

# Pupil premium strategy / self- evaluation 2022-2023

1. Summary information					
<b>School</b>	The Khalsa Academy Wolverhampton				
<b>Academic Year</b>	2020-2021	<b>Academic Year (Previous year)</b>	2021-2022	<b>Academic Year (Current year)</b>	2022-2023
<b>Total number of pupils</b>	686	<b>Total number of pupils</b>	751	<b>Total number of pupils</b>	770
<b>Total number of PP pupils</b>	26%	<b>Total number of PP pupils</b>	183=26%	<b>Total number of PP pupils</b>	227= 29.4%
<b>Budget of PP funding</b>	£147,070	<b>Budget of PP funding</b>	£177,726	<b>Estimate of PP funding 2021-2022</b>	<b>£183,000</b>

2.a Historical Data							
Secondary	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Beginning of year	DD1	DD2	DD3/DD4	End of year
Progress 8 score average							-0.08
Attainment 8 score average							43.95
Ebacc entry							65.4%
% grade 5+ in English and Maths							50.0%
9-4 measure							69.2%
2.b Current attainment							
<b>KS3</b>							
<b>Year 7:</b>	45			0.56 Avg Pts			

<b>Year 8</b>	46			1.12 Avg Pts			
<b>Year 9</b>	38			1.87 Avg Pts			
<b>KS4 Year 10</b>	47			-2.11 P8			
<b>Year 11</b>	33						
Progress 8 score average				-1.24			
Attainment 8 score average				34.40			
Ebacc entry				68.8%			
% grade 5+ in English and Maths				12.5%			
9-4 measure (EngMa)				40.6%			
<b>KS5 Year 12</b>	13						
Progress				-1.70			
Attainment				8.59			
Progress in English and maths							
Retention Year 11-12							
Destinations							

<b>KS5 Year 13</b>	4						
Progress				-1.91			
Attainment				18.33			
Progress in English and maths							
Retention Year 11-12							
Destinations							
<b>2. Barriers to future attainment (for pupils eligible for PP)</b>							
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>							
1.	The school is located within an area of high social and economic deprivation						
2.	Attainment on entry is traditionally lower among Pupil Premium students						
3.	Progress of Pupil Premium students is lower than that of other students						
4.	Attendance rates of Pupil Premium students are lower than non-Pupil Premium students						
5.	Some Pupil Premium students are disaffected with full-time main stream education						
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>							
6.							
<b>3. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>				<b>Success criteria</b>			
A.	Improve progress of PP students			P8 score in line with NON-PP students at GCSE			

		Progress and attainment at KS3 in line with NON-PP.
<b>B.</b>	Improved attendance of PP students	Attendance of PP to be in line with the school attendance
<b>C.</b>	Improved literacy and numeracy skills of PP students	Literacy and numeracy within PP to be as strong as in NON-PP students
<b>D.</b>	Students equipped for a successful school experience	Support materials and services impact on students, providing extra-curricular opportunities to PP cohort
<b>E.</b>	Provide alternate provision for KS4 students	Selected PP students to attend alternate provision – positive impact in daily life at TKAW
<b>F.</b>	PP to not be a further barrier for our pupils including SEND students	SEND PP students to perform as well as NON-PP SEND students

4. Planned expenditure					
Academic year			2022-23		
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Chosen action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation ?
Improving Engagement in Learning and improving the quality of the curriculum resources.	<p>CPD with staff to ensure that the strategies used in pedagogy support PP pupils.</p> <p>Purchasing books for CPD library to support staff in supporting the needs of PP pupils.</p>	<p>Record of CPD and attendance, Learning walks.</p> <p>Staff have access to up to date pedagogy and strategies</p>	<p>JHE/ IAT will create a CPD timetable and will liaise with AEV who will support and deliver staff training. SLT/ Middle Leaders will then conduct learning walks to ensure that staff are meeting the needs of PP pupils. As part of the whole school QA. Updating CPD tracker (CPD team)</p> <p>Fully resources staffed Library, for staff to borrow books from and return. (CPD team)</p>		<p>This happens every half term as part of the QA process.</p> <p>Review every half term.</p>

