

# 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  | 418                              |
| Proportion (%) of pupil premium eligible pupils   | 44/418 (10.5%)                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2026-2029                        |
| Date this statement was published   | January 2025                     |
| Date on which it will be reviewed   | October 2026                     |
| Statement authorised by   | Mr J Sidhu - Executive Principal |
| Pupil premium lead  | Mrs J Lacchar                    |
| Governor / Trustee lead   | Mr P Ryerson                     |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year (2025/26)                     | £57570   |
| Recovery premium funding allocation this academic year                            | £0   |
| Pupil premium (and recovery premium*) funding carried forward from previous years | £0   |
| <b>Total budget for this academic year (2025/26)</b>                              | £57570<br>£208,550 - Secondary<br>Academy total - £266,120 |

# 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 to achieve that goal, including progress for those who are already high attainers.

Guru Nanak Sikh Academy is a large mixed Multi Academy Trust in the London Borough of Hillingdon. We currently have 418 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 the 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, Maths and Science as well as the foundation subjects.

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 and scaffolding where required.
- Deliver high quality focused interventions
- Act early to intervene at the point need is identified
- Employ specialist led teachers to ensure high quality delivery in a number of curriculum areas such as music and PE.

- 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
- Identify additional barriers to learning for each and every child to ensure that we are fully understanding each individual child.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Achievement:<br/>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>Most recent assessments indicate that our pupil premium pupils are achieving below their peers in the core subject areas.</p> <p>ADD in following data</p>                             |
| 2                | <p>Social and emotional well-being:<br/>Pupils from disadvantaged backgrounds need to feel supported in line with their peers and have their different social, emotional and personal needs considered.</p>  |
| 3                | <p>Play and Outdoor Opportunities:</p> <p>Not all families are able to provide opportunities for play and physical exertion and as such some children's physical development and behaviour and attitudes requires explicit development through skilful PE teaching and sporting opportunities.</p>   |
| 4                | <p>Aspirations:</p> <p>Many of our children have limited experiences of clubs and may not be able to afford specialist instructors therefore musical, physical and theatrical talent may go unidentified.</p> <p>Some disadvantaged pupils do not have the benefit of rich and diverse experiences or opportunities to have high aspirations for their future careers.</p> |

|   |   |
|---|---|
| 5 | <p><b>Attendance:</b><br/>Not all families prioritise attendance. Children and parents' physical health, taking holidays to India, attitudinal reasons and punctuality are all contributing factors. This results in their development being delayed and academic achievement impeded.</p>  |
| 6 | <p><b>Wider community and Parent Engagement:</b><br/>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   |
|--|--|
| <p>Raise progress and attainment among disadvantaged pupils, which steadily closes the gap with their peers, across all core subjects.</p> | <p>End of KS1/KS2 data indicates increasing attainment and progress for disadvantaged pupils with the gap between them and their peers narrowing.</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> <p>Successful completion of the Hillingdon and EEF partnership programme 'An evidence-informed approach to improve communication and language outcomes for children eligible for FSM in the early years.'</p> <p>The above programme influences whole school practice to improve communication and language outcomes across the school.</p> |
| <p>Improve the attendance of disadvantaged pupils by embedding strategies to address the gap between non-disadvantaged pupils.</p>         | <p>Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.</p> <p>Individual students with poor attendance and punctuality are supported by the</p>   |

|   |  |
|---|--|
|   | <p>attendance officer and other relevant staff so that their attendance improves. Attendance for specific groups is tracked centrally and appropriate actions are taken.</p> <p>Focus on disadvantaged pupils within the attendance strategy.</p>  |
| <p>Build aspiration, motivation and positive engagement by improving and enhancing life experiences for disadvantaged pupils through trips, visits, clubs and extracurricular activities.</p> | <p>There is a higher level of engagement in wider curriculum opportunities by disadvantaged children.</p> <p>Disadvantaged pupils' have access to, and read a wide range of reading texts and genres, reflected by pupils' reading record / pupil voice.</p> <p>All pupil premium pupils access trips offered to the whole school as well as an additional targeted trip at no cost.</p> <p>All pupil premium pupils are offered and given priority access to the Lionheart Leaders before and after school provision.</p> <p>All pupil premium pupils are offered breakfast club daily at no cost.</p> <p>Attendance to clubs for specific groups is tracked centrally and appropriate actions are taken.</p>   |
| <p>Improve literacy levels among disadvantaged pupils across all year groups.</p>   | <p>By the end of our current plan in 2029 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>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.</p> |

|  |  |
|--|--|
|  | <p>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.</p>   |
| <p>Parents increase knowledge of where to obtain support for their child as well as how to seek support.</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.</p> <p>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) 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.</p> <p>Activity on 'Toot Toot' - an online platform to share worries.</p> <p>Daily 'Zones of regulation' embedded in classes teaching pupils strategies to regulate feelings.</p> <p>Weekly Wellbeing sessions take place.</p> <p>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: £266,120

