

Khalsa Primary School 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	Khalsa Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Khalsa Primary School Governing Body
Pupil premium lead	Ms. P.K.Sehmi
Governor	Mr. P. Driscoll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705.00
Recovery premium funding allocation this academic year	£12, 760.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£132,510.00

Part A: Pupil premium strategy plan

Statement of intent

At Khalsa Primary School we are committed to narrowing the gap in attainment of children from economically disadvantaged backgrounds. The targeted and strategic use of the Pupil premium Grant (PPG) supports the school to achieve this aim. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To provide rich and varied learning and enrichment opportunities to promote enjoyment and well-being for all pupils

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Due to the pandemic there is no national data for July 2021. Internal school data shows that:

- The impact of the pandemic on pupil premium pupils is greater than non-pupil premium pupils;
- There is a gap between the attainment of pupil premium and non-pupil premium pupils in some year groups
- Progress in all year groups in autumn 2021 is good overall, including for pupil premium groups.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to Covid-19 pandemic
2	Narrowing the attainment gap across reading (including phonics), writing and maths.
3	The need to revisit and re-practise skills and knowledge until they are fully understood and in long term memory.
4	Attendance and punctuality issues. Parental engagement in and support of their children's learning.

5	Well-being, particularly linked to Covid-19 and school lockdowns and family isolation periods
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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
Attainment and progress of pupils entitled to Pupil Premium Grant to be broadly in-line with their peers across all year groups	<p>Pupil premium pupils achieve or exceed national average progress scores in KS2 reading, writing and maths.</p> <p>Internal data shows a narrowing of the gap between PP and non-PP pupils in other year groups.</p>
Continue to embed the whole school approach to supporting pupils' well-being and improved mental health as part of the recovery from Covid-19 and extended school closures	Pupil premium pupils given priority access, where required, to in-school counselling services. Pupil voice outcomes show that all pupils, including disadvantaged groups, know how to seek support with well-being and mental health concerns.
To improve outcomes for pupil premium pupils as a result of good attendance at school and the engagement of parents in their learning.	Attendance in line with national average and for PP group in line with their peers. Pupil premium pupils are engaging in all home learning tasks, supported by their parents.
Pupil premium pupils are able to improve and develop their skills and enhance their well-being through experiences beyond the classroom.	The uptake in places at after-school clubs for pupil premium pupils is in line with or exceeds that of their peers.

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: £ 74,760.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality first teaching to diminish the difference through continued professional development for teachers and support staff.	Education Endowment Foundation - Teaching and Learning Toolkit EEF Guide to pupil premium- Teaching is the top priority including CPD. Monitoring and internal data has shown that the impact of COVID has widened the gaps between vulnerable groups and teaching for rapid progress is a focus (e.g. targeted teaching, stringent formative assessment habits, pedagogy rooted in cognitive science and careful planning).	1, 2, 3
Re-visiting and practising newly taught skills until they are fully understood	Education Endowment Foundation - Teaching and Learning Toolkit Assessment data in Autumn 2021 and ongoing tracking and analysis throughout the academic year. The impact of COVID has widened the gaps between vulnerable groups and teaching for rapid progress is a focus (e.g. targeted teaching, stringent formative assessment habits, pedagogy rooted in cognitive science and careful planning).	1, 2, 3

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

Budgeted cost: £ 40,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund specialist support to pupils who have SALT needs so that they can experience success in their learning.	<p>Education Endowment Foundation - Teaching and Learning Toolkit</p> <p>Assessment data in Autumn 2021 and ongoing tracking and analysis throughout the academic year.</p> <p>Speech and language support enables children with language and communication difficulties to receive specialist input, and provides CPD for staff to be able support children with speech and language needs.</p>	1, 2, 3
Ensuring teaching interventions are in place across the school.	<p>Education Endowment Foundation - Teaching and Learning Toolkit</p> <p>Summer 2021 pupil progress meetings.</p> <p>Assessment Data</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF). Children in Early Years and Key Stage 1 missed out on fundamental phonics/reading instruction and experiences due to the closure.</p>	1, 2, 3
To raise standards in reading through embedding ALS phonics in EYFS and KS1 and targeted interventions at KS2.	<p>Education Endowment Foundation - Teaching and Learning Toolkit</p> <p>Assessment data in autumn 2021 and ongoing tracking and analysis throughout the academic year.</p>	1, 2, 3
School led tutoring Focused targeted small groups based on ongoing assessment data.	DFE School-Led Tutoring documentation and research	1, 2, 3

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

Budgeted cost: £ 17,705.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide pupils who have suffered emotional or physical difficulties during periods of school closure experiences that will improve their physical & mental health & wellbeing & ensure they are ready to learn. For example, access to ELSA and Mindfulness sessions.	<p>In school observations of pupils when school reopened.</p> <p>Increase in number of referrals of pupils and their families to outside agencies.</p> <p>Research shows that both targeted and whole school approaches to behaviour interventions have positive overall effects (EEF).</p>	4, 5
To offer opportunities otherwise out of reach to PP pupils through enrichment activities, including after-school clubs.	Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	4, 5
Secure and sustain good attendance for all identified families, following lockdown and periods of isolation through good communication and referral to external support where required.	In school data. Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	4, 5
Provide support and resources for vulnerable pupils and families to ensure access to learning, engagement in school community and encourage lifelong habits of learning. For example, providing online workshops for parents, purchasing apps for home learning and providing books and other learning resources where required.	<p>In school data.</p> <p>There is a strong association between parental engagement and a child's academic success (EEF).</p> <p>Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.</p>	4, 5

Total budgeted cost: £ 132,510.00

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.

The Pupil Premium Grant has had a significant impact in funding support for disadvantaged families, however the spend was not able to be carried out as planned, and instead was adapted to respond to the needs of families in response to the school closure/pandemic. This included enabling disadvantaged pupils to access learning through purchasing additional laptops, books and other learning resources and support for families during remote learning (e.g., technical support and advice, attendance in lessons, support in completing work etc.). Support and targeted work with families continued when school re-opened following periods of lockdown.

Internal assessment of end of year outcomes shows that gaps between disadvantaged pupils and non-disadvantaged pupils have increased, reflecting the impact of the school closure. Due to COVID-19 school closures, pupils have missed a minimum of 39 days of learning over the year.

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
Mathletics	Mathletics
Bug Club	Pearson
ALS Phonics	ALS Phonics
White Rose Maths	White Rose

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.