

Pupil Premium 2015-2016

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 2015/2016 for the pupil premium?

£47,685

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

Area of spend	2015/16
Literacy & Reading recovery	15,480.35
Accelerated Maths	2,286.53
Nurture Group Meetings for under achieving students	2,023.89
Pastoral Support Mentors & Student support officers	5,844.05
Intervention resources – one to one sessions	1,748.74
Pupil Premium co-ordinator & budget allocation	10,586.00
Independent Careers, Education, Information, Advice and Guidance	3,954.40
Teaching Assistants support	17,200.00
SEN support	6,824.60
Able, Gifted & Talented / Enrichment	4,819.25
Total Spend	70,767.81
Pupil Premium received	47,685.00
Additional Expenditure	23,082.81

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.

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

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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 2015/16 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.

Percentage of students who achieved Progress 8 and Attainment 8

Progress 8						
Overall						
	Cohort		All		Dis	
	67		67		8	
	Score		0.9		0.8	
	CI +/-		0.3		0.7	
	Rank		1		1	
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	11	5	32	1	24	2
Score	1.01	0.93	1.07	0.02	0.62	0.68
National	0.00	0.19	0.00	0.14	0.00	0.07
Difference	1.01	0.74	1.07	-0.12	0.62	0.61
CI +/-	0.63	0.93	0.37	2.09	0.43	1.48
Rank	3	4	1		2	1

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Attainment 8						
			All	Dis		
Cohort			75	9		
School			60.88	52.56		
National			49.34	52.56		
Difference			11.54	0.00		
		Low	Middle		High	
		All	Dis	All	Dis	All
Cohort		11	5	32	1	24
School		45.00	41.80	59.34	50.00	71.54
National		28.39	31.16	48.86	50.63	64.17
Difference		16.61	10.64	10.48	-0.63	7.37
Diff (grades)		1.7	1.1	1.0	-0.1	0.7

The largest proportion of disadvantaged pupils in this cohort were in the lower ability group where they attained more than one grade higher than the national, and for the middle ability group this was between a half and one grade higher. For the high ability group their high attainment shows an identical difference to non-disadvantaged pupils, indicating that any gaps have been successfully addressed. In terms of Progress 8 this demonstrates that the progress made by disadvantaged pupils at the school is outstanding with their Progress 8 ranking being in the top 1% of all disadvantaged pupils nationally and that there is very little difference between the performance of disadvantaged and non-disadvantaged with both being in the top percentile.

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.

Performance at KS3

Yr7

English

Grades	Frequency	Cumulative Freq
On Target	87.50%	87.50%
Below Target	12.50%	100.00%

Maths

Grades	Frequency	Cumulative Freq
Above Target	100.00%	100.00%

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Science

Grades	Frequency	Cumulative Freq
Above Target	12.50%	12.50%
On Target	87.50%	100.00%

Yr8

English

Grades	Frequency	Cumulative Freq
Above Target	17.65%	17.65%
On Target	58.82%	76.47%
Below Target	23.53%	100.00%

Maths

Grades	Frequency	Cumulative Freq
Above Target	11.76%	11.76%
On Target	88.24%	100.00%

Science

Grades	Frequency	Cumulative Freq
Above Target	23.53%	23.53%
On Target	70.59%	94.12%
Below Target	5.88%	100.00%

Yr9

English

Grades	Frequency	Cumulative Freq
Above Target	13.33%	13.33%
On Target	73.33%	86.66%
Below Target	13.33%	99.99%

Maths

Grades	Frequency	Cumulative Freq
Above Target	40.00%	40.00%
On Target	26.67%	66.67%
Below Target	33.33%	100.00%

Science

Grades	Frequency	Cumulative Freq
Above Target	53.33%	53.33%
On Target	46.67%	100.00%

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Student achievement in the English Element for Progress 8 and Attainment 8

English element						
Cohort			All	Dis		
Score			67	8		
CI +/-			0.9	0.8		
Rank			0.3	0.8		
			1	1		
			All	Dis		
			75	9		
School			12.43	11.33		
National			10.41	10.95		
Difference			2.01	0.38		
			All	Dis	All	Dis
			11	5	32	1
Cohort			24	2		
Score			1.31	0.98	1.12	0.72
National			0.00	0.16	0.00	0.11
Difference			1.31	0.82	1.12	0.61
CI +/-			0.67	0.99	0.39	2.22
Rank			1	3	2	5
			14	9		
			All	Dis	All	Dis
			11	5	32	1
Cohort			24	2		
School			10.73	9.60	12.63	12.00
National			6.83	7.33	10.42	10.69
Difference			3.90	2.27	2.21	1.31
Diff (grades)			1.9	1.1	1.1	0.7
			0.4	0.5		

In terms of performance in English and Mathematics the performance is better in English than in Mathematics. The progress in English made by disadvantaged pupils at the school is outstanding with their Progress 8 ranking being in the top 1% of all disadvantaged pupils nationally and that there is very little difference between the performance of disadvantaged and non-disadvantaged. In Mathematics although the attainment is comparatively lower than that of English the progress they have made is high with a score indicating that they made, on average, half a grade better progress than similar disadvantaged pupils.

