

Khalsa Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	421
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£145, 425
Recovery premium funding allocation this academic year	£15, 225
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	£160, 650

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 by:

- 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.

Our summer 2022 data, including both internal data and externally published data, shows that:

- Pupil progress across all year groups is good overall, including for pupil premium groups
- There is still a gap between the attainment of pupil premium and non-pupil premium pupils in some year groups
- The effect of the pandemic on disadvantaged pupils is still evident in end of year outcomes
- There is a requirement for accelerated progress for disadvantaged groups to close these gaps.

Challenges

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

Challenge number	Detail of challenge
1	Low early reading (decoding and fluency) skills prevent pupils to fully engage in the wider curriculum
2	Low attainment in core subjects, particularly Reading and Writing skills that do not allow pupils to access the rest of the curriculum
3	More limited vocabulary than their peers, linked to wider life experiences and access to texts in the home
4	Additional need to revisit and re-practise skills and knowledge until they are fully understood and in long term memory
5	Persistent absenteeism and lateness
6	Parental engagement with children's learning
7	Ability of parents to support children with home learning, both practically and financially (for example, purchasing devices)
8	Financial restraints on parents to fund additional experiences, such as school visits and after-school clubs

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	Pupil premium pupils achieve or exceed national average progress scores in KS2 reading, writing and maths. The attainment gap between PP and non-PP pupils in all year groups narrows significantly.
To improve parental engagement in learning.	Pupil premium pupils are engaging in all home learning tasks, supported by their parents. Parents of disadvantaged pupils have good attendance at parents' evenings and curriculum meetings.
To improve attendance and punctuality of all pupils, including disadvantaged groups.	Attendance and punctuality of all pupils is in line with or exceeds national averages and the attendance of disadvantaged pupils is broadly in line with their peers.
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: £ 90,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality first teaching to close attainment gaps through continued professional development for teachers and support staff.	<p>Education Endowment Foundation - Teaching and Learning Toolkit</p> <p>EEF Guide to pupil premium- Teaching is the top priority including CPD.</p> <p>School data, both internal and externally published data, shows that the impact of the pandemic is still evident and has widened the gaps between vulnerable groups and their peers. Quality first teaching is a focus in our aim for rapid progress (e.g. targeted teaching, stringent formative assessment habits, pedagogy rooted in cognitive science and careful planning).</p>	1, 2, 3, 4
Re-visiting and practising newly taught skills until they are fully understood	<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>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).</p>	1, 2, 3, 4

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

Budgeted cost: £ 48, 550

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.	Education Endowment Foundation - Teaching and Learning Toolkit School attainment and progress data 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.	1, 2, 3, 4
Ensuring teaching interventions are in place across the school, particularly phonics and pre-teaching	Education Endowment Foundation - Teaching and Learning Toolkit Summer 2022 pupil progress meetings. Assessment Data 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.	1, 2, 3, 4
To raise standards in reading through embedding ALS phonics in EYFS and KS1 and targeted interventions at KS2.	Education Endowment Foundation - Teaching and Learning Toolkit Phonics screening 2022 data Internal data	1, 2
Plan school-led tuition focused targeted small groups based on ongoing assessment data.	DFE School-Led Tutoring documentation and research EEF Teaching and Learning Toolkit	1, 2, 3, 4

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

Budgeted cost: £ 21, 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	5, 7, 8
Implement our new school attendance policy, in order to secure and sustain good attendance for all pupils, particularly those at risk of becoming persistent absentees	School and national attendance data Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	5, 6
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 workshops for parents, purchasing apps for home learning and providing books and other learning resources where required.	School data and observations. There is a strong association between parental engagement and a child's academic success (EEF). Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	5, 6, 7, 8

Total budgeted cost: £ 160, 650

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 2021-22 academic year.

Attendance information

Attendance Information	2021-22	
	Disadvantaged pupils	Non-disadvantaged pupils
Overall attendance	93.6%	92.3%
Authorised absence	5.17%	5.88%
Unauthorised absence	1.26%	1.86%

The teaching of phonics and early reading skills through the recently validate ALS phonics programme continued to be embedded. This included professional development, training and support for all adults involved in delivering phonics. PPG pupils continued to be supported through the teaching of daily reading and access to high-quality texts appropriate to their reading ability. SALT interventions continued to be accessed by PPG pupils, allowing them to develop language and vocabulary and catch-up with their peers.

A whole-school focus on retrieval, and other strategies aimed at embedding key skills and knowledge in the long-term memory, was successful and was embraced by all teachers and used consistently. This continues to be a focus for academic year 2022-23.

Our whole-school strategies on teaching English, particularly Reading, were embedded last year and monitoring and assessment outcomes showed that the standard of the teaching of reading was a consistently high standard across the school. I

Targeted interventions had a measureable impact on the outcomes for PPG pupils, particularly pre-teaching strategies. Small-group tuition was accessed by a high proportion of disadvantaged pupils, and was mainly focused on reading skills. End of year outcomes for these pupils showed that the tuition had a clear impact on their progress and attainment.

PPG pupils were given priority access to interventions intended to support their emotional well-being, particularly following periods of school lockdown. Staff have reported that pupils' ability to self-regulate their emotions and learning behaviours

improved significantly following such interventions. The whole-school focus on Mindfulness was fully embedded and continues to provide much-needed strategies to all pupils.

Whole-school attendance remained relatively low compared to national averages and our school attendance pre-pandemic. Whilst this remains a key focus for the whole school, data shows that disadvantaged pupils' attendance is comparable to their peers.

The provision of devices and fully-funded attendance at homework clubs for disadvantaged pupils was successful last year, with all families who requested a device being provided with one. This strategy will continue during academic year 2022-23.

The reintroduction of after-school clubs for 2021-22 resulted in enrichment for all pupils but the attendance of PPG pupils remained lower than their peers. This remains a key focus for 2022-23.

Key evidence and documentation

- Catch-Up strategy planning
- Tuition records and financial allocations
- Internal school assessment data (attainment and progress)
- Externally published school data (GLD, phonics screening, end of KS1 and KS2)

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.