

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery 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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | Preston Muslim Girls High School    |
| Number of pupils in school  | 578                                 |
| Proportion (%) of pupil premium eligible pupils   | 20%                                 |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2022-2023<br>2023-2024<br>2024-2025 |
| Date this statement was published   | August 2022                         |
| Date on which it will be reviewed   | February 2023                       |
| Statement authorised by   | Rehan Patel<br>(Head Teacher)       |
| Pupil premium lead  | Mariyam Bangee<br>(SENCo)           |
| Governor / Trustee lead   | Omar Desai                          |

### Funding overview

| Detail  | Amount                           |
|---|----------------------------------|
| Pupil premium funding allocation this academic year   | £117,550 (including LAC funding) |
| Recovery premium funding allocation this academic year  | £25000                           |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                               |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £142550                          |

# Part A: Pupil premium strategy plan

## Statement of intent

|                 |   |
|-----------------|---|
| <b>Aim</b>      | Maximise the % of students from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths. Nationally, only around a third of such students achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Maths. Maximise the % of students from disadvantaged backgrounds who participate fully in the subjects needed for the English Baccalaureate and who go on to achieve the English Baccalaureate. Nationally, only around 10% of such students achieve the English Baccalaureate. |
| <b>Intent 1</b> | Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged students to receive:<br>Free books, stationery, revision resources.<br>Free educational visits and trips.<br>A free breakfast.<br>Free uniform<br>Free access to all intervention and enrichment activities.  |
| <b>Intent 2</b> | Enable disadvantaged students to 'close the gap' in their performance in English and Maths through:<br>Small group intervention, delivered by teachers.<br>Smaller class sizes, through additional teachers in English and Maths.<br>Support in lessons, through the deployment of support staff in English and Maths.<br>Regular performance review meetings with parents if their daughter is underperforming.  |
| <b>Intent 3</b> | Raise aspirations and ambition in disadvantaged students through:<br>Access to careers' marketing event, guidance and mentors.<br>Mentoring and nurturing via senior leaders and peer mentors.  |

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | Learning missed due to disruption caused by COVID-19.                    |
| 2                       | Affordability of learning materials, resources and access to activities. |
| 3                       | Lower levels of literacy and numeracy upon entry to school.              |

|   |   |
|---|---|
| 4 | Lower levels of aspirations in determining future plans for learning and career. This is evident from our conversations   |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils. |

## 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   |
|--|--|
| <ul style="list-style-type: none"> <li>Maximise the % of students from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths. Nationally, only around a third of such students achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Maths.</li> </ul> | 75% of disadvantaged students achieve Grade 5 in both English and Maths.             |
| <ul style="list-style-type: none"> <li>Maximise the % of students from disadvantaged backgrounds who participate fully in the subjects needed for the English Baccalaureate and who go on to achieve the English Baccalaureate. Nationally, fewer than 10% of such students achieve the English Baccalaureate.</li> </ul>                              | Disadvantaged students achieve an average grade of 6.0 in the English Baccalaureate. |
| <ul style="list-style-type: none"> <li>Maximise the % of students from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11.</li> </ul>   | Over 95% of disadvantaged students go on to further study after Year 11.             |

## Activity in this academic year

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

Our strategy is based on evidence from research by organisations such as the Education Endowment Foundation (EEF). This includes key principles such as:

- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- Focusing on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Selecting approaches on the basis of strong external evidence.

The school adopted the four steps to an effective Pupil Premium Strategy, recommended by the EEF.

1. Diagnosing Pupils' Needs.
2. Using strong evidence to support the strategy.
3. Implementing the strategy – focusing considerably on execution
4. Monitoring and evaluating the strategy

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

Budgeted cost: £90,000

| Activity                                      | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Extra English teacher                         | Additional English teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.<br>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.   | 3                             |
| Extra Maths teacher                           | Additional Maths teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged. EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.  | 3                             |
| Specialist Support Assistants (SSAs)          | Additional specialist support assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum.  | 1                             |
| Employment of Teaching and Learning Assistant | Additional teaching and learning assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum. They also enhance one-to-one and small group targeted tuition for learners to close well defined curriculum gaps. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom | 3                             |
|   |  | 3                             |

