

Pupil premium strategy statement – Guru Nanak Sikh Academy - Secondary 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	1159 (Secondary)
Proportion (%) of pupil premium eligible pupils	18% (Secondary)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Jaskamal Sidhu - Executive Principal
Pupil premium lead	Beth Curtis - Assistant Principal (secondary)
Governor / Trustee lead	Peter Ryerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,975
Recovery premium funding allocation this academic year	£0
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>	£
Total budget for this academic year	£194,975

<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>	
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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 1159 students in the secondary phase. Our results are consistently above national average with a Progress 8 score of +0.74 in 2023. 97% of students were entered for the English Baccalaureate in 2023 which is a testament to our broad curriculum with a balance of learning opportunities, both academic and vocational.

Guru Nanak Sikh Academy is committed to ensuring that all young people are supported to achieve their potential and to develop the skills and attributes necessary to succeed within higher education and future employment.

Our SHARE values (Service to others, Humility, Achievement, Respect, Equality) affirms our belief that the development of the whole child is important.

Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learn so that Guru Nanak Sikh Academy students from disadvantaged backgrounds 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

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 are challenged in the work that they're set
- 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Achievement:</p> <p>Progress of our disadvantaged pupils is well above the National Average, but is below the progress of our non-disadvantaged students. In 2023 the progress of disadvantaged students was 0.54</p>
2	<p>Achievement:</p> <p>Literacy levels are generally lower for disadvantaged students than those of their peers. In Year 7, disadvantaged students have an average reading age of 11.8 while non disadvantaged have an average of 13.</p> <p>To support identification of need, the school conducts CATs tests and reading tests supplied by GL assessment. For 2028 Leavers, the average CATs Standard Age Score for disadvantaged students was 95.3 whereas the average non disadvantaged student score was 101.8.</p>
3	<p>Behaviour and Attitudes:</p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. Disadvantaged students did not engage as well in remote learning, despite provision of laptops. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>
4	<p>Aspirations:</p> <p>Some disadvantaged students do not benefit from rich and diverse experiences or opportunities to have high aspirations for their future careers</p>
5	<p>Attendance:</p> <p>Data has indicated that the attendance of disadvantaged students is below that of non disadvantaged students. Our attendance data for the start of this year shows that attendance among disadvantaged students has been approximately 1% lower than for non disadvantaged students</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 students, which steadily closes the gap with their peers, across the curriculum at the end of KS4, especially in English, Maths and Science.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. All disadvantaged pupils enter further education, training or employment post-16.
Improve the attendance of disadvantaged students by embedding strategies to address the gap between non disadvantaged students.	Attendance figures show that the gap between Disadvantaged and non-disadvantaged students is diminishing.
Build aspiration and positive engagement by improving and enhancing life experiences for disadvantaged students through trips, visits, clubs and extracurricular activities.	There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways.
Improved literacy levels among disadvantaged students across all year groups	By the end of our current plan in 2024-2025, literacy tests demonstrate improved literacy levels among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged 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 across the Academy: £194,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. The school has purchased in GL assessment. This will be led by the Data Manager	Standardised tests, such as GL progress assessments, can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ +6 months impact – feedback	1,2
Enhancement of our staffing structure to ensure English and Mathematics departments have additional capacity to provide high quality support for curriculum delivery and impact. The additional teachers will provide small group and individual support within English and Mathematics. Curriculum Leaders will ensure high quality, subject-specific training in department time.	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
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,	1,2,3,4,5

	with excellent stability in curriculum implementation across departments	
Use PixL assessments and QLA analysis to deliver targeted teaching & learning and interventions for pupils. Staff training, provided in house, on QLA, PiXL and precision teaching. Ensure staff are aware of underperforming pupils within groups (PP, EAL, GD, SEMH). PiXL membership.	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 https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests	1,2,5
Appointment of Literacy Lead To drive whole school strategies to embed and develop literacy skills across all years including raising the achievement of disadvantaged pupils	Acquiring foundations in literacy is key for students as they learn new, more complex concepts in each subject. https://www.gov.uk/government/publications/improvingliteracy-in-secondary-schools-a-shared-responsibility Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English and other subjects on the curriculum.	1,2,4