Mathematics element						
Cohort			All	Dis		
Score			67	8		
CI +/-			0.3	0.5		
Rank			0.3	0.9		
			6			
			All	Dis	All	Dis
			75	9		
School			10.91	9.56		
National			9.71	10.39		
Difference			1.19	-0.84		
			All	Dis	All	Dis
			11	5	32	1
Cohort			24	2		
Score			0.73	0.91	0.22	-0.92
National			0.00	0.19	0.00	0.12
Difference			0.73	0.72	0.22	-1.04
CI +/-			0.73	1.09	0.43	2.43
Rank			13	8	97	12
			All	Dis	All	Dis
			11	5	32	1
Cohort			24	2		
School			7.82	7.60	10.00	8.00
National			4.89	5.46	9.62	9.95
Difference			2.93	2.14	0.38	-1.95
Diff (grades)			1.5	1.1	0.2	-1.0
			0.3	0.4		

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Performance of students against the English Baccalaureate (EBacc) measure

Progress 8						Attainment 8							
Ebacc element													
	Cohort		All		Dis		Cohort		All		Dis		
	67		8				75		9				
	Score		1.2		1.0		School		18.11		14.89		
	CI +/-		0.3		1.0		National		13.61		14.78		
	Rank		1		2		Difference		4.50		0.11		
	Low		Middle		High		Low		Middle		High		
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	
Cohort	11	5	32	1	24	2	Cohort	11	5	32	1	24	2
Score	1.00	1.37	1.64	-0.20	0.80	0.58	School	11.18	11.60	18.03	13.00	21.67	21.00
National	0.00	0.21	0.00	0.18	0.00	0.09	National	6.33	7.20	13.24	13.93	18.87	19.19
Difference	1.00	1.16	1.64	-0.38	0.80	0.49	Difference	4.85	4.40	4.79	-0.93	2.80	1.81
CI +/-	0.82	1.21	0.48	2.72	0.55	1.92	Diff (grades)	1.6	1.5	1.6	-0.3	0.9	0.6
Rank	8	3	1		2	6							

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 shows disadvantaged students making excellent progress, seeing them in the top 2% of all disadvantaged pupils nationally and making, on average, one grade or more progress than similar students. Once across, this is a vindication of the spending of pupil premium on disadvantaged students and how they achieve excellent outcomes. Below there is a more detailed analysis of the progress made by these pupils in a wider range of subjects.

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Performance in Science, Humanities and Languages

Progress						
Science pillar						
			All Dis			
Entries			56 4			
Score			0.6 1.1			
CI +/-			0.3 1.0			
Rank			5 1			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Entries	5	2	27	0	24	2
Score	1.36	1.80	0.82	-	0.27	0.37
National	0.00	0.13	0.00	0.10	0.00	0.06
Difference	1.36	1.66	0.82	-	0.27	0.30
CI +/-	0.94	1.48	0.40	-	0.43	1.48
Rank						

Progress						
Languages pillar						
			All Dis			
Entries			66 7			
Score			1.6 2.1			
CI +/-			0.3 1.0			
Rank			1 1			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Entries	10	4	32	1	24	2
Score	1.24	2.79	2.05	1.39	1.03	1.06
National	0.00	0.10	0.00	0.03	0.00	0.04
Difference	1.24	2.69	2.05	1.36	1.03	1.02
CI +/-	0.85	1.35	0.48	2.70	0.55	1.91
Rank						

Progress						
Humanities pillar						
			All Dis			
Entries			66 7			
Score			1.1 1.2			
CI +/-			0.3 1.1			
Rank			1 1			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Entries	10	4	32	1	24	2
Score	1.44	1.91	1.28	-0.59	0.82	0.63
National	0.00	0.20	0.00	0.15	0.00	0.08
Difference	1.44	1.71	1.28	-0.74	0.82	0.54
CI +/-	0.90	1.42	0.50	2.84	0.58	2.01
Rank						

At PMGHS disadvantaged pupils made considerably more progress than the national in sciences, languages and mathematics. In each of these subject areas it can be seen that pupils have a Progress 8 score showing more than a one grade progress above the national and in language performance this is double that score – a truly remarkable

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performance. Disadvantaged pupils are in the top 1% nationally of all pupils in each of these three measures. This shows that the early focus upon securing literacy and numeracy recovery and support, which is done in order to enable pupils to access the wider curriculum, is clearly effective. Pupils have been supported in the early years to acquire sufficient numeracy skills to enable excellent progress to be made in sciences and languages and humanities are both well supported by the improvements made in literacy skills.

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 2015/16 to ensure that pupil premium was managed in the most effective way the school appointed a Pupil Premium Coordinator to develop and closely monitor pupil premium initiatives. The coordinator worked with all disadvantaged students to identify barriers and has created personalised profile of their needs. The efficacy of this post will be reviewed in future years In order to ensure best value for money

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