

# Pupil premium strategy statement – The Khalsa Academy Wolverhampton 2025-2026

This statement details our school's use of pupil 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	770
Proportion (%) of pupil premium eligible pupils	39.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sukhdev Shoker
Pupil premium lead	Amy Evans
Governor / Trustee lead	Avtar Sheergill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£267,000

# Part A: Pupil premium strategy plan

## Statement of intent

The Khalsa Academy Wolverhampton is an inclusive, Sikh ethos, school that is committed to nurturing 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), Himmatt (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 adaptive teaching which includes: 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.

## Challenges

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

Challenge number	Detail of challenge
1	The school is located within an area of high social and economic deprivation.
2	Attainment on entry is traditionally lower among disadvantages pupils.
3	Progress of Pupil Premium pupils are lower than that of non- Pupil premium.
4	Attendance rates of disadvantaged pupils are lower than non-disadvantaged.
5	The reading ages of disadvantaged pupils are well below their chronological age.
6	Disadvantaged pupils often present with high levels of Social, Emotional, and Mental Health problems.
7	Disadvantaged pupils are often lacking cultural capital and have low aspirations regarding and for their future destinations.

## 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
Disadvantaged students in all year groups will continue to diminish the gap in attainment and progress compared to their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>Maintain the current trend of progress for disadvantaged pupils which in recent years has easily exceeded the national P8 figure of -0.45 (2019 national disadvantaged)</li> <li>Continue to narrow the gap in P8 and attainment measures, EBACC uptake and BASICS</li> </ul> <p>Analysis of data for Yrs7-10 also show reducing gaps</p>
Attendance gap will continue to diminish. All students will have high levels of attendance in line with academy expectations.	Disadvantages pupil attendance will be 96% or above (higher than national disadvantaged attendance and national all attendance)
Improve literacy and numeracy levels so that students are able to access the whole curriculum.	<ul style="list-style-type: none"> <li>90% of KS3 pupils will read at, or above, chronological reading age</li> <li>4+/5+ gap to continue to narrow</li> <li>P8 gap to continue to narrow with our disadvantaged pupils continuing to exceed national figure</li> </ul>

	<ul style="list-style-type: none"> <li>Standardised reading scores are in line, or above, national averages.</li> </ul> <p>Spelling standardised scores are in line, or above chronological ages.</p>
Provide meaningful support to students with Social Emotional Mental Health problems.	<ul style="list-style-type: none"> <li>All pupils in KS3 take part in SEMH survey</li> <li>Identified pupils will have targeted intervention through SSC</li> <li>Identified pupils will have targeted and tailored intervention through the Inclusion Department.</li> <li>Interventions show impact through improved engagement in learning and SEMH</li> <li>Interventions will show impact on behaviour and self- esteem</li> </ul> <p>pupils report positive influence of SSC/ Inclusion hub.</p>
Cultivate a range of opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations for post 16 destinations.	<ul style="list-style-type: none"> <li>All disadvantaged pupils will receive/experience at least the minimum entitlement to enrichment outlined by the PD curriculum</li> <li>Increase in the number of disadvantaged Pupils participating in DofE</li> <li>Increase in the number of disadvantaged pupils participating in cadets</li> <li>Increase in the number of disadvantaged pupils accessing enrichment clubs</li> <li>Continue to have 0% NEET with an increase in number of disadvantaged students taking a more academic post-16 pathway</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide bespoke CPD programme for Early Career Teachers based on needs identified throughout the academic year and metacognition	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2,3,5

Provide ongoing CPD for all teaching and learning support staff to ensure quality first and adaptive teaching are firmly embedded in practice	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF 'Teaching and Learning Toolkit' 2018 suggests +5 months progress for metacognition and +6 months progress for reading comprehension strategies.	2,3,5
Continue the programme of curriculum development which provides for a three-year KS3 curriculum which has breadth, depth and a balance of knowledge/skills and a wide range of appropriate pedagogy	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2,3,5
Recruitment of Teaching Assistants to support the most disadvantage pupils in lessons.	EEF Teaching Assistant Intervention (2021) Suggests "well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils."	2,3,5
Ongoing of whole school CPD for Effective Formative Assessment.	EFA- increases progress by 20% over 2 years, with disadvantaged pupils obtaining the most benefits of using it in lessons. <a href="https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/">https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</a>	2,3,4
First year of Instructional coaching for staff CPD	Research shows that <b>instructional coaching</b> — ongoing, personalised support for teachers — improves instructional practice and can lead to gains in pupil outcomes. For example, a meta-analysis found effects on teaching quality of about +0.49 standard deviations and on student achievement of around +0.18. <a href="#">Brookings+2University of Warwick+2Ambition Institute – “Instructional Coaching: What is the instructional coaching programme?” (2023)</a>	2,3,4
Resources for curriculum areas to support Teaching and Learning.	Evidence that supports this approach: The DfE's <i>Using Pupil Premium: Guidance for School Leaders</i> (2024) provides clear, evidence-based advice on effective spending, highlighting high-quality teaching, targeted academic support, and wider strategies to maximise impact for disadvantaged pupils. <a href="https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf">https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf</a>	1,2,3