	Funding online curriculum resources (Hegarty, Maths Mastery, Student Portal, Google, etc) across the curriculum to support the learning and intervention of vulnerable pupils.	Curriculums are fully resourced to ensure learners have access to have access to high quality digital resources.	Quality assurance processing in school and monitoring tracking progress of data across the school of vulnerable pupils. (SLT)  Track engagement of pupils (Data team)  Learning walks (SLT)	<b>Costing £20,000</b>	Q&A as per timetabled cycle  <b>July 2023</b>
Improving quality of teaching in English and Maths	Analyse data after each data drop for PP pupils Identify underachieving PP pupils (this includes SEND and WBBs).  Text books for English and Maths.	Data is analysed to monitor and track the PP, SEND and WBB pupils. This will allow us to identify underachievers  Revision guides and workbooks for most subjects of not all especially for English and maths.	The data team will identify underachievers for all groups and furnish the HODs with a list of pupils who need to attend intervention. (Data team)  Ensure that HODs are using the correct resources to help vulnerable pupils to increase the average grade. (SLT)		After every data drop.  Check the progress of students after every data drop.

	Recruitment, retention and professional development of Maths and English departments.	Consistency of staffing in maths and English to support ALL children in achieving their academic targets.	Recruit high quality English and Maths teachers and Heads of Department, to ensure QFT and a fully equipped curriculum. (SLT)	<b>Costing= £12,000</b>	Q&A cycle, book scrutinies, and interviews.
Improve reading and literacy levels	Form time literacy and numeracy focus  Literacy and numeracy interventions	Whole school focuses on literacy and numeracy.  LEXIA and LEXONIK programs to be implemented at KS3.	Literacy and numeracy co-ordinations quality assure resources and monitor progress of pupils through the online platforms e.g. numeracy ninja. (Literacy & numeracy coordinators)  Review of progress report from online platform.	<b>Costing £10,000</b>	Ongoing after each data drop to check progress.  Termly review on progress

<p>Raise aspirations and personal development-</p>	<p>HGF (Hemraj Goyal Foundation) workshops</p>	<p>Ensure that pupils have access to personal development as well as academic achievement so they develop in confidence, they develop leadership skills. We should see the impact of these courses through the increase in:</p> <ul style="list-style-type: none"> <li>● Academic achievement</li> <li>● Attendance</li> <li>● Positive behaviour points.</li> <li>● Pupils will receive bespoke careers advice and guidance, ensuring that they experience and understand different career paths that are accessible to them</li> </ul>	<p>Workshops that have been specifically selected for PP/ vulnerable pupils. (Personal Development team)</p>		<p>Throughout the academic year.</p> <p>Ongoing through the year.</p>
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	Careers and PHSE work throughout school, during form time.		Monitor carers advice and guidance through the Gatsby benchmarking. (CHA/AEV)		
				Costing £5,000	
<b>Total budgeted cost</b>					<b>£47,000</b>

<b>ii. Targeted academic support</b>					
<b>Action</b>	<b>Chosen action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>When will you review implementation ?</b>
Programme of intervention	Start form time intervention earlier before October half term with priority given to English and Maths Saturday interventions Holiday interventions	Additional support for students which may not be available outside of school.	Intervention timetable, attendance registers	£10,000	Half termly
Build on existing programme of Mentoring for Year 11	Develop staff training programme on effective mentoring, drawing on experiences of previous year  Implement Mentoring scheme for priority students (PP, SEND & British white boys)	Staff check in with students to help motivate, offer advice and support.	Assign students to middle leaders. Check with students to see if regular contacts have been made.	Staff time	Half termly after Christmas holidays
Impress tutoring programme	Set up Impress tutoring programme with Year 10 PP students	All Year 10 PP pupils and students will have access to targeted intervention readiness for Year 11	Track the attendance of PP students to intervention classes, monitored against the progress after each Data drop.	£11,000	Half termly once set up

			(Data and SEND team)		
<b>Total budgeted cost</b>					£21,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Chosen action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>When will you review implementation ?</b>
Improve attendance	<p>Continue with Classcharts attendance module Classcharts will enable staff to monitor and track attendance pupils and students.</p> <p>Work with EWO (Education Welfare Officer): EWO/DSL/Pastoral attendance will support the attendance officer with home visits to ensure the pupils with low attendance or attendance concerns, will understand the implications of missed time at school.</p>	Non-attendance is a significant barrier to progress in education	Record of home visits and prizes (pastoral team)	£10,000	Termly

	<p>Prizes for best attendance: To encourage students to achieve 100% attendance they can choose from a variety of different prizes.</p>				
<p>Students equipped for a successful school experience</p>	<p><b>KS4:</b> PP students (free) to have access to revision books for exam revision – including CORE and foundation subjects</p> <ul style="list-style-type: none"> <li>Free scientific calculators for PP students</li> </ul> <p><b>KS3:</b> CORE subjects - revision books</p> <p><b>KS5:</b> Workbooks, e-materials where available</p> <ul style="list-style-type: none"> <li>Targeted Support: Supply laptops to vulnerable pupils</li> </ul>	<p>Students not being able to equip themselves with appropriate equipment and resources for progression</p>	<p>Record of which students that have received material. (Data and Pastoral team)</p>	<p>Costing £10,000</p>	<p>Yearly</p>

<p>A programme of wider experiences and enrichment (E.g. D of E, RAF Cadets, Positive participation)</p>	<p>To grow the Khalsa Cadets unit ensuring that PP students are recruited. Attendance at school will improve through the CCF cadet programme. HGF to provide PD workshops for every PP student in the school.</p>	<p>The cadets will drive opportunities for PP students to be able to access alternative career paths as well as drive a positive mindset.  To encourage PP students to take part in a series of PD workshop to drive Growth mindset and encourage a “Can do Attitude”</p>	<p>Ensure that PP students have the opportunity to join. Track the number of PP students that are part of the Khalsa Cadets Track number of PP students that take part in every workshop. (PD team)</p>	<p>£10,000</p>	<p>July 2023</p>
<p>Additional Pastoral support</p>	<p>New Pastoral support member will ensure that students are supported to remove barriers to learning and help identify strategies the pastoral team can put in place to support pupils.</p>	<p>Support Student services to ensure that students are supported to remove barriers to learning and identify strategies the pastoral HOY can put in place to support pupils.</p>	<p>Track PP student’s behaviour via class charts Monitor number of safeguarding disclosures made. (Pastoral team)</p>	<p>£20,000</p>	<p>July 2023</p>
<p>Academic mentor</p>	<p>Academic mentor to support the school in providing additional targeted small group intervention</p>	<p>Work primarily with PP, SEND &amp; WBB students in small groups or 1-to-1, or releasing specialist</p>	<p>Record of students and ensuring guidance is given of what to cover.</p>	<p>£20,000</p>	<p>Termly</p>

		teachers to work with students			
Breakfast club	Students have access to food before the start of lessons. This helps with students being more focused during the morning as they have been fuelled up.	Students do not have breakfast in the morning	Record of students that turn up and encouraging students to attend via notices within school (SEND team)	£5000	Termly
STEM workshops	STEM workshops at KS3 for disadvantaged students	Students do not realise links between skills at school with real-life external projects	Targeted students that have not done workshops from previous years.	£5000	July 2023
Elevate education (External)	Revision and motivational workshops targeted at Year 11 disadvantaged pupils in preparation for pupil examinations	PP students lack the motivation and revision skill set to improve their attainment.	Selected Year 11 students – PP (Data Team)	£5000	July 2023
Alternate provision	Aimed at KS4 students that struggle to follow traditional timetabled lessons. This can have a positive impact on their lives inside and outside of mainstream school.	Provides students with meaningful learning activities, this maybe more hands-on learning rather than academic	Pastoral team to liaise with students to identify suitable alternate provision for each individual. (Pastoral Team)	£30,000	July 2023
<b>Total budgeted cost</b>					<b>£115,000</b>

5. Review of expenditure				
Previous Academic Year		2021-2022 (£177,726) Spent: £ 177,700		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
<p>Improving Engagement in Learning and improving the quality of the curriculum resources. (Including Remote Learning)</p> <p>- CPD with staff to ensure that the strategies used in pedagogy support PP pupils.</p> <p>-Purchasing books for CPD library to support staff in supporting the needs of PP pupils.</p> <p>Funding online curriculum resources</p>	<p>Staff giving QFT to make sure all vulnerable students are included in the lessons.</p> <p>Staff have access to resources to use within the classroom to improve teaching and learning for vulnerable pupils and students.</p> <p>Vulnerable students have access to resources to</p>	<p>Teaching and learning was improved, seen through learning walks. Tailored CPD based on key areas of development for T&amp;L - whole school level. Vulnerable pupils and students were catered for through scaffolding and modelling. Teaching and learning had improved in the previous years. Implementation of peer coaching - staff paired up based on staff T&amp;L self-audit. This helped strengthen T&amp;L which impacted pupil premium results.</p> <p>Purchase of T&amp;L learning material (books) for staff. Staff have access to read as and when they require. Books vary across all aspects of T&amp;L, including PP - PP students P8 and A8 gap reducing.</p> <p>Online resources purchased for whole school and curriculum areas where required, key focus being on Maths and KS5 curriculum areas - which has</p>	<p>QFT is the first port of call in supporting and raising progress and attainment for ALL students that require support.. CPD for next year needs to continue and focus on the area of need that is identified in learning walks.</p> <p>CPD Library stocked and updated with any new texts that will be required.</p>	

<p>(Hegarty, Student Portal, Google, etc) across the curriculum to support the learning and intervention of vulnerable pupils.</p>	<p>ensure they are not disadvantaged compared to their peers.</p>	<p>equipped students to help them with their chosen course. Vulnerable students have access to appropriate resources to help attainment.</p>	<p>Intervention attendance for PP students and vulnerable students to be tracked efficiently.</p>	
<p>Improving quality of teaching in English and Maths</p> <p>Analyse data after each data drop for PP pupils</p> <p>Liaise with HODs to ensure that pupils have additional intervention to QFT.</p> <p>Text books for English and Maths.</p>	<p>Be able to track and monitor the attainments and progress of vulnerable pupils.</p> <p>Be able to identify underachieving PP pupils in order to target appropriate intervention.</p> <p>Vulnerable pupils have access to QFT in the classroom.</p> <p>Core subjects have access to updated textbooks and will in turn support our vulnerable pupils.</p>	<p>Pupils Premium data was collated and evaluated to help target intervention and support for vulnerable pupils, This helped vulnerable pupils progress and helped to target support.</p> <p>PP pupils were targeted at intervention in order to make progress and improve final grades and Progress 8. This had an over impact on vulnerable students' confidence and final grades.</p> <p>Interventions were run for all core subjects. All pupils were targeted, alongside core, option subjects run interventions for all students, This made a positive impact on the attainments grades.</p> <p>Maths and English have full resources in order to support the curriculum and in turn support Vulnerable students.</p>	<p>Continue monitoring of data and look at strategies for intervention.</p> <p>Students appreciated the support provided.</p> <p>Continue intervention processes. Look at students for the following groups:</p> <ul style="list-style-type: none"> <li>• Got maths, need english</li> <li>• Got english, need maths</li> </ul> <p>Both departments stocked with required resources, may need to purchase additional class worth due to current year 10 being a large cohort.</p>	



<p>Recruitment, retention and professional development of Maths and English departments.</p>	<p>Consistency of staffing in maths and English to support ALL children in achieving their academic targets.</p>	<p>Recruitment of new English HoD had a positive impact in bringing about a more consistent approach to T&amp;L within the faculty, particularly at KS3.</p>	<p>High quality recruitment has proved to be essential in the impact of successful KS4 results.</p>	
<p>Raise Literacy and Numeracy levels</p> <p>Form time literacy and numeracy focus</p> <p>Literacy and numeracy interventions</p> <p>To employ 2 additional TA's to support literacy and numeracy intervention for vulnerable pupils.</p>	<p>Vulnerable students have an improvement in literacy and numeracy skills.</p> <p>TA's can help boost literacy and numeracy skills of our vulnerable pupils and students.</p>	<p>Small progress seen throughout these activities in form time. Some students were able to get the quiet time to read, which they didn't have at home.</p> <p>With the addition of two further TAs, the SENDCO was able to deploy specific TAs to KS4 English and Math Intervention. This was sessions during lunch, withdrawal sessions and after school sessions with students who had a SEND + PP. Students were able to improve their current and predicted grades by improving in assessments.</p> <p>At KS3 TAs were used to support those students who upon entry were below 100. • They were also deployed for Years 8 and 9 where PP + SEND students required support</p>	<p>Continue form time numeracy ninjas, revise literacy focus</p> <p>TA additional intervention provided students who were PP and SEND the additional support they required one to one where they previously have not had the confidence to ask questions in a formal setting. • Areas for development would be further subject knowledge training from HODs.</p>	

