reading ages.</p> <p>GL reading assessments used to track progress in reading ages at KS3 and provide targeted advice for students.</p> <p>Students from the primary phase have their own library facilities and access to the main school library</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>Pupils become familiar with academic literacy and are confident in using formal language</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>	<p>1, 3, 6</p>

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

Budgeted cost: £ 42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions to support language development, literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>-Precision teaching &amp; catch up/booster plans focus on closing gaps &amp; accelerating progress.</li> <li>-Evidence based high quality interventions planned &amp; run to close gaps.</li> <li>-Pupil Progress Meetings focus on the impact of provision for disadvantaged pupils &amp; identify next steps.</li> </ul> <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> <li>-Every pupil has an individual education plan which identifies learning goals, strategies &amp; provision.</li> <li>-Teaching assistants are strategically deployed to supplement high quality provision including pre-teaching, precision teaching &amp; evidence based interventions.</li> <li>-Progress is monitored &amp; provision is reviewed/revised as required.</li> </ul>	<p>EEF Guide to the Pupil Premium: High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.</p> <p>Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p>	<p>1 &amp; 2</p>
<p><b>Baseline testing</b></p> <p>GL Assessments are used to support our understanding of where our students are relative to their peers nationally.</p> <p>£7,000 covers the cost of testing for pupils in year 7, 8 and 9.</p>	<p>Using GL to provide some level of nationally comparative data has proved very informative, especially in light of Year 6 SATs not being reported in previous years due to the pandemic.</p>	<p>1</p>

	Progress across Key Stage 3 monitored through GL assessments.	
<p><b>Additional tutoring</b></p> <p><b>Additional targeted Maths and English intervention for year 10 students.</b></p> <p><b>Targeted pupils receive an additional two periods with a Mathematics and Science specialist and one period with an English specialist in both Year 10 and 11.</b></p>	<p>Evidence indicates that one to one and small group 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>	1, 3, 6
<p><b>Alternative Pathways and additional support.</b></p> <p>Numeracy / Literacy / Study Support 'option' in Year 10 and 11</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>	1, 3, 6
<p><b>Additional resources</b></p> <p>Hard copies of key texts and textbooks and are purchased for students at KS4. Digital licenses are also secured where possible.</p> <p>£1,000 assigned for ingredients for those pupils taking Food Technology and Hospitality and Catering courses.</p> <p>Students have access to an array of online platforms including Quizlet, Sparx Maths and Seneca Learning (Premium)</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 succeed for free. This allows them to access all learning and make excellent progress.</p>	1, 3

<p><b>Revision guides and materials</b></p> <p>Materials provided at subsidised cost or for free to students.</p>	<p>Equality of access for all pupils to online and material resources will lead to equal opportunities</p>	<p>1</p>
<p><b>Extended school day and access to facilities</b></p> <p>Study facilities in the library open before and after school.</p> <p>Lunchtime clubs and extra-curricular activities.</p> <p>Post school teacher interventions and clubs</p> <p>50% of cost of coach travel to and from school paid for Pupil Premium pupils.</p>	<p>Knowledge of certain families' home environment not being conducive to settled home study</p>	<p>1, 3, 6</p>

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

Budgeted cost: £ 43000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Social &amp; Wellbeing Support Enrichment &amp; Cultural Capital</b></p> <p>-Every pupil has access to lunchtime wellbeing clubs &amp; targeted nurture groups.</p> <p>-Identified pupils referred School Counsellor for support &amp; nurture.</p> <p>-Every pupil has access to subsidised educational visits, including residential education trips.</p> <p>-Every pupil has access to subsidised extended care (Breakfast/Aftercare) &amp; after school clubs.</p>	<p>Evidence taken from the EEF Toolkit:</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>'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</p>	<p>4 &amp; 5</p>

<p>-Every pupil has an opportunity to learn a musical instrument at a subsidised cost.</p> <p>-Pupils eligible for a 50% discount for school uniform &amp; coach travel.</p>	<p>in adventure learning interventions appear to make approximately three additional months progress.'</p> <p>Through a variety of clubs, emotional and social well-being of pupils can be improved:</p> <p>'Social and emotional learning opportunities 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.'</p> <p>'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.'</p>	
<p><b>Support for families</b></p> <p>-Identified pupils/families referred to external agencies for further support.</p> <p>-Parent workshops support learning at home &amp; wellbeing.</p>	<p>Evidence taken from the EEF Toolkit:</p> <p>'Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.'</p>	5
<p>Individual student counselling</p> <p>Counselling referrals, where need, are identified by Pastoral Leaders, or through self-referral.</p> <p>Parents in Year 7 have received a £50 uniform subsidy for the 2022/23 academic year.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning:</p> <p>Promoting Children and Young People's Mental Health and Wellbeing   DfE</p>	5
<p><b>Staff mentors and pastoral support</b></p> <p>Mentoring / Small group intervention for pupils identified as needing greater academic and pastoral support.</p>	<p>See above (well-being survey evidence)</p>	5

