



## Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School Name	Khalsa Primary School
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	8.8%      40 Pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs P Dhaliwal (Headteacher)
Pupil premium lead	Mrs M Aggrawal (Sendco)
Governor / Trustee lead	Mr G Athwal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£1522.50
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£59,722.50</b>

# 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 excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Khalsa Primary School (3-11 year old) is apart of a Mainstream Academy in Slough. We currently have 485 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	<b>Attainment:</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Internal assessment and observations indicate lower attainment amongst disadvantaged pupils in one or more core subject areas when compared to age related national expectations especially at the end of Key Stage 1.
2	<b>Social and emotional well-being:</b> 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.
3	<b>Behaviour and Attitudes:</b> 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. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
4	<b>Aspirations:</b> Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to have high aspirations for their future careers.
5	<b>Attendance:</b> Data has indicated that the attendance of disadvantaged pupils is very below that of non-disadvantaged pupils and also below national figures.
6	<b>Parents:</b> 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.

## 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 all core subjects.	<ul style="list-style-type: none"> <li>• End of KS1/KS2 data indicates increasing attainment and progress for disadvantaged pupils.</li> <li>• Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact.</li> <li>• Attainment is in line with or above Local and National figures.</li> </ul>
Improve the attendance of disadvantaged pupils by embedding strategies to address the gap between non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.</li> <li>• Individual students with poor attendance and punctuality are supported by the attendance officer and pastoral team so that their attendance improves.</li> <li>• Attendance for specific groups is tracked centrally and appropriate actions are taken.</li> </ul>
Build aspiration, motivation and positive engagement by improving and enhancing life experiences for disadvantaged pupils through trips, visits, clubs and extracurricular activities.	<p>There is a higher level of engagement in wider curriculum opportunities by disadvantaged children.</p> <ul style="list-style-type: none"> <li>• All parents are reading with their child(ren) at home, evidenced by comments in reading journals.</li> <li>• Disadvantaged pupils' have access to, and read a wide range of reading texts and genres, reflected by pupils' reading records.</li> <li>• All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular clubs.</li> <li>• 100% of children eligible for PPG attend a extra-curricular after school club.</li> <li>• 100% of children eligible for PPG attend residential school trips</li> </ul>
Children experience leadership, responsibility and roles within their school life	<ul style="list-style-type: none"> <li>• 100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council or wellbeing mentor.</li> <li>• Data shows that a percentage of our peer mentors, pupil parliament, junior leaders are pupil premium children.</li> </ul>
Improved literacy levels among disadvantaged pupils across all year groups	<ul style="list-style-type: none"> <li>• 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 nondisadvantaged peers. This will be evidenced by comparing Pupil Premium results to non-Pupil Premium data and National data. Teacher</li> </ul>

	<p>assessment data will also demonstrate an increase in Literacy levels</p> <ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through participation in paired, group and class discussions) and ongoing formative assessment.</li> <li>• Teaching and learning reviews, learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium, as a result of quality first teaching across the curriculum.</li> </ul>
Parents increased knowledge where and how to seek support for their children.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Pupils feel safe, happy and supported in line with their peers.	<ul style="list-style-type: none"> <li>• Conduct a 'pupil voice' to obtain Pupil Premium pupils' views on how they feel at school.</li> </ul>

## 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: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focusing on developing teaching and learning strategies using the Tom Sherrington Teaching and Learning Walk Thrus. The focus will be on Sequencing of	<p><a href="#">Teaching and Learning Toolkit</a></p> <p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies are</p>	1, 2, 3, 4, 5, 6

