

# Pupil Premium 2016-2017

## What is Pupil Premium?

Statistically students from disadvantaged backgrounds are more likely to make less progress than students from non-disadvantaged backgrounds. The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

## How much funding did the school receive in 2016/2017 for the pupil premium?

£63,580

## What did the school spend it on and why did the school decide to spend it in the way it did?

Area of spend	2016/17
Whole School Literacy	6,648
Whole School Maths	6,109
Nurture Group and Teaching Assistants support	14,735
Pastoral Support Mentors & Student support officers	8469
Intervention resources – boosters, one to one sessions	2,076
Independent Careers, Education, Information, Advice and Guidance	17,200.00
SEN support	12,891
<b>Total Spend</b>	<b>68,128</b>
<b>Pupil Premium received</b>	<b>63,580</b>
<b>Additional Expenditure</b>	<b>4,548</b>

The school has focused its pupil premium funds on students who are from disadvantaged backgrounds in an effort to ensure that these students make rapid progress towards achievement targets in a broad range of subjects.

Focused, robust and timely intervention in English and Maths for disadvantaged students aims to enhance literacy and numeracy levels in particular so that students can access all aspects of the curriculum. The school now has an Associate Assistant Headteacher whose whole school role is the identification of underachieving pupils and ensuring that appropriate provision is put in place for them. There are weekly updates and a programme of close monitoring for these pupils.

Utilising some of the funds on additional teachers and Teaching and Learning Assistants for English and Maths allows for small-group intervention with less able students and those from disadvantaged backgrounds. This small group intervention allows for significant support and appropriate challenge for learners.

### What difference has the introduction of the pupil premium made?

The pupil premium money has allowed us to focus our resources more effectively on those pupils whose performance is likely to be affected by socio-economic factors. This has led to the school achieving excellent progress for its disadvantaged students on FSM. In 2016 there were 75 pupils within the Y11 cohort, 9 of which were identified as disadvantaged.

The following tables summarise the achievements of our disadvantaged students and compare these to others nationally in terms of Progress 8 and Attainment 8 scores.

## Preston Muslim Girls High School (URN: 136801)

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### Progress 8 by pupil group

This is provisional data for 2016/2017.

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Progress 8 by pupil group <span>?</span>											
Breakdown	Cohort	Overall Progress 8		English element <span>?</span>		Maths element <span>?</span>		English Baccalaureate element <span>?</span>		Open element <span>?</span>	
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark
<b>All pupils</b>	73	1.07	-0.03	1.22	-0.03	0.58	-0.02	1.08	-0.03	1.28	-0.04
Male <span>?</span>	0	N/A	-0.24	N/A	-0.43	N/A	0.03	N/A	-0.18	N/A	-0.34
Female <span>?</span>	73	1.07	0.18	1.22	0.38	0.58	-0.07	1.08	0.13	1.28	0.27
Disadvantaged <span>?</span>	13	0.53	0.11	0.41	0.11	0.28	0.12	0.33	0.13	0.99	0.09
Other <span>?</span>	60	1.18	0.11	1.40	0.11	0.64	0.12	1.24	0.13	1.34	0.09
Ever 6 FSM <span>?</span>	13	0.53	0.10	0.41	0.10	0.28	0.11	0.33	0.12	0.99	0.08
Children looked after <span>?</span>	0	N/A	-0.02	N/A	-0.02	N/A	-0.01	N/A	-0.02	N/A	-0.03

This analysis shows that disadvantaged pupils at PMGHS made, on average, half a grade more progress than other pupils with a figure of 0.53. This is compared to the national where disadvantaged pupils are marginally above the average at 0.11. Therefore, disadvantaged pupils at PMGHS make almost five times more progress than those in other schools. This positive gap can be seen across the other measures with English being four times more progress; maths shows twice as much progress and the other subjects which constitute the 'Open Bucket' show disadvantaged pupils making significantly more progress at 0.99 than disadvantaged pupils in other schools where pupils are marginally above the national average with a progress figure of 0.9.

These outstanding outcomes are the result of the careful pupil premium spending on teaching assistants, reading recovery, mentoring and a range of other supports offered to pupils from Year 7 and throughout the school.

### Progress 8 for disadvantaged pupils

School	<b>+0.53</b>
Confidence interval	-0.14 to +1.21
Number of pupils	13
National average for non-disadvantaged pupils	+0.11

### Progress 8 by prior attainment

Prior attainment Group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	8	2	31	5	34	6
Score	0.48	-0.89	1.48	0.79	0.83	0.79
National average	-0.17	0.03	-0.02	0.15	0.00	0.10
Difference	0.65	-0.93	1.49	0.64	0.83	0.70

In terms of prior attainment ability banding there are small numbers in some groups meaning that care must be taken in drawing conclusions from such a small statistical group. It is the lowest ability group of disadvantaged that have the largest progress gap, with middle and upper ability pupils having the same gap from the non-disadvantaged.