<p><b>Attendance tracking and intervention</b></p> <p>Attendance is tracked centrally by a dedicated staff member</p> <p>Daily and weekly attendance reports are analysed for different groups of students. Pastoral Leaders follow-up patterns of non-attendance.</p> <p>A dedicated Head of Key Stage/Primary SLT organises parental meetings if attendance for a specific student falls below target. 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 and are shared with parents at subject and information evenings.</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>2,</p>
<p>Range of trips, equipment, visits and speakers</p> <p>Range of after school clubs</p> <p>University visits</p> <p>Subsidised/ free after school sporting activities for disadvantaged students.</p> <p>Theatre trips</p> <p>Free peripatetic music lessons to Pupil Premium pupils who have an interest and talent in music</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>4</p>

<p>Subsidised residentials</p> <p><b>Secondary Phase:</b></p> <p>Guest Speaker programme.</p> <p>Subsidised ski trip</p> <p>Subsidised residential trip to Spain</p> <p>University outreach programmes</p> <p>Visit to see a live orchestra</p> <p>Visit to Art galleries</p> <p>Trip to visit the Houses of Parliament</p> <p>Revision guides and Art packs supplied to Pupil Premium pupils</p> <p>Cost of school blazers covered for Pupil Premium pupils</p> <p>Debate Mate programme subsidised for Pupil Premium pupils who are interested in attending</p> <p>LAMDA course offered and subsidised</p> <p>Pencil cases, equipment packs and scientific calculators provided for all Pupil Premium pupils</p>		
<p><b>Secondary Phase:</b></p> <p>Careers and wider-aspirations programme</p>	<p>Brilliant Club Tutoring Programme</p> <p>One-to-one independent careers advice for pupils to provide guidance on careers and</p>	<p>4</p>

A Careers programme to support pupils when making key decisions in Key Stages 3 and 4.	aspirations. Disadvantaged cohort to have specific needs met.  Work experience organised for all Year 10 pupils	
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**Total budgeted cost: £ 134,715**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of teaching and learning

Statutory assessment data evidences that the performance of disadvantaged pupils is significantly above national outcomes at the end of KS2 in all subjects and broadly in line/above with non-disadvantaged peers:

KS2 Attainment	PP pupils (4)	Non-PP pupils (49)
Reading -EXS	50%	37%
Reading- GDS	50%	59%
Writing -EXS	50%	58%
Writing- GDS	50%	33%
Maths- EXS	0%	100%
Maths – GDS	0%	100%

Internal assessment data suggests the performance of disadvantaged pupils is broadly in-line with their non-disadvantaged peers.

At KS3, GL assessments standard age scores for 2021 show a closing of the gap between pupil premium students and non-pupil premium students.

	Year 8 students	Year 9 students
<b>English</b>	102.7	104.2
<b>English PP</b>	97.9	102.8
<b>Maths</b>	114.0	111.4
<b>Maths PP</b>	107.6	109.05
<b>Science</b>	101.4	111.7
<b>Science PP</b>	98.2	109.2

At KS3, GL assessments standard age scores for maths science and English indicate that students are performing “significantly above the national average”.

	2020/1	2022
<b>English</b>	106.6	110.3*
<b>Maths</b>	109.0	113.0*
<b>Science</b>	102.3	114.7*
<b>Average</b>	106.0	112.7*

\* an SAS over 110 indicates performance which is significantly above the national average.

At KS4, the performance of pupil premium students in the Key Assessment Tests (KATs) for summer 2022 is within 0.37 of a grade of their non-disadvantaged peers.

### **Impact of attendance and well-being strategies**

The attendance during the 2021 – 2022 academic year was significantly disrupted by the pandemic. We are pleased that the attendance of Pupil Premium students is closely aligned to the attendance of each cohort.

Attendance for disadvantaged pupils is in line with that of their non-disadvantaged peers:

<b>Attendance</b>	<b>PP pupils</b>	<b>Non-PP pupils</b>
National (*20/21 data as 21/22 not released)	92%*	96%*
Nishkam School West London (21/22)	93%	94%

Close monitoring and parental meetings have helped to support Pupil Premium pupils in maintain good attendance. Drop down days, the PSHE curriculum, access to the school councillor have supported pupils with well-being.

### **Impact of investment in trips, visits and speakers**

- Pupil Premium pupils take part in a wide range of extra-curricular activities & residential trips.
- PP pupils are exposed to a range of speakers & live performances.
- All PP students in Year 10 were shown how to administer basic first aid.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A