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

Budgeted cost across the Academy: £194,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 intervention sessions will happen weekly, led by teachers. 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. All Ofsted Subject Reviews support the notion of additional time for retrieval practice. Y11 sessions will focus on retrieval.	1,4,5

Using the National Tutoring and Catch up Programme school tuition to close the knowledge gaps in disadvantaged students	Tuition 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
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Development of the library and the implementation of reading strategy increase students' vocabulary and cultural capital. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2
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.	1,3,4,5
SLT mentoring of Year 11 disadvantaged students	Research available to demonstrate how mentoring can impact positively on attitude to learning, progress and attendance. The mentoring programme will be rigorous and driven by the latest data. Mentors will challenge and support in terms of organisation, liaise with teachers, parents and the pastoral team.	1,4,5

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

Budgeted cost across the Academy: £194,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
CEIAG provision and guidance with in-school careers advisor	Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, Duke of Edinburgh, Arts participation have measurable impact. All disadvantaged students to engage in at least 1 CEIAG	4

	<p>experience per year and extra-curricular experiences. Taking disadvantaged students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects.</p>	
<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>Strategies to improve the attendance of pupil premium pupils is ongoing and activities include:</p> <ul style="list-style-type: none"> ● The time of the Assistant Principal for Student Support and pastoral teams. ● Staff professional development on attendance matters ● Attendance at borough attendance meetings ● Disadvantaged attendance discussed at Middle leader meetings and Year team meetings. 	<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>	4,5
<p>Purchase of 'Provision Mapping' and PASS tests</p>	<p>Tracking of progress and consequent interrogation of data should lead to improved first quality teaching and improved intervention once poor progress has been identified. Communication with parents is key and leads to improved attendance.</p> <p>Use of PASS data to understand barriers to learning.</p>	1,2,3,5
<p>ICT provision to support the learning of disadvantaged students to reduce the digital</p>	<p>Some students require access to digital resources that cannot be</p>	1,2, 3

divide and associated barriers to learning	provided by families in order to engage with learning at home.	
Provision of disadvantaged students to attend trips, visits and extra curricular clubs	Students to receive priority places for trips including residential ones. Discounted trips for those disadvantaged students wishing to attend.	1,4
Breakfast club for all year groups	Provision of Breakfast club which disadvantaged are invited to attend. This helps to prepare students for the day and ensure they have food to fuel them.	3,5

Total budgeted cost: £194,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the 2022-2023 academic year our disadvantaged students achieved a progress score of 0.54. We are extremely pleased about how our disadvantaged students performed and strongly believe they have built the foundations to achieve great things in their careers. We have developed a culture of high aspiration amongst all students and this is supported by a highly effective CEIAG programme and the awarding of the Quality in Careers Standard.

68% of our Year 11 disadvantaged students achieved a 5+ in English and Maths which is above the Hillingdon and national average of 56% and 50% respectively. Throughout the course of the year the English and Maths teams worked tirelessly to ensure all students were on track for their target grade. Both departments held weekly intervention sessions which were in small groups and aimed at specific identified weaknesses.

We held CPD sessions for all staff to raise the profile of disadvantaged students and addressed how to support these students within lessons and beyond. Throughout the Covid lockdown members of the pastoral team visited disadvantaged students at home and ensured they had the necessary means to complete the virtual schoolwork. Students have continued to use school ICT equipment to support their home learning.

Wider strategies have benefitted disadvantaged students by ensuring they have access to residential trips. We ran a GCSE Geography trip to Iceland and were able to take 6 disadvantaged students who were able to attend through a voluntary contribution. Disadvantaged students were given priority to careers interviews and supported through their application to Sixth form and colleges.

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)

<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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.