## Attainment 8 for disadvantaged pupils

Number of disadvantaged pupils = 13

## Attainment 8 by prior attainment

Prior attainment Group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	8	2	31	5	34	6
Score	29.75	12.75	56.82	50.50	66.24	67.50
National average	22.27	24.82	40.71	42.67	60.25	61.61
Difference	7.48	-12.07	16.11	7.83	5.98	5.89

## Pupil achievement in English and Mathematics at grade 5 and above

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## Percentage achieving grade 5 or above in English and maths by pupil group

This is provisional data for 2016/2017.

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Breakdown	Cohort	School %	National benchmark %
<b>All pupils</b>	75	71	42
Male ?	0	N/A	39
Female ?	75	71	45
Disadvantaged ?	13	54	49
Other ?	62	74	49
Ever 6 FSM ?	13	54	49

In terms of performance in English and Mathematics at grade 5 and above, the progress of disadvantaged pupils is once again in excess of the national at 54% compared to 45%. Although

these figures are above the national we are not complacent and recognise that the internal gap between our own disadvantaged pupils and non-disdvantaged pupils stands at 17% and needs to be further reduced.

In terms of ability banding it is only the very small numbers who have a gap copared to other disadvantaged prior attainment groups. Compared against similar pupils the middle and higher ability pupils both have a positive difference, meaning that there is no gap to be closed.

## Percentage of disadvantaged pupils achieving grade 5 or above in English and maths

Number of disadvantaged pupils = 13

## Prior attainment of pupils achieving grade 5 or above in English and maths

Prior attainment of pupils achieving grade 5 or above in English and maths

Prior attainment Group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	8	2	31	5	34	6
Score	0	0	65	40	91	83
National average	2	3	24	27	76	79
Difference	-2	-3	41	13	15	4

## Performance of pupils against the English Baccalaureate (EBacc) measure

# Preston Muslim Girls High School (URN: 136801)

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## Percentage achieving EBacc at grade 5/C or above by pupil group

This is provisional data for 2016/2017.

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Percentage achieving English Baccalaureate by pupil group ?																				
Breakdown		Cohort	English Baccalaureate subject pillar																	
			English Baccalaureate ?						Percentage of cohort ?			Percentage of entries ?								
			English			Mathematics			Science			Languages			Humanities					
Entries	Sch %	Nat %	Entries	Sch %	Nat %	Entries	Sch %	Nat %	Entries	Sch %	Nat %	Entries	Sch %	Nat %	Entries	Sch %	Nat %	Entries	Sch %	Nat %
<b>All pupils</b>	75	57	51	21	71	92	60	75	72	48	71	79	62	60	97	70	65	89	63	
Male ?	0	0	N/A	17	0	N/A	51	0	N/A	48	0	N/A	59	0	N/A	65	0	N/A	59	
Female ?	75	57	51	25	71	92	69	75	72	48	71	79	65	60	97	74	65	89	67	
Disadvantaged ?	13	8	46	25	11	77	67	13	54	55	11	91	68	8	100	73	8	100	68	
Other ?	62	49	52	25	60	95	67	62	76	55	60	77	68	52	96	73	57	88	68	
Ever 6 FSM ?	13	8	46	25	11	77	66	13	54	55	11	91	68	8	100	73	8	100	68	

The English Baccalaureate (**EBacc**) is a performance measure for schools, awarded when students secure a grade C or above at GCSE level across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language. In this way it looks to measure across a breadth of subjects. The Ebacc measure for 2017 shows that disadvantaged pupils at PMGHS achieve excellent results in the Ebacc subjects, seeing them make similar gains to non-disadvantaged pupils at the school and almost twice as much as disadvantaged pupils at other schools. Once across, this is a vindication of the spending of pupil premium on disadvantaged students and how they achieve excellent outcomes.

## Percentage of disadvantaged pupils achieving the English Baccalaureate at grade 5/C or above

Number of disadvantaged pupils = 13

## Prior attainment of pupils achieving EBacc at grade 5/C or above

Prior attainment of pupils achieving EBacc at grade 5/C or above

Prior attainment **Low Middle High**

Group	All	Dis	All	Dis	All	Dis
Number of pupils	8	2	31	5	34	6
Score	0	0	42	40	68	67
National average	0	1	8	9	43	46
Difference	0	-1	34	31	25	21

## Percentage of disadvantaged pupils entering the English Baccalaureate

Number of disadvantaged pupils = 13

### Other Support through Pupil Premium Funding

This report has largely focused upon the quantifiable outcomes for pupils at GCSE level through the spending of pupil premium funding and the support that these pupils are provided with in class and through additional support. There are less quantifiable elements on which pupil premium funding is spent such as:

- encouraging independent learning through the provision of broadband and a long-term lending programme of laptop computers
- the purchase of a variety of items, such as ingredients for HE, to ensure that pupils take a full part in all curriculum activities
- the promotion of self-esteem and social cohesion through the purchase of school uniform
- funding support for all extra-curricular activities to ensure that no disadvantaged pupils are denied opportunities for curriculum enrichment

### The future

The school recognises the importance of ensuring the success of all its pupils. In 2016/17 to ensure that pupil premium was managed in the most effective way the school established a Pupil Premium Board comprising of the Deputy Headteacher, Senco, Assistant Headteacher for Intervention and the Pastoral Coordinators. This group meets termly to review the Pupil Premium spending and to receive evidence of its impact.



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