<p>learning, Adaptive teaching strategies and Modelling.</p>	<p>supported by the EEF and the Sutton Trust.</p> <p>We aim to recruit and retain the very best teachers so that our disadvantaged pupils have the best possible life chances.</p> <ul style="list-style-type: none"> <li>• Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</li> <li>• Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress of pupils. We offer extensive and supportive training to all.</li> </ul> <p>The teaching and learning toolkit, Education Endowment Foundation Highest impact strategies:</p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Rosenshines Principles/ Tom Sherrington</li> <li>• Metacognition and self-regulation</li> <li>• Reading comprehension strategies • Mastery learning</li> <li>• Collaborative learning • Early years interventions</li> <li>• One to one intervention</li> <li>• Oral language interventions</li> </ul>	
<p>Training for all Teacher Assistants with continuous support in class by the senior leadership and SEND team. This will focus on topics such as learning strategies, behaviour and scaffolding</p>	<p>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.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>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 group and individual support across the curriculum.</p>	<p>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.</p>	<p>1, 2, 3, 4, 5</p>
<p>Updated training of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. RWI training, support</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	<p>1,2,3,4,5,6</p>

and reading catch-up programme from external professionals via the Ruth Miskin programme	<a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> The attainment gap report, Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	
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
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

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

Budgeted cost: **£34,722.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Read, Write, Inc Leads and coach.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2

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
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
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
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	5



<p>Monitoring of absences which leads to early intervention and support.</p> <p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <ul style="list-style-type: none"> <li>• Attendance is tracked centrally by a dedicated attendance officer.</li> <li>• Daily and weekly attendance reports are analysed for different groups of pupils.</li> <li>• PL organises parental meetings if attendance for a specific student falls below expectation.</li> <li>• These meetings allow support plans for students to be created and for our high expectations to be communicated.</li> <li>• Key messages regarding attendance and punctuality expectations are repeated in assemblies.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</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>	6
<p>Targeted workshops for parents to support with online safety, phonics, reading and maths at home.</p>	<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. Create an online safe community working with parents. Working with parents to support children's learning guidance report:  <a href="https://educationendowmentfoundation.org.uk/evidence/guidancereports/supporting-parents">https://educationendowmentfoundation.org.uk/evidence/guidancereports/supporting-parents</a> 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

<p>Pupils to receive priority places for trips including residential ones. Subsidised trips for those disadvantaged pupils wishing to attend.</p>	<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>1,2,4,6</p>
<p>ICT provision to support the learning of disadvantaged pupils to reduce the digital divide and associated barriers to learning</p>	<p>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.</p>	<p>1, 4, 6</p>
<p>Breakfast club and after school clubs available for all year groups. This includes sports clubs as well as music, Tabla and Shabaad.</p>	<p>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 nonacademic factors, including improving attendance, behaviour and social and emotional support</p>	<p>2, 3, 4</p>

**Total budgeted cost:** £59,722.50

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year 1 Phonics	Pupil Premium	National 2023	Non- Pupil Premium	National 2023
32+ Marks	3 Pupils 100%	67%	81%	83%

All Pupil Premium Pupils passed their Phonics Tests and achieved 32 marks and higher. Pupils also attained better than the Non-Pupil Premium pupils.

Year 2 Sats	Pupil Premium	National 2023	Non- Pupil Premium	National 2023
Reading Exp+	9 Pupils 67%	54%	71%	73%
Reading GDS	0		2%	
Writing Exp+	9 Pupils 78%	44%	67%	65%
Writing GDS	0		2%	
Maths Exp+	67%	56%	69%	75%
Maths GDS	0		2%	

All Pupil Premium Pupils perform better than the Non-Pupil Premium Pupils at the expected standard.

Year 6 Sats	Pupil Premium	National 2023	Non- Pupil Premium	National 2023
Reading Exp+	6 Pupils 83%	60%	95%	78%
Reading GDS	6 Pupils 33%		48%	28%
Writing Exp+	6 Pupils 58%	58%	83%	77%
Writing GDS	6 Pupils 17%		10%	13%
Maths Exp+	6 Pupils 83%	59%	94%	79%
Maths GDS	6 Pupils 33%		55%	23%

Pupil Premium pupils perform better than the national standard in all subject but are performing below their peers.

Attendance	Pupil Premium	Not Pupil Premium	National
Absence Rate	7.1	6.3	6.3
Authorised	6.3	4.8	4.8
Unauthorised	0.7	1.5	1.5

Pupil Premium pupils have a higher rate of absence than the Non-Pupil Premium Pupils.

## Externally provided programmes

Programme	Provider
After School	Superstar Sports
Breakfast Club	Khalsa Primary School
After School Cover/ Busy Bees	Khalsa Primary School