

Pupil premium strategy statement – Guru Nanak Sikh Academy - Primary Phase

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	414
Proportion (%) of pupil premium eligible pupils	34/414 8.21 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jaskamal Sidhu - Executive Principal
Pupil premium lead	Jazz Lachhar
Governor / Trustee lead	Peter Ryerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925
Recovery premium funding allocation this academic year	£5,945
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>	£56,870 - Primary only £274,068 - Secondary Academy total - £330,938

Part A: Pupil premium strategy plan

Statement of intent

Guru Nanak Sikh Academy is a large mixed Multi Academy Trust in the London Borough of Hillingdon. We currently have 414 pupils in the Primary phase 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 and balanced curriculum with a range of different learning opportunities to develop both academic and social skills. This allows pupils to gain a better understanding of the world around them, link learning to personal experiences and grow as an individual while being part of a wider community.

Guru Nanak Sikh Academy is committed to ensuring that all young people are supported to reach age-related expectations across the core areas: Reading, Writing and Maths as well as the foundation subjects including Science and Humanities. We also teach Religious Education to impart knowledge of other major religions and cultures, and the part they play in the wider world. Pupils are taught that individuals have the right to follow their chosen religion while being respected for it, even when it is different to others including their own. Our SHARE values (Service to others, Humility, Achievement, Respect, Equality) and Curriculum drivers (communication, environment, Knowledge of the world and healthy living) are embedded across the curriculum affirming our belief that the development of the whole child is important.

Through high expectations, appropriate support, and effective systems and strategies, we are able to identify and address barriers to learning so that Guru Nanak Sikh Academy 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 and guidance. 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 - effective resources provided when needed
- 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 on the student

Challenges

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

Challenge number	Detail of challenge
1	Achievement: Progress of our disadvantaged pupils is above the National Average, but there is a gap at the end of KS2 in Maths (14% lower) when compared to their peers.
2	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. Zone of regulations help pupils to explain how they are feeling and strategies are taught and practised to regulate these feelings. Classes have worry boxes where pupils can write down their worry and the teacher will read/address this to reassure the pupils and help resolve the issue.
3	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 during the Covid lockdown to a greater extent than for other pupils. Disadvantaged pupils did not engage as well in remote learning, despite provision of laptops. These findings are backed up by several national studies. This resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. Since then, we have further supported the affected pupils and assimilated them back into the classroom environment, identifying their starting points and planning accordingly to make progress.
4	Aspirations: Some disadvantaged pupils do not have the benefit of rich and diverse experiences or opportunities to have high aspirations for their future careers. We want to expose them to knowledge as well as a range of experiences to contribute to their 'Cultural 'Capital' which they may rely on the school to offer them. We want all our pupils to aim high and set goals to which they aspire to - now and in the future. We want to nurture confident children who can communicate their hopes and

	dreams without the glass ceiling to hold them back from accomplishing all that they can - across all areas of school life.
5	<p>Attendance:</p> <p>Attendance of disadvantaged pupils for 22-23 was 92.7% which was marginally below 93.4% for non-disadvantaged pupils. However, the gap between disadvantaged and non-disadvantaged has improved slightly, from -0.8 to -0.7.</p> <p>The attendance of disadvantaged pupils was above average in comparison to disadvantaged pupils nationally.</p>
6	<p>Wider community and Parent Engagement:</p> <p>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. Parents who have or not yet obtained the right to stay/live in England, will not be entitled to any benefits or funding.</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
Improved attainment among disadvantaged pupils, which steadily closes the gap with their peers, across the curriculum at the end of KS1 in Maths and in Writing at the end of KS2.	<p>End of KS1/KS2 data indicates increasing attainment and progress for disadvantaged pupils.</p> <p>Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact.</p> <p>Attainment is in line with or above Local and National figures.</p>
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.

<p>Improved literacy levels among disadvantaged pupils across all year groups.</p>	<p>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.</p>
<p>Parents increased knowledge where and how to seek support for their children.</p>	<p>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.</p> <p>Raise awareness of HAF (Holiday activities and food) programme (delivered by Local Authorities or 'Super Star Sports') where pupils can attend holiday camps at no cost with food provided.</p> <p>Promote and deliver a 'uniform swap' to provide pupils with uniform items they need.</p>
<p>Pupils feel safe, happy and supported in line with their peers.</p>	<p>Conduct a 'pupil voice' to obtain Pupil Premium pupils' views on how they feel at school. Activity on 'Toot Toot' - an online platform to share worries. Daily 'Zones of regulation' embedded in classes teaching pupils strategies to regulate feelings. Worry boxes in classes so pupils can share their concerns in a safe environment.</p>

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 across the Academy: £330,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning principles have been set together with staff across the MAT.	Rosenshine Principles of Instruction Research - recap prior learning, introduce new material in chunks and check understanding through high-level questioning.	1
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.	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
Weekly CPD relating to teaching and learning led by the Senior Team and Subject leaders. All staff receive direct instruction training, focusing on quality first teaching.	<p>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.</p> <p>Supporting attainment of disadvantaged pupils - DfE document: https://assets.publishing.service.gov.uk/government/uploads/system/uplo</p>	1, 3, 4

	ads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	
PIRA, PUMA, GAPS to track/monitor progress in the core areas of the curriculum	Supporting staff with accurate assessment tools to be able to rapidly pinpoint and immediately address gaps in teaching will be vital. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	1,3,4
Recruitment of a specialist Physical Education coach to motivate pupils, improve wellbeing and raise the achievement of disadvantaged pupils.	Evidence suggests an impact on attainment as well as other benefits such as health and wellbeing and increased attendance. Pupils are motivated and engaged by participating in PE lessons taught by a specialist coach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,3,4