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
|   | <p>teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p> <p>Evidence is good for TAs providing targeted intervention <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>.</p>  |                               |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p>   | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and the recent Ofsted subject review in Maths:</p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.gov.uk/research-review-series-mathematics">Research review series: mathematics - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> | 3                             |
| <p>Enhancement of our English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Curriculum and the Ofsted subject review for English, published in June 2022.</p> <p><a href="https://www.gov.uk/research-review-series-english">Research review series: English - GOV.UK (www.gov.uk)</a></p> <p>In addition, acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject (something attested to by the EEF):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools</a></p>  | 3                             |

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

Budgeted cost: £30,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Intervention resources  | High quality resources and materials, linked to specific curriculum areas, are crucial to securing effective intervention provision. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.   | 2                             |
| Reading Tests, Reading Wise Intervention and Read Aloud as part of our reading particularly for disadvantaged students. | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p> <ul style="list-style-type: none"> <li>- From birth to 48 months, professional parents use around 30 million more words.</li> <li>- Gap forms: 'Beginner's paradox': without enough words, cannot learn related words.</li> <li>- Gap increases: fluent reader at 10 encounters 1 million words a year.</li> <li>- Gap compounded: breadth increases but reading &amp; vocabulary teaching drops.</li> </ul> | 2, 3                          |

|   |  |     |
|---|--|-----|
|   | <p>As part of this, the school will enhance reading (reading tests, Reading intervention and encouragement of reading. EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - <a href="#">Reading comprehension strategies   EEF</a></p> <p>- For reluctant and less able learners, listening to a proficient reader helps accelerate the acquisition of vocabulary than silent reading.</p>   |     |
| <p>Y11 intervention, before, during and after school.</p> <ul style="list-style-type: none"> <li>• Specified lessons during the day</li> <li>• Targeted afterschool catch up sessions</li> <li>• Easter school</li> </ul> | <p>Disadvantaged students are given priority when students are selected for interventions.</p>   | 3   |
| <p>Bedrock Learning used effectively in year 7 -10 classes to promote a 'word rich' culture and improve literacy levels</p>   | <p>Bedrock Vocabulary is an online platform which exposes pupils to a wide range of vocabulary, including both fiction and non. Recommendation 2 in Improving Literacy in Secondary Schools highlights the significant challenge that secondary schools face to develop secure knowledge using specialised and technical vocabulary to access the curriculum. Bedrock learning will provide pupils with an environment of rich oral and written language alongside hearing and seeing new words used. We want to encourage all pupils to become word rich through reading and acquiring a broad vocabulary</p> | 1,2 |

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

Budgeted cost: £22,550

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Pupil Premium free uniform to Pupil Premium families to reduce barriers to learning, providing free transport and free access to enrichment activities (such as trips) as well as resources relating to the curriculum.</p> | <p>EEF guide to Pupil Premium relates ‘non-academic challenges’ to success in school – including attendance, behaviour and social and emotional support. With the impact of COVID-19, it is vital that the school removes any financial, social and emotional barriers to learning.</p> <p>Regular mentoring of key students will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged students. Research by Newcastle University on poverty proofing the school day will also support our strategy. <a href="https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf">https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf</a>.</p> <p>It confirms that there is evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning and poverty proofing the school day.</p> | <p>2, 4, 5</p>                |
| <p>Performance Review Meetings</p>   | <p>Whilst there is insufficient evidence relating to activities that raise ambition, there is some evidence of impact of mentoring. <a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>4, 5</p>                   |
| <p>ECM Review Mtgs</p>   | <p>To ensure the ECM agenda is being applied to disadvantaged pupils.</p>   |                               |



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In 2022, exams returned following the cancellation of exams in 2020 and 2021, due to the COVID-19 pandemic. In 2022, the school achieved the following outcomes with students from disadvantaged backgrounds.

|                            | Achievement of disadvantaged pupils in school : 2022 | Achievement of disadvantaged pupils in school: 2022 | Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils |
|----------------------------|--|---|--|
| Progress 8                 | 1.39%  | 0.87%   | 0.52%  |
| Attainment 8               | 61.55%   | 53.64%  | 7.91%  |
| 9-5 in English and Maths   | 63.8%  | 38.9%   | 24.9   |
| EBacc Average Points Score | 5.81%  | 4.95%   | 0.86   |
| Entered for English Bacc   | 98.9%  | 94.45   | 4.5%   |

This data will be used to measure the effectiveness of the strategies for 2022-2023.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme          | Provider |
|--------------------|----------|
| Bedrock Vocabulary | Bedrock  |
|                    |          |
|                    |          |

### Further Information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising support from our local [Mental Health Support Team](#) and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award, National Citizens Service), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.