

## 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	608
Proportion (%) of pupil premium eligible pupils	22.69%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-2024 2024-2025 2025-2026
Date this statement was published	August 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Rehan Patel (Head Teacher)
Pupil premium lead	Mariyam Bangee
Governor / Trustee lead	Omar Desai

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,010.00 (including LAC funding)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,010.00

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to help all pupils achieve, regardless of their background and/or circumstances by removing any barriers they have to accessing the curriculum. Some of our pupils face a wide-ranging set of barriers intrinsically linked to deprivation, this impacts their behavior and attitudes which then link to attendance, achievement, aspirations etc.

In terms of outcomes, we aspire for pupils who are 'disadvantaged' to reach levels of attainment that are in line with that of *all* pupils nationally, and the gap to non-disadvantaged peers in schools is closed over time.

We also aim for all pupils to transition successfully through school on to their next stage of education or training. A key part of this is providing all our pupils with the wider experiences they need in order to both be aspirational and make the best-informed decisions for themselves in terms of destinations and careers.

We are committed to continually reflecting upon and improving the learning and teaching in our school. Our Pupil Premium Strategy is built on this foundation. We supplement the 'daily curriculum diet' with an extensive programme of targeted academic support and a range of wider strategies to support disadvantaged and all pupils.

We evaluate the impact of our actions to best ensure that the Pupil Premium Strategy is continuously reviewed and improved.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Achievement:</b> Literacy and numeracy gap upon entry into PMGHS. This means pupils have to catch-up from the outset of their secondary journey
2	<b>Attendance:</b> Average attendance rates for disadvantaged pupils is lower than that of other pupils. This reduces their learning time and diminishes progress
3	<b>Aspirations:</b> Due to deprivation in the areas we receive some of our intake from, we have a proportion of pupils who do not receive rich and diverse experiences or opportunities to help them develop high aspirations for their futures. This is evident from our pupil voice and post-16 transition choices made by some of our more vulnerable pupils including PP
4	<b>Behavior and attitudes:</b> Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behavior are conducive to success

### 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
Improve achievement: through consistently high standards in every classroom, a focus on routines, adaptive teaching (scaffolding), effective feedback, appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all pupils nationally. School GCSE targets for key thresholds are met (A8: 55; Basics 4+: 75%; Basics 5: 60%). 100% disadvantaged pupils enter further education, training or employment post-16.
Improve attendance: by embedding strong pastoral and pupil welfare structures to improve PP attendance and punctuality	Attendance figures show that the gap between PP and non-PP students is diminishing.
Build aspiration and positive engagement: by providing a range of opportunities & experiences for pupils to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance	Pupils speak positively about the school and feel safe and happy at PMGHS. There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways.
Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning and break down social and emotional barriers to progress.	The behaviour and attitudes to learning of disadvantaged pupils is in line with other pupils, or shows an improving trend across all year groups. Pupils who need extra-support are given this through the school support structures

## 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: £131,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra English teacher & Extra Maths teacher	Additional English 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'.	1,2,3,4
Employment of Teaching and Learning Assistant	Additional teaching and learning assistants provide disadvantaged pupils 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.	1
Training, development and professional services	Use of external consultants to scrutinize our curriculum plans to best ensure alignments with the research behind the Education Inspection Framework (2019)	1

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

Budgeted cost: £92,956.24

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'.	1
Targeted Intervention	Additional teaching and 'booster' sessions before, during and after schools and in holidays (Half-term). High-quality tuition presents a significant opportunity to make a long-term contribution to closing the socio-economic attainment gap in classrooms across the country - EEF	1
Additional Literacy Support	Thinking reading programme is targeted intervention that impacts many of our PP pupils (as well as others). As per EEF 'tiered approach', this intervention supports language development and literacy	1,3
Half-termly performance review meetings & Enhanced pastoral support	Provision of x4 Academic/pastoral leads who scrutinize data, identify underachievement, identify and then remove barriers to learning.	1



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

Budgeted cost: £34,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free school uniform, transport, access to breakfast club, meal provision and enrichment activities e.g. scouts, recreational and educational trips etc.	<p>Pupil Premium families receive support to reduce their barriers and increase life chances.</p> <p>EEF guide 'A tiered approach to Pupil Premium spending'</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>	2,4
Enhanced pastoral support including x4 academic/pastoral leads	<p>EEF guide to Pupil Premium relates 'non-academic challenges' to success in school – including supporting pupils' social, emotional, and behavioural needs</p> <p>Regular mentoring of key pupils will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged pupils. These conversations and interactions with family also serve to improve attendance</p>	2, 4, 5
Raising aspirations & ambitions A focus of careers education, information, advice and guidance	Raise aspirations and ambition in disadvantaged pupils through supplementing the careers budget to improve provision and expose pupils to a greater range of potential pathways through the experiences we provide for them	3





## 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 pupils from disadvantaged backgrounds.

	Achievement of PP pupils in 2024	Achievement of NPP pupils in 2024	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils
Progress 8			
Attainment 8			
9-5 in English and Maths			
EBacc Average Points Score			
Entered for English Bacc			
Maths SPI	+0.77	+0.69	-0.08
English Language SPI	+0.93	+1.16	-0.23
English Literature SPI	+0.97	+1.29	-0.32
EBacc SPI	+1.27	+1.34	-0.07

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

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### 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.

Enable disadvantaged pupils to 'close the gap' in their performance in English and Maths through:

Small group intervention, delivered by teachers.

Smaller class sizes, through additional teachers in English and Maths.

Support in lessons, through the deployment of support staff in English and Maths.

Regular performance review meetings with parents if their daughter is underperforming.