<p>Improving reading skills to increase reading ages</p> <p>Whole school reading - form time</p> <p>Reading ambassadors</p> <p>Unifrog for KS5</p>	<p>Ensure reading is accessible to pupils who may not be able to afford to read for pleasure, this will also allow them to be on a level playing field.</p> <p>Research careers, apprenticeships. Read about university and subject specific criteria. Also look at student finance.</p>	<p>Form time reading in place with provided books so students can read in silence, where often they cannot do this at home.</p> <p>Reading ambassadors in each form tracked and monitored book 'loans', freeing tutors to monitor reading within their forms.</p> <p>Students used Unifrog during form and in their own time to research prospective Post 16 courses</p>	<p>Review form time reading to track reading via a online system</p> <p>Look at different programs that achieve the same result. Look at processes and cost of these different programs.</p> <p>More books required to ensure all vulnerable students have access to a book to use at home (where required).</p> <p>Implement Unifrog for KS4 to help students make an informed choice with Post 16 courses.</p>	
<p>Raise aspirations and personal development curriculum</p>	<p>HGF workshops</p> <p>Careers and PHSE work throughout school, during form time.</p> <p>Values based rewards system</p>	<p>Motivational speakers brought in for students which involved talks discussion and broken glass walking</p> <p>Career and PHSE addressed during form time sessions.</p> <p>This has been successful particularly for students that go under the radar</p>	<p>These worked extremely well for the vulnerable students, so the intention is to keep.</p> <p>Careers adviser to be able to come into schools more to interview vulnerable students for career paths.</p> <p>Keep for next year.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	

<p>Improve attendance</p> <p>Purchase the ClassCharts attendance module to track attendance during lock down. • Work with EWO</p> <p>-Prizes for best attendance</p>	<p>Improvement of attendance</p> <p>Attendance of our vulnerable students improved after visits from EWO'S.</p>	<p>Improvement in monitoring of attendance as staff were able to complete attendance via ClassCharts.</p>	<p>Reduced workload for staff in completing registers, which in turn reduced redundant data (which may conflict) which then helped the pastoral team to monitor attendance and implement procedures in contacting home for low attendees.</p>	
<p>Students equipped for a successful school experience</p> <p>Purchase revision books for exam revision Core plus Science) • Supply laptops to vulnerable pupils.</p>	<p>Standardised revision material for students to use in preparation for assessments - stakeholders see that the school are investing into their children</p>	<p>Students used revision books during mocks and leading up to summer examinations.</p>	<p>Very successful, repeat for next year</p>	
<p>• Access to provision for online learning within school/ intervention</p> <p>-Staff intervention cost (Saturdays and out of school hours to support PP students)</p>	<p>Improve student progress and confidence in subject areas (including NEA courses)</p>	<p>Targeted intervention sessions to improve/complete NEA aspects of GCSE courses, earlier completion means more time to focus on exam aspects of course)</p>	<p>Starting the Saturday interventions sessions earlier in the Year 11 academic year for NEA subjects, and having initial priority.</p> <p>Very successful keep for next year.</p>	

National Tutoring Programme (NTP)	Identification of Year 11 PP and giving them access to the NTP via online sessions	<p>Targeted intervention sessions (small groups) in English and Maths to help improve progress.</p> <p>Targeted sessions (small groups) in English and Maths via online sessions to help improve progress.</p>	Majority of students turned up, approach will be used again as students found this useful.	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	
<p>Additional Pastoral support (SWO)</p> <p>Employed Student Welfare Office/Pastoral support</p> <p>Tracking safeguarding cases for PP pupils</p>	To improve the attendance of the most vulnerable pupils and students.	The attendance of the vulnerable pupils and students improved, which includes home visits where appropriate.	This worked really well. Home visits from the EWO with members of the Pastoral Team helped and encouraged pupils and students to attend school, while helping to safeguard pupils and students.	
<p>A programme of wider experiences and enrichment (E.g. D of E, RAF Cadets, Sky Academy)</p> <p>-To grow the Khalsa Cadets unit ensuring</p>	Build self-confidence and structure (not classroom or subject based) which	Vulnerable pupils and students will have better confidence in themselves, aspire with shows throughout school and lessons.	Number of cadets has increased to approximately 70 from across Years 9-13 from a mixture of PP, non-PP, SEND and non-SEND.	



<p>that PP students are recruited.</p> <ul style="list-style-type: none"><li>- Attendance at school will improve through the CCF cadet programme.</li><li>- HGF provides PD workshops for every PP student in the school.</li></ul>	<p>will improve the day to day behaviour in lessons.</p> <p>Students will be given the opportunity to visit places that they may not normally have access to.</p>	<p>Many trips have taken place through RAF cadets. HGF have completed workshops for pupils and students to help motivate and support vulnerable students.</p>	<p>Cadet students have shown an increase in self-confidence which, coupled with the regimental nature of CCF, has improved their behaviour and mannerism within school.</p> <p>An improvement in self-esteem and aspiration has been seen in the most vulnerable pupils and students.</p>	
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