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A robust, well planned intervention programme that includes all of identified disadvantaged pupils.	DFE (2018) Research to understand successful approaches to supporting the most academically able disadvantaged pupils' states "successful support for the most academically able disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities that, individually and together, made a positive impact".	2,3,5
Targeted tutoring programme for disadvantaged pupils.	DFE (2018) Research to understand successful approaches to supporting the most academically able disadvantaged pupils' states "successful support for the most academically able disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities that, individually and together, made a positive impact".	2,3,5
GL Assessments (NGRT, NGST, CAT) used in KS3 to track student progress, identify gaps in learning and inform targeted intervention	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy	2,3,5
Disadvantaged pupils will be equipped for a successful school experience, which includes, uniform, stationary and revision books.	To facilitate independent study and engage parental support. EEF 'Teaching and Learning Toolkit' 2018 suggests +7 months progress for metacognition and self-regulation.	2,3,5
STEM Workshops for disadvantage pupils to help raise engagement and continue to narrow the gap.	Programmes such as STEM Clubs and bring subjects to life and build STEM culture capital, and work placements - such as those offered by the Nuffield Research Placements scheme - provide a fantastic opportunity to contextualise the skills and knowledge learned at school and to work alongside industry professionals. (Stem Learning 2023)	2,3,4,7
Elevate education (External) to help prepare disadvantaged pupils for exams.	Elevate Education has revolutionised the way study skills are taught around the world. Since expanding to the UK in 2013, Elevate's programmes have already resulted in tangible improvements in student performance at over 850 UK schools (Elevate 2023)	2,3,4,7
Introduce homework club for disadvantaged pupils.	EEF 'Teaching and Learning Toolkit' 2018 suggests +5 months for homework in a secondary setting.	2,3,5
Continue to embed the whole school reading	Reading for pleasure and experiencing a range of different books is a key area of	2,3,5

programme and use of the school library.	deprivation for students from low-income of vulnerable families, where such resources are not always available. It has been shown to have an impact on reading development and engagement in education from an early age. <a href="#">reading_for_pleasure.pdf</a> ( <a href="#">publishing.service.gov.uk</a> )	
Class Charts/ provision map	The use of class charts and provision map to be able to track and monitor behaviour and interventions.	1,2,3,4

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

Budgeted cost: £ 77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of wider experiences and enrichment (E.g. D of E, RAF Cadets, Positive participation)	The ability to access a range of experiences outside the curriculum can provide a breadth of opportunity to students which can be denied children from lower income families. Supporting students to access a range of clubs and activities can build confidence as well as increase 'Cultural Capital'. Social Class Differences in Family-School Relationships: The Importance of Cultural Capital: Annette Lareau	1,3,4,6,7
Support disadvantaged students' participation in the Duke of Edinburgh Award Scheme	Nationally accepted and evidenced cultural and social mobility development activity. Externally assessed and awarded. EEF 'Teaching and Learning Toolkit' 2018 suggests +4 months progress for outdoor adventure learning.	1,3,4,6,7
Support disadvantaged students' participation in trips and residential to build cultural capital	The Learning Away Project, a six-year research study funded by the Paul Hamlyn Foundation, found the following benefits of participating in trips and residential: <ul style="list-style-type: none"> <li>• Improving students' engagement with learning;</li> <li>• Improving students' knowledge, skills and understanding;</li> <li>• Supporting students achievement;</li> <li>• Fostering deeper relationships between peers and students and teachers;</li> <li>• Improving students' resilience, self-confidence and wellbeing;</li> </ul>	1,3,4,6,7



