

Pupil Premium Strategy Statement 2025-26

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, 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
Number of pupils in school	1337 (R-Y11)
Proportion (%) of pupil premium eligible pupils	174 - 13.01%
Academic years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	G Dineen + S Rai
Pupil premium lead	Sarah Militello (Primary) Sarah Gaymer (Secondary)
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Primary=£106,050 Secondary= £109,650 Total= £215, 700
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	£215,700

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	Learning support needs -Literacy skills are a barrier (63% PP pupils are also EAL and 11% are SEND). -Improve accelerated progress so that gap at Greater Depth is closed.
2	Pastoral support & emotional needs -Some pupils are experiencing challenges with well-being & mental health.
3	Limited cultural capital & enrichment experiences -Some pupil premium pupils have limited experiences beyond their home life and immediate community leading to a lack of aspiration for their future.
4	Limited parental knowledge of how to support learning at home -Some families have struggled with supporting & encouraging learning at home due to their own barriers to learning/educational 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 significantly above national average for disadvantaged pupils.	<ul style="list-style-type: none"> -Monitoring of teaching & learning shows that disadvantaged pupils are appropriately challenged & engaged in their learning. -Pupils are part of targeted precision teaching/booster groups to close identified gaps. -Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. -Pupils are ready for the next stage of their education.
Disadvantaged pupils are resilient, confident & independent learners.	<ul style="list-style-type: none"> -Pupils attendance at lunchtime wellbeing club & nurture groups is consistently high. -School counsellor and relational support is maximised & referrals to external support agencies are made when required. -Pupil voice shows positive attitudes towards learning. -Pupil voice & observations show that pupils feel safe & happy at school. -Pupils have access to subsidised uniform & coach travel.
Disadvantaged pupils access a wide range of enrichment opportunities & build up their cultural capital.	<ul style="list-style-type: none"> -Pupils attend subsidised trips & events. -Pupils attend at least one afterschool club each term. -Pupils have subsidised access to instrumental tuition.
Families of disadvantaged pupils have the knowledge & skills to support learning at home.	<ul style="list-style-type: none"> -Working parents are supported through subsidised extended care support. -Parents attendance at pastoral/curriculum workshops & consultation meetings is high. -Pupils make accelerated progress.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching & Assessment</p> <ul style="list-style-type: none"> -Regular learning walks, drop-ins & work scrutiny focuses on quality of provision for disadvantaged pupils. -Precision teaching & catch up/booster plans focus on closing gaps & accelerating progress. -Pupil Progress Meetings focus on the impact of provision for disadvantaged pupils & identify next steps. -Termly NTS standardised assessments in reading & maths track progress & pinpoint next steps. -Termly SLT/MLT data analysis meetings track progress/attainment of disadvantaged pupils & identifies next steps. -Staff held to account with all agreed actions through performance management & appraisal processes. 	<p>EEF Guide to the Pupil Premium:</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</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 & 2</p>
<p>Mentoring and Coaching Effective Professional Development</p> <ul style="list-style-type: none"> -Continuous professional development & training for all staff on latest evidence based research strategies. -Regular Year Group Team and Curriculum Leaders meetings to discuss progress, impact of strategies & sharing of good practice. -Regular mentoring & coaching meetings with line managers. -Rigorous induction programme & support in place for all new staff, Early Career Teachers & Teach First candidates. - External coaching provider in place to support SLT and Middle Leaders. 	<p>EEF Guide to the Pupil Premium:</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>

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy</p> <ul style="list-style-type: none"> -Precision teaching & catch up/booster plans focus on closing gaps & accelerating progress. -Evidence based high quality interventions planned & run to close gaps. -Pupil Progress Meetings focus on the impact of provision for disadvantaged pupils & identify next steps. <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> -Every pupil has an individual education plan which identifies learning goals, strategies & provision. -Meetings with pupils and parents to set targets following assessment cycles. -Teaching assistants are strategically deployed to supplement high quality provision including pre-teaching, precision teaching & evidence-based interventions. -Progress is monitored & provision is reviewed/revised as required. <p>Additional Languages tutoring for both Punjabi and Spanish</p> <ul style="list-style-type: none"> -Targeted interventions take place post-school on Monday evenings to support student to secure their languages grade and enhance their ability to secure the Ebacc. -Those students studying Spanish can also continue their Punjabi studies. <p>Students have access to a range of online platforms to support independent study and home-learning.</p> <ul style="list-style-type: none"> -Every pupil (7-13) has access to the Seneca Learning Platform. -All students engaging in the school's literacy support programme has access to the Lexia platform. -A level students studying psychology, economics, physics, chemistry have access to the Uplearn platform. 	<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 & 2</p>

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

Budgeted cost: £60, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social & Wellbeing Support Enrichment & Cultural Capital -Every pupil has access to targeted nurture groups, lunchtime and after school clubs. -Identified pupils referred School Counsellor or Relational Support Worker for support & nurture. -Every pupil has access to subsidised educational visits, including residential education trips. -Every pupil has access to subsidised extended care (Breakfast/Aftercare) & after school clubs. -Every pupil has an opportunity to learn a musical instrument at a subsidised cost. -Pupils eligible for a 50% discount for school uniform & coach travel.</p>	<p>Evidence taken from the EEF Toolkit: 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: <i>‘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.’</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>4 & 5</p>
<p>Support for families -Identified pupils/families referred to external agencies for further support. -Uniform costs for Reception, Year 3, Year 7 and Year 9 students are wholly subsidised by the school. Blazers, jumper, tie, school bag and equipment to be provided to all PP students. -Parent workshops support learning at home & wellbeing.</p>	<p>Evidence taken from the EEF Toolkit: <i>‘Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.’</i></p>	<p>5</p>

Total budgeted cost: £215, 700

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 2024 to 2025 academic year.

EYFS, Year 1 Phonics & KS1

		EYFS	YEAR 1
		EYFS GLD	PHONICS
National	PP	49%	62%
NSWL	PP	71%	100%

Reception and Year 1 disadvantaged pupils at Nishkam School West London performed significantly above the national average in both EYFS and Year 1 Phonics demonstrating strong early support and effective teaching strategies.

KS2

	KS2 EXS (GDS)					
	READING	WRITING	MATHS	GPS	COMBINED RWM	SCIENCE
National PP	61% (17%)	54% (6%)	56% (11%)	59% (16%)		
NSWL PP	87% (47%)	87% (33%)	80% (47%)	87% (67%)	80% (27%)	93%

KS2 disadvantaged achieved outcomes well above national averages across all KS2 subjects. Their attainment in Reading, Writing, Maths, GPS, Combined RWM, and Science was significantly higher at both expected and greater depth standards, reflecting highly effective teaching and targeted support.

KS3

GL Data- KS3	Year 7			Year 8			Year 9		
	English	Maths	Science	English	Maths	Science	English	Maths	Science
Non- Disadvantaged	118	117.6	N/A	105	110.5	N/A	107	110.7	104
Disadvantaged	112.7	113.3	N/A	103.6	109.6	N/A	102.8	104.7	96.5

A gap exists between disadvantaged and non-disadvantaged pupils at the three GL assessment points across KS3. With the exception of Year 9 Science, disadvantaged pupils still achieve above average results. Strategies to support disadvantages pupils at KS3 include subject-specific interventions, homework support and individualised target setting.

KS4

GCSE Results 2025							
Cohort	A8	P8	Exam entries per pupil	Entering Ebacc	Eng & Maths at 5+	Ebacc at 5+	Ebacc at 4+
National (non-disadvantaged)	34.9	N/A	9	29%	25.6%	8.6%	13.60%
NSWL Disadvantaged	68.2	N/A	9	95%	95%	53%	68%

NSWL Disadvantaged students performed better than non-disadvantaged students nationally in all of the areas shown above for KS4 outcomes. More of our disadvantaged students were entered into Ebacc qualifications than the national average. More of our disadvantaged students secured the standard pass and strong pass in the Ebacc than non-disadvantaged students nationally.

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
Scholars Programme	Brilliant Club
Debating Club	Debate Mate
Online Learning Platform Year 7-13	Seneca Learning
Online Maths Platform Years 7 – 11	MyMaths
A Level tuition support – maths, economics, physics, chemistry	Uplearn
Online reading support	Lexia

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A