



Pupil premium strategy and outcomes- Report for Governors

Statement for Intent

The Khalsa Academy Wolverhampton is an inclusive, Sikh ethos, school that is committed to nurture the potential of all pupils and provide them with the opportunities to achieve more than they thought possible. We pursue this using our universal Sikh values, of Sat (Truth), Santokh (Altruism), Daya (Compassion), Dharam (Service), Himmat (Courage), Chardi Kala (Resilience) and Pyaar (Love). We are committed to ensuring that every pupil has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our vision is for all of our pupils, regardless of background and circumstance, is to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our pupils to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Through a strong culture of excellence and standards, underpinned by Universal Sikh and British values, "Together As One" we will instil a love for learning and nurture all our pupils to:

- Excel academically, personally and spiritually as lifelong learners
- Think critically about the world they live in and contribute responsibly
- Develop their talents and interests through a wide variety of co-curricular opportunities

The focus of our pupil premium strategy is to support disadvantaged pupils while removing any barriers our pupils face, to provide all our pupils with the same access and opportunities to achieve success at our academy.

The classroom is at the heart of everything we do at TKAW. If we are to achieve our vision, we need to ensure that we are developing a thirst for knowledge in all of our pupils. Excellence should be expected. We have quality First Teaching, with teach to the top alongside scaffolding/ modelling at our academy, to ensure every child is able to reach their potential.



As part of our commitment to reducing the gap between disadvantaged and non-disadvantaged learners, we will strive to build and strengthen relationships with families, further embed our tracking and monitoring of pupil groups to ensure needs are promptly addressed and continue to develop our Social Emotional and Mental Health support.

Strategies used for disadvantaged pupils - 2022-2023

- CPD with staff to ensure that the strategies used in pedagogy support PP pupils.
- Purchasing books for CPD library to support staff in supporting the needs of PP pupils.
- Funding online curriculum resources (Hegarty, Maths Mastery, Student Portal, Google, etc) across the curriculum to support the learning and intervention of vulnerable pupil
- Text books for English and Maths
- Recruitment, retention and professional development of Maths and English departments.
- Form time literacy and numeracy focus
- Literacy and numeracy interventions
- HGF (Hemraj Goyal Foundation) workshop
- Careers and PHSE work throughout school, during form time
- Start form time intervention earlier before October half term with priority given to English and Maths
- Saturday interventions/ Holiday interventions
- Develop staff training programme on effective mentoring, drawing on experiences of previous year
- Implement Mentoring scheme for priority students (PP, SEND & British white boys)
- Set up Impress tutoring programme with Year 10 PP student
- Continue with Classcharts attendance module Classcharts will enable staff to monitor and track attendance pupils and students.
- 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.



KS4:

- PP students (free) to have access to revision books for exam revision – including CORE and foundation subjects
- Free scientific calculators for PP students

KS3:

- CORE subjects - revision books

● KS5:

- Workbooks, e-materials where available
- Targeted Support: Supply laptops to vulnerable pupils
- Revision and motivational workshops targeted at Year 11 disadvantaged pupils in preparation for pupil examination

All provisions were recorded and tracked using Provision Map. Progress and impact were tracked through various data drops throughout the year alongside pupil/ staff voice.

Outcomes

Disadvantaged pupils will continue to diminish the gap compared to their non-disadvantaged peers, in terms of progress measure P8, and attainment measures EBACC and BASICS.

Results from GCSE examinations in the Summer of 2023 show that disadvantaged pupils at The Khalsa Academy Wolverhampton continue to perform better than disadvantaged pupils nationally.

All measures for disadvantaged pupils were significantly better than the previous year's outcomes.



Results from GCSEs last academic year were as follows:

Measure	PP 2022/2023	PP (National) 2022/2023	PP 2021/2022
P8	+0.09	0.17	-0.08
A8	44.72	50.2	44
EBACC Entry	70.6%	43%	65.4%
Basic 9-4	73.5%	73%	69%
Basic 9-5	41.2%	52%	33%

Attendance

We have continued to work hard to improve the attendance of all pupils.

Attendance off PP and non-PP

Year	PP	Non-PP
2020-2021	87.81%	92.49%
2021-2022	90.04%	92.6%
2022-2023	89.19%	89.58%

The attendance for disadvantaged pupils was on the increase. The attendance for disadvantaged pupils has decreased in the last year, due to more families choosing to take unauthorised holidays after Covid restrictions were ended, also due to holiday flight prices being considerably lower in term time compared to school holidays. Attendance of disadvantaged pupils for this academic year so far (23-24) is already up on the previous year. We expect that by the end of this year we will be nearing pre-Covid levels of attendance. Attendance across all groups at TKAW remains strong.