	<ul style="list-style-type: none"> <li>• Boosting cohesion and a sense of belonging;</li> <li>• Widening and developing pedagogical skills.</li> </ul>	
The employment of a school counsellor	<p>The Department for Education's <i>Counselling in Schools: a blueprint for the future</i> (2015, updated 2016) highlights that having a school counsellor improves pupils' social, emotional, and mental health (SEMH), supporting better emotional regulation, resilience, and engagement in learning. Access to qualified counselling services helps reduce anxiety, stress, and behavioural issues, enabling pupils to thrive academically and personally.</p> <p><a href="https://www.gov.uk/government/publications/counselling-in-schools">https://www.gov.uk/government/publications/counselling-in-schools</a></p>	6
Breakfast club provision for disadvantaged pupils	<p>Help to aid transitions and concerns around pupils coming into school. Improves behaviour and mental health for those pupils through a structured and consistent start to the day.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4457018/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4457018/</a>  <a href="https://core.ac.uk/download/pdf/82882226.pdf">https://core.ac.uk/download/pdf/82882226.pdf</a></p>	1,2,3,4,6
Alternate provision for out most disadvantaged pupils who are unable to access the full curriculum to ensure they have relevant qualifications when leaving school to enable them to more on to FE.	<p>"Disadvantaged students are 4 x more likely to be excluded."</p> <p>Peter Humphries, Senior HMI, Secondary Education Pupil Premium Conference, 2018. Providing them with an alternative provision and shaping the curriculum to meet their needs will avoid this.</p>	1,2,3,4,5,6
Further develop the in-house Student Support Centre (SSC) Provision for pupils to improve outcomes, attendance and engagement of identified pupils.	<p>"Disadvantaged students are 4 x more likely to be excluded."</p> <p>Peter Humphries, Senior HMI, Secondary Education Pupil Premium Conference, 2018. Providing them with an alternative provision and shaping the curriculum to meet their needs will avoid this.</p>	1,2,3,4,5,6
Strike back session for targeted girls	<p>A safe and encouraging learning environment, where girls can learn self-defence and confidence without being judged by their peers. This sense of identity will boost their confidence, resulting in increased assertiveness when dealing with confrontational situations they may face.</p> <p><a href="https://strikebackselfdefence.com/girls-and-teen-self-defence">https://strikebackselfdefence.com/girls-and-teen-self-defence</a></p>	1,3,4,6,7
MW impact	<p>MW's aim is to ensure that every individual that we encounter will be physically, mentally, and emotionally stimulated with the aim of either improving or</p>	1,3,4,6,7



	maintaining their overall quality of life, therefore leaving a monumental positive impact. <a href="https://mwimpact.com/our-impact/">https://mwimpact.com/our-impact/</a>	
Interventions that support the wellbeing of the pupils.	DfE research shows that wellbeing interventions, such as teaching pupils to recognise emotions and seek support, improve social, emotional, and mental health, helping pupils regulate emotions and engage positively in school. <a href="https://www.gov.uk/government/publications/education-for-wellbeing-programme-findings">https://www.gov.uk/government/publications/education-for-wellbeing-programme-findings</a>	1,4,6

**Total budgeted cost: £267,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Results from GCSE examinations in the Summer of 2025 show that disadvantaged pupils at The Khalsa Academy Wolverhampton continue to perform better than disadvantaged pupils nationally, with a much higher EBACC entry percentage for disadvantaged pupils.

Results from GCSEs last academic year were as follows:

Measure	PP 2024-2025	PP (Nationally)	PP 2023-2024	PP (Nationally)
P8	N/A	N/A	-0.08	-0.57
A8	42.17	Pending	38.5	34.5
EBACC Entry	81.1%	Pending	51.20%	28.6%
Basic 9-4	64.9%	Pending	48.80%	43.4%
Basic 9-5	32.4%	Pending	25.60%	25.8%

#### 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%
2023-2024	91.1%	92.1%
2024-2025	93.74%	94.39

The attendance for disadvantaged pupils has increased year on year. The attendance for disadvantaged pupils for this academic year, so far, is already up on the previous year. The new rules and regulations around attendance have helped this. Attendance across all groups at TKAW remains strong. The Khalsa Academy Wolverhampton is now a DfE attendance Hub.

The reading program has seen pupils have an increase in reading for pleasure, with the library being used for reading lessons as well as break and lunch times.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider