

Pupil premium strategy statement – Khalsa Primary School

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	490
Proportion (%) of pupil premium eligible pupils	7.3% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Pavin Dhaliwal, Headteacher
Pupil premium lead	Monica Bhogal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49860
Recovery premium funding allocation this academic year	£5510
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55,370

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (14% of our pupil premium cohort have SEND) to achieve that goal, including progress for those who are already high attainers.

Khalsa Primary School (3-11 year old) is a Voluntary aided school in Slough. We currently have 490 pupils with a high proportion who have English as an additional language. Our results for reading, writing and maths are consistently above national average. Alongside the core subjects, we offer a broad curriculum with a balance of learning opportunities to develop both academic and social skills.

Khalsa Primary School is committed to ensuring that all young people are supported to reach age-related expectations across the core areas: Reading, Writing, Maths and Science as well as foundation subjects.

At Khalsa Primary everything we do is underpinned by the Khalsa values of kindness, honesty, achievement, love, service, aspiration including the fundamental British Values, supporting quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society.

Through high expectations, appropriate support, and effective systems and strategies we are able to identify and address barriers to learning so that Khalsa Primary School pupils from disadvantaged backgrounds have the same opportunities to achieve and succeed whilst in our care. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our whole school intent is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils understand the work that they're set with an appropriate amount of challenge
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve - class teachers are aware of the pupil premium pupils in their class and understand their individual needs thus can provide the additional support
- appropriate tracking to ensure pupils are making the required progress when compared to their peers and National figures
- appropriate tracking to ensure that support embedded is having the desired effect student

Challenges

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

Challenge number	Detail of challenge																
1	<p>Achievement: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (66% of pupils whose home language is not English) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>																
2	<p>Social and emotional well-being: Pupils from disadvantaged backgrounds need to feel supported in line with their peers and have their different social, emotional and personal needs considered. Staff follow the PSHE Jigsaw curriculum to help pupils to explain how they are feeling and strategies are taught and practised to regulate these feelings.</p>																
3	<p>Behaviour and Attitudes: Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>																
4	<p>Aspirations: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to have high aspirations for their future careers.</p>																
5	<p>Attendance: Data has indicated that the attendance of disadvantaged pupils is below that of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Autumn</th> <th>2021 – 2022</th> <th>2022 - 2023</th> <th>% difference</th> </tr> </thead> <tbody> <tr> <td>Non-disadvantaged pupils</td> <td>93.70%</td> <td>92.68%</td> <td>1.02%</td> </tr> <tr> <td>Pupil Premium</td> <td>92.38% (18 pupils)</td> <td>91.78% (36 pupils)</td> <td>0.6%</td> </tr> <tr> <td>% difference</td> <td>1.32%</td> <td>0.9%</td> <td>0.42%</td> </tr> </tbody> </table> <p>Our attendance data for the start of this year shows that attendance among disadvantaged pupils has been approximately 0.42% lower than last years. The overall attendance for PP has also lowered by 0.6%. The number of pupil's eligible for pupil premium has increased by 100%.</p>	Autumn	2021 – 2022	2022 - 2023	% difference	Non-disadvantaged pupils	93.70%	92.68%	1.02%	Pupil Premium	92.38% (18 pupils)	91.78% (36 pupils)	0.6%	% difference	1.32%	0.9%	0.42%
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6	<p>Wider community and Parent Engagement: Parents are not always aware of the funding options available to them or know what they are able to apply for. Parents are not aware or unable to understand the process involved to apply for PP funding thus missing out on funds they are entitled to.</p>																

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
Raise progress and attainment among disadvantaged pupils, which steadily closes the gap with their peers, across the curriculum at the end of KS1 in Reading and in Writing at the end of KS2.	End of KS1/KS2 data indicates increasing attainment and progress for disadvantaged pupils. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. Attainment is in line with or above Local and National figures.
Improve the attendance of disadvantaged pupils by embedding strategies to address the gap between non-disadvantaged pupils.	Attendance figures show that the gap between disadvantaged and non-disadvantaged pupils is diminishing.
Build aspiration, motivation and positive engagement by improving and enhancing life experiences for disadvantaged pupils through trips, visits, clubs and extracurricular activities.	There is a higher level of engagement in wider curriculum opportunities by disadvantaged children.
Children experience leadership, responsibility and roles within their school life	Data shows that a percentage of our peer mentors, pupil parliament, junior leaders are pupil premium children.
Improved literacy levels among disadvantaged pupils across all year groups.	By the end of our current plan in 2024 - 2025 will demonstrate improved literacy levels among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This will be evidenced by comparing Pupil Premium results to non-Pupil Premium data and National data. Teacher assessment data will also demonstrate an increase in Literacy levels.
Parents increased knowledge where and how to seek support for their children.	An increase in parent engagement to improve their knowledge of how to support pupils. Targeted workshops where parents are invited to school and given guidance on how to support pupils at home. Pupil Premium letters printed in Punjabi and additional guidance/workshops conducted in Punjabi to address the language barrier. Teachers are confident in obtaining information to pass to parents. Promote and deliver a 'uniform swap' to provide pupils with uniform items they need.

Pupils feel safe, happy and supported in line with their peers.	Conduct a 'pupil voice' to obtain Pupil Premium pupils' views on how they feel at school.
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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: £15,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focusing on curriculum knowledge and implementation across all subjects. This will cover topics such as formative assessment strategies, science of learning and long-term memory and scaffolding	The teaching and learning toolkit , Education Endowment Foundation Highest impact strategies: <ul style="list-style-type: none"> • Feedback • Metacognition and self-regulation • Reading comprehension strategies • Mastery learning • Collaborative learning • Early years interventions • One to one intervention • Oral language interventions 	1, 2, 3, 4, 5, 6
Training for all LSAs with continuous support in class by the senior leadership and SEND team. This will focus on topics such as learning strategies, behaviour and scaffolding	The EEF guide to the pupil premium, Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	1, 2, 3, 4, 5, 6
Maintaining LSA support in every classroom to support with targeted learning and provide additional capacity to provide high quality support for curriculum delivery and impact. The LSAs will provide small	The EEF Teaching and learning toolkit makes clear that one to one tuition, and small group intervention has a high impact on pupil progress. Overstaffing also makes staff retention far more likely, which provides pupils with certainty. Indeed, more teachers results in more feedback for pupils.	1, 2, 3, 4, 5

group and individual support across the curriculum.		
Weekly CPD relating to teaching and learning led by the Senior Team. All staff receive direct instruction training, focuses on Quality first teaching.	The EEF are very clear that high-quality teaching is of paramount importance for any pupil premium strategy. We use CPD strategically and react to issues as they emerge. This helps consistency of teaching, with excellent stability in curriculum implementation across all subject areas.	1, 2, 3, 4, 5, 6
Middle leadership development programme. This will cover training for topics such as leadership skills and building culture and relationships	The attainment gap report, Education Endowment Foundation (2018): Implementation is as important as content.	1, 3, 4
Robust ECT induction using the Early Career Framework	The EEF guide to the pupil premium, Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	1, 2, 3, 4, 5, 6
Development of Maths strategy	The attainment gap report, Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 3, 4
Implementation of writing and reading strategy	The attainment gap report, Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 3, 4
RWI training, support and reading catch-up programme from external professionals via the Ruth Miskin programme	The attainment gap report, Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1,2,3,4,5,6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher interventions will target PP children in English, maths and reading. All disadvantaged pupils will benefit.	All pupils need to be supported to retain and remember more knowledge, this is a cornerstone of any good curriculum.	1,2,3,4,5
LSA interventions targeting 1:1 and specific groups of pupils.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
ELSA Social, emotional and behavioural support	The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	1,2,3,4,5
SEBDOS Social, emotional and behavioural support	The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	1,2,3,4,5

Deployment of TA provision to support SEND pupils who are disadvantaged.	EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively.	1,2,3,4
Additional reading fluency for children in KS2	The attainment gap report, Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1,2,3,4,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted workshops for parents to support with online safety, phonics, reading and maths at home.	<p>The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</p> <p>Create an online safe community working with parents.</p> <p>Working with parents to support children's learning guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Education Endowment Foundation, 2021: Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups.</p>	1,2,6
Pupils to receive priority places for trips including residential ones. Subsidised trips	The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium	1,2,4,6

for those disadvantaged pupils wishing to attend.	strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	
Monitoring of absences which leads to early intervention and support.	<p>“Absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.” (DFE guidance)</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Working with parents to support children’s learning guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Education Endowment Foundation, 2021: Parents’ interest and involvement in their children’s learning is consistently associated with positive outcomes for children of all age groups.</p>	1,2,3,4,5,6
Educational psychologist assessments and recommendations where appropriate	The EEF Guide to the Pupil Premium guidance indicates the importance of Diagnosing your students’ needs. Where learning concerns are raised, pupil premium students prioritised for further testing to support any barriers to their learning.	1,3,4,5
ICT provision to support the learning of disadvantaged pupils to reduce the digital divide and associated barriers to learning	Some pupils require access to digital resources (laptops) that cannot be provided by families in order to engage with learning at home. Imperative that pupils can access online platforms (TTRS). Create an Online Safe community which involves pupils, parents and staff.	1, 4, 6
Breakfast club and after school clubs available for all year groups. This includes sports clubs as well as music, Tabla and Shabaad.	Provision of clubs which Disadvantaged pupils are invited to attend. The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	

Total budgeted cost: £55, 370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

EYFS:

EYFS pupils are assessed at the end of their time in FS. They are assessed against a variety of criteria and receive a judgement of 'Good Level of Development' (GLD) if they meet these criteria.

- **GLD** - 100% of those eligible for PPG achieving GLD in 2022 was 66% (2/3)

Year 1 Phonics:

- 83% (5/6) of those eligible for PPG passed the Phonics Screening Check in 2022.

End of KS1 2022 results:

Attainment - % of pupils eligible for PPG reaching the expected standard

- Reading - 71% of pupils eligible for PPG
- Writing - 57% of pupils eligible for PPG
- Maths - 71% of pupils eligible for PPG

End of KS2 2022 results:

Attainment - % of pupils eligible for PPG reaching the expected standard

- Reading - 60% of pupils eligible for PPG
- Writing - 40% of pupils eligible for PPG
- SPAG - 20% of pupils eligible for PPG
- Maths - 20% of pupils eligible for PPG

Interventions have continued to take place with targeted interventions for PP children where needed. Teacher led boosters for Reading, writing and Maths include PP children for targeted learning allows personalised learning to address gaps in learning.

PP pupils were included in educational visits (external trips) and experiences (visitors to the school) and benefited from extra-curricular activities such as kick boxing to enrich their learning experiences. All children had access to clubs last year, however it is challenging to measure the impact of this.

Pupils eligible for PP received ELSA/LEGO support where appropriate and teachers and members of SLT provided support for families throughout the year.

All children eligible for PP received additional support 2-3 times a week from their teacher.

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
After school Club	Khalsa Primary School
Breakfast Club	Khalsa Primary School

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.