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

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 learn and retain more knowledge, this is a cornerstone of any good curriculum. Pupils are further shown how to apply this knowledge in lessons.	1,3
LSA interventions targeting 1:1 and specific groups of pupils. Little wandle - Keep up, catch up Number stacks	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/teach	1,3

Reading with adult/volunteer	ing-learning-toolkit/small-group-tuition/	
Improving literacy across the school through high quality first teaching and a structured phonics programme including rapid catch up.	<p>Development of the library and the implementation of a strong reading culture increase pupils' vocabulary and cultural capital.</p> <p>The Power of Reading programme (Centre For Literacy in Primary Education) used from EYFS - Year 6, is a proven professional development programme that supports primary schools to evolve a high quality literacy curriculum which develops reading comprehension and writing composition, and fosters a whole school love of reading and writing.</p> <p>High quality first teaching research from EEF: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Little Wandle Phonics programme: https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf</p>	1
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
Targeted workshops for parents to support in core subjects in line with the schools's curriculum map. Purchase of 'Number Stacks' to support fluency for number concepts.	Working with parents to support children's learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,6

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

	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils to receive priority places for trips including residential ones. Discounted trips for those disadvantaged pupils wishing to attend.</p> <p>Pupils to attend after school clubs at no cost, and targeted clubs to address gaps in learning.</p>	<p>Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, Arts participation have measurable impact.</p>	2,3,4
<p>Monitoring of absences which leads to early intervention and support.</p>	<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>	5
<p>Educational psychologist assessments and recommendations where appropriate</p>	<p>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.</p>	1,3,4,5
<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 that cannot be provided by families in order to engage with learning at home.</p> <p>Imperative that pupils can access Google classroom (homework and resources),E-collins for KS1 and Myon for KS2 (online reading platforms) and Manga high to practise and apply maths skills.</p>	1, 4, 6

Breakfast club for all year groups	Provision of Breakfast club which disadvantaged are invited to attend. This helps to prepare pupils for the day and ensure they have food to fuel them.	
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Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Phonics results: Pupil premium pupils scored lower than their peers in phonics

Pupil Premium	75 %
Non Pupil Premium	96.3 %

End of KS1 results: Overall, at the end of KS1 pupil premium children achieved above or in line with their peers. Pupil premium children performed particularly well in Reading and Writing compared to their peers. They were also in line with their peers in Maths.

	Reading EXS+	Writing EXS+	Maths EXS+
Pupil Premium	80%	80%	80%
Non Pupil Premium	74%	76%	80%

End of KS2 results: At the end of KS2 Pupil Premium children achieved in line with or above their peers in Reading and Writing, scoring 14% higher in writing than their non pupil premium peers. They achieved below in SPAG by 7% and below in Maths by 14%; however they still scored above national figures.

	Reading EXS+	SPAG EXS+	Writing EXS+	Maths EXS+
Pupil Premium	83%	92%	92%	83%
Non Pupil Premium	83%	99%	78%	97%

2023 -24 attendance : There was a small gap of 0.8% n attendance between PP children and their peers.

(Data from FFT)	GNSA Primary	National
Pupil Premium	93.2%	90.5%
Non Pupil Premium	94%	93.7%

Interventions have continued to take place with targeted interventions for PP children where needed. After school clubs have invited PP children to join (at no cost) their desired club to broaden their interests and participate in these opportunities. Targeted homework club provision is also provided by the school 3 days a week whereby PP children have access to Chromebooks so they can access and complete the school work and resources that have been shared with the rest of their class. Qualified LSAs run the club to help pupils with homework and offer any guidance they might need. A variety of: academic clubs, social clubs (board games, arts, cooking), active clubs (dance, sports) as well as clubs teaching specific skills (knitting, sewing, art) are offered to PP children to enhance their experiences and be exposed to experiences they may not otherwise participate in. PP pupils are included in educational visits (external trips) and experiences (visitors to the school) to enrich their learning experiences. In year 6 all pupils are encouraged to attend the PGL residential which is funded by the school so PP pupils are not included. PP children are invited to attend breakfast club every morning which promotes attendance and punctuality while offering them a hot meal, ready to start the day. Online subscriptions (paid for by the school) provide pupils with access to online platforms to reinforce, practise and apply their educational skills - these online platforms support learning and cater for the needs of individual children. This can range from e-books (e-Collins and Myon) at the correct reading ability, manga high (maths), LBQ and SATs boot camp for KS2. Teachers can share homework and resources on Google classroom and pupils who do not have devices at home can access the leaning during homework club. Teacher led boosters for Reading, writing and Maths include PP children for targeted learning and precision teaching (in phonics) allows personalised learning to address gaps in learning.

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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>N/A</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>N/A</p>

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.