

## Khalsa Primary School Pupil premium strategy statement

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	Khalsa Primary School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Khalsa Primary School Governing Body
Pupil premium lead	Ms. P. K. Sehmi
Governor	xxxxxx

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,470.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,470.00

# 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 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 2024 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, although the gap across all year groups is closing.
- The effect of the pandemic on disadvantaged pupils is still evident in end of KS2 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 from fully engaging in the wider curriculum
2	Low attainment in core subjects, particularly Reading and Writing skills, are a barrier to accessing the rest of the curriculum
3	More limited vocabulary than their peers, linked to wider life experiences and access to texts and spoken English 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
9	Low starting points for pupils in EYFS, particularly self-care, speech and social/emotional needs

## 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 and attainment scores in KS2 reading, writing and maths.  The attainment gap between PP and non-PP pupils in all year groups is closed.
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 individual and group parents' 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: £ 83,760.00

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>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 and ongoing tracking and analysis throughout the academic year.</p>	1, 2, 3, 4
High-quality CPD to support and motivate teachers and ensure retention remains high	EEF Guide to pupil premium- Teaching is the top priority including CPD.	1, 2, 3, 4

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

Budgeted cost: £ 44,885.00

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.	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  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).	1, 2, 3, 4
To raise standards in reading using the ALS phonics scheme, particularly for new starters in KS2	Education Endowment Foundation - Teaching and Learning Toolkit  Internal data	1, 2

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

Budgeted cost: £ 19,825.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer opportunities otherwise out of reach	Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	5, 7, 8

to PP pupils through enrichment activities, including after-school clubs and financial support for trips.		
Sustain excellent policies and practices related to attendance, to secure good attendance for all pupils, particularly those who have previously been persistently absent	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
Provide support for families of pre-school children at the application and pre-admission stage, to help with preparing children for Nursery or Reception	EEF Early Years Toolkit  Research on low starting points, including 'An Evidence-Based Approach to supporting children in the pre-school years.'	9

**Total budgeted cost: £ 148,470.00**

## 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 2024-25 academic year.

#### Attendance information

Attendance Information	2023-24	
	Disadvantaged pupils	Non-disadvantaged pupils
Overall attendance	94.0%	94.3%
Persistent absence	15%	17%

#### 2025 Disadvantaged gap – Year 6 Attainment

##### Reading

Attainment (average scaled score)	Pupil Premium	Not Pupil Premium	Gap
2023	105.2	109.0	-3.8
2024	108.3	110.1	-1.8
2025			

##### Maths

Attainment (average scaled score)	Pupil Premium	Not Pupil Premium	Gap
2023	107.5	108.9	-1.4
2024	108.1	111.1	-3
2025			

##### GPS

Attainment (average scaled score)	Pupil Premium	Not Pupil Premium	Gap
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2023	109.3	112.1	-2.8
2024	109.3	111	-1.7
2025			

Teaching and Learning across the school is consistently high and staff turnover is extremely low. With an experienced and well-established team of teachers and leaders, our teaching and learning policy is implemented effectively across all subjects, resulting in strong outcomes for pupils, including those in receipt of PPG.

The teaching of phonics and early reading skills through the 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.

A whole-school focus on Oracy has resulted in a significant improvement on the speaking and listening skills, and active engagement in learning of all pupils, including PPG pupils.

The teaching of English across the school is effective and consistent. Assessment outcomes were improved across the school. The teaching of writing continues to be a focus for the 2025-26 academic year, with a particular focus on more able writers.

Targeted interventions had a measurable impact on the outcomes for pupils, particularly pre-teaching strategies and SALT interventions.

A whole-school focus on self-regulation, including Zones of Regulation and Mindfulness techniques, is fully embedded and is supporting pupils' emotional well-being. There is a growing number of pupils with more complex emotional needs, so a focus on supporting pupils' mental health continues to be a focus in 2025-26.

Whole-school attendance continues to improve but remains lower than 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.

We continue to provide devices to families in receipt of PPG who request one which has resulted in increased engagement with home learning.

Our after-school school clubs offered in 2024-25 were well-attended, including academic, sporting and arts clubs. Free or discounted places were provided to those families who requested them, resulting in good attendance at clubs from PPG and otherwise socially disadvantaged pupils. We are committed to sustaining this offer.

#### Key evidence and documentation

- Internal school assessment data (attainment and progress)
- Externally published school data (GLD, phonics screening, end of KS2)
- CPD records

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## 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.*