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD for teaching staff focusing on developing teaching and learning strategies using the Tom Sherrington Teaching and Learning Walk Thrus. <i>(this includes support staff below)</i></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 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> <p>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</p> <p>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.</p> | <p>1, 2, 3, 4 &amp; 5</p>     |
| <p>Maintaining LSA support in every classroom to support targeted learning and provide additional capacity to provide high quality support for curriculum delivery and impact.</p> <p>The LSAs will provide small group and individual support across the curriculum.</p> <p>There will be a CPD programme in place for all LSAs; this will focus on topics such as learning</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 &amp; 5</p>     |

|  |  |                |
|--|--|----------------|
| strategies, behaviour and scaffolding.   |  |                |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time and purchase resources required.</p>  | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>   | 1, 2, 3, 4 & 5 |
| <p>Improving literacy across the school through high quality first teaching within the delivery of a structured phonics and reading programme.</p> <p>Successful completion of the Hillingdon and EEF partnership programme ‘An evidence-informed approach to improve communication and language outcomes for children eligible for FSM in the early years.’</p> <p>The above programme influences whole school practice to improve communication and language outcomes across the school.</p> | <p>Development of the reading areas across the school and the implementation of a strong reading culture increase pupils’ vocabulary, oracy and increases their access to a range of books.</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>The Steps to Read programme is rooted in its alignment on the EEF ‘Improving Literacy in Key Stage 1 and 2’ report.</p> <p>High quality first teaching research from EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Little Wandle Phonics programme:</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf</a></p> <p>EEF Improving Literacy in KS1:</p> | 1, 4           |

|  |  |            |
|--|--|------------|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br><br>EEF Improving Literacy in KS2:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> |            |
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br><a href="#">Diagnostic assessment   EEF</a>  | 1,3,4      |
| Specialist instructors to give children experience of musical opportunities (Music teacher and Tabla teacher)                                | This falls into EEF's Three Tiered Model, under the third tier 'wider strategies'. Research shows that Arts participation can give intrinsic value which can boost academic outcomes also.   | 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.  | 1,4                           |
| Interventions targeting 1:1 and specific groups of pupils.<br><br>Phonics (Little wandle - Keep up, Catch Up)<br>Number Fluency (Number stacks)<br>Reading with adult/volunteer | 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:<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> | 1,4                           |
| Specialist instructors to give children experience of   | This falls into EEF's Three Tiered Model, under the third tier 'wider strategies'. Research shows that  | 1, 2, 3, 4                    |

|   |   |      |
|---|---|------|
| musical opportunities (Music teacher and Tabla teacher)   | Arts participation can give intrinsic value which can boost academic outcomes also.   |      |
| 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, 4 |
| Targeted workshops for parents to support in core subjects in line with the schools's curriculum map.   | Working with parents to support children's learning:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> | 1, 6 |
| Targeted workshops for parents in supporting their child's wider development through workshops such as: setting boundaries, managing screen time, online safety etc | Working with parents to support children's learning:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> | 2, 6 |

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

|  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <p>Pupils to receive priority places for trips including residential ones.<br/>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> | Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, and arts participation have measurable impact. | 2,3,4, 5                             |
| Attendance for specific groups, including pupil premium, is tracked centrally and appropriate actions are taken. This is   | “Absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.” (DFE guidance)   | 5, 6                                 |

|  |   |         |
|--|---|---------|
| also outlined in our attendance strategy.  | Embedding principles of good practice set out in DfE's Improving School Attendance advice.  |         |
| Educational psychologist / SALT 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 |
| Wellbeing Curriculum embedded across the school.   | This falls into EEF's Three Tiered Model, under the third tier 'wider strategies'. The research suggests that pupils are more likely to face social and emotional barriers. The wellbeing curriculum aims to remove the 'non-academic barriers', develop the social emotional learning and create a readiness to learn through promoting self-regulation and a sense of belonging.                          | 2       |
| Creation of a whole school 'Barriers to Learning' overview to identify pupils who have additional barriers, including those who are 'Double Disadvantage'  | This falls into EEF's Three Tiered Model, under the third tier 'wider strategies'. The research suggests that many pupil premium children also fall into other vulnerable categories such as having SEND. By identifying all of these barriers it allows for appropriate early intervention and targeted support.   | 1, 2    |
| A clear pathway of mental health and wellbeing support through the recruitment and delegation of appropriately trained professionals: Emotional Literacy Support Assistant (ELSA), Drawing and Talking trained staff member, a School Counsellor and a Play Therapist. | According to the EEF Guide to Pupil Premium, children cannot effectively engage with challenging curriculum content if they are in a state of high stress or anxiety. Therefore the school has appropriately trained staff to enable the mental health and wellbeing of all pupils to be supported. Access to such trained members of staff allows for appropriate early intervention and targeted support. | 1, 2    |
| 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 that cannot be provided by families in order to engage with learning at home.<br>Imperative that pupils can access Google classroom (homework and resources),   | 1, 4, 6 |

|                                    |   |                  |
|------------------------------------|---|------------------|
|                                    | Myon for KS2 (online reading platform), TTRS to practise and apply maths skills LBQ; a quizzing platform that gives immediate feedback for pupils and real time data for staff. |                  |
| 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.                         | 1, 2, 3, 4, 5, 6 |

## Part B: Review of the previous academic year (2024/25) Outcomes for disadvantaged pupils

**EYFS Good Level of Development:** Pupil premium pupils scored above than their peers.

|                          |     |
|--------------------------|-----|
| <b>Pupil Premium</b>     | 40% |
| <b>Non Pupil Premium</b> | 81% |

**Phonics results:** Pupil premium pupils scored below their peers in phonics

|                          |     |
|--------------------------|-----|
| <b>Pupil Premium</b>     | 80% |
| <b>Non Pupil Premium</b> | 87% |

**End of KS2 results:** At the end of KS2 Pupil Premium children achieved below their peers in Reading, Writing and Maths.

|                          | <b>Reading EXS+</b> | <b>Writing EXS+</b> | <b>Maths EXS+</b> |
|--------------------------|---------------------|---------------------|-------------------|
| <b>Pupil Premium</b>     | 63%                 | 63%                 | 63%               |
| <b>Non Pupil Premium</b> | 92%                 | 87%                 | 88%               |

**2024 -25 attendance :**

|                          | <b>GNSA Primary</b> |
|--------------------------|---------------------|
| <b>(Data from FFT)</b>   |                     |
| <b>Pupil Premium</b>     | 91.2%               |
| <b>Non Pupil Premium</b> | 94.7%               |

Interventions continued to take place with targeted interventions for PP children where needed. This included reading, writing and Maths for targeted learning and precision teaching (in phonics/reading, writing and maths) which contributes to personalised learning, addressing gaps in learning. Enrichment after school clubs have invited PP children to join their desired club (at no cost) 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, construction), active clubs (dance, sports) as well as clubs teaching specific skills (art, crafts, mindfulness ) are offered to PP children to enhance their experiences and expose them to activities they may not otherwise participate in.

PP pupils are funded to attend educational visits (external trips) and experiences (visitors to the school) to enrich their learning experiences alongside their peers. In year 6, all pupils are encouraged to attend the PGL residential trip (which can be funded by the school for disadvantaged pupils) so PP pupils are not excluded. We also offer an additional funded targeted trip for our pupils; this year our pupil premium pupils went to Hayes & Yeading football club and Hobbledown Heath.

PP children were invited to attend a breakfast club every morning at no cost 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 ( Myon) to LBQ, SATs boot camp and GoogleClassroom to reinforce learning objectives across subjects for KS2. Teachers can share homework and resources on Google classroom and pupils who do not have devices at home can access the learning during homework club.

Additional resources are also provided to pupils so they have the stationery and tools to support their learning outside of school while communication with parents ensures a positive home-school relationship.

## 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: <b>How our service pupil premium allocation was spent last academic year</b></i> |
| N/A   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
| 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.*