



Tauheedul Girls

## Secondary School Pupil Premium Funding Report 2017/18 and 2018/19

This statement is updated in October and February of each year, following the publication of the league tables. The next update will be in February 2019.

Name of School	Tauheedul Islam Girls' High School & Sixth Form College
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The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

**How much pupil premium funding did the school receive in 2017/18 and how many pupils were eligible for support through this fund?**

For the Pupil Premium, the school will receive £115,940 in 2017-18. This reflected the number of students who are from disadvantaged backgrounds.

**What did the school spend it on?**

Area of spend	2017/18
Pupil Premium Guarantee	3,500
Extra English teacher	30,610
Extra Maths teacher	30,065
Performance Review Meetings	25,130
Nurture Group Meetings for under achieving students	23,400
Specialist Support Assistants (SSAs)	14,000
Intervention resources	6,187
Teaching Assistant - Maths	25,082
Teaching Assistant - English	19,284
Total Spend	177,258

<b>Objective:</b>	Deliver a pupil premium guarantee to enable students to access the curriculum fully.	
<b>Action</b>	<b>Cost (£)</b>	<b>Success criteria</b>
Pupil Premium Guarantee	3,500	<ul style="list-style-type: none"> <li>Disadvantaged students to receive: <ul style="list-style-type: none"> <li>- Free books, stationery, revision resources.</li> <li>- Free educational visits and trips.</li> <li>- A free breakfast.</li> <li>- £100 towards the cost of uniform.</li> <li>- Free access to all intervention and enrichment activities.</li> </ul> </li> </ul>
<b>Objective:</b>	Enable disadvantaged students to 'close the gap' in their performance in English and Maths.	
<b>Action</b>	<b>Cost (£)</b>	<b>Success criteria</b>
Extra English teacher	30,610	<ul style="list-style-type: none"> <li>English and Maths teacher recruited or retained.</li> </ul>
Extra Maths teacher	30,065	
Performance Review Meetings	25,130	<ul style="list-style-type: none"> <li>Performance review meetings delivered between senior leaders and parents of students from disadvantaged backgrounds who are underperforming.</li> </ul>
Nurture Group Meetings for under achieving students	23,400	<ul style="list-style-type: none"> <li>Nurturing and mentoring meetings delivered between senior leaders and mentors and students from disadvantaged backgrounds who are underperforming.</li> </ul>
Student Support Assistants (SSAs)	14,000	<ul style="list-style-type: none"> <li>For disadvantaged students who are underachieving: <ul style="list-style-type: none"> <li>- Weekly intervention delivered in English.</li> <li>- Weekly intervention delivered in Maths.</li> <li>- Support provided in English and Maths.</li> </ul> </li> </ul>
Intervention resources	6,187	
TLA3 - Maths	25,082	
TLA3 - English	19,284	
<b>Objective:</b>	Raise aspirations and ambition in disadvantaged students.	
<b>Action</b>	<b>Cost (£)</b>	<b>Success criteria</b>
Enterprise	750	<ul style="list-style-type: none"> <li>Careers' Fair delivered.</li> <li>Careers' presentations delivered.</li> <li>Impartial careers' guidance provided.</li> <li>University visits programme delivered.</li> </ul>

### What were the reasons for these spending decisions?

Using the Pupil Premium funds, the school aims to:

- 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.

The school's spending decisions on the Pupil Premium Funding are intended to:

- Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged students to receive:
  - Free books, stationery, revision resources.
  - Free educational visits and trips.
  - A free breakfast.
  - £100 towards the cost of uniform.
  - Free access to all intervention and enrichment activities.
- Enable disadvantaged students 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.
- Raise aspirations and ambition in disadvantaged students through:
  - Access to careers' marketing event, guidance and mentors.
  - Mentoring and nurturing via senior leaders and peer mentors.

**What strategies have been used to monitor and evaluate the impact of pupil premium funding?**

To monitor and evaluate the impact of pupil premium funding, the school:

- Formally assesses students in each subject at least once every half-term.
- Closely tracks and analyses the progress of students on a half-termly basis.
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged students.

**What difference did the use of pupil premium funding make to outcomes for supported pupils in 2017/18?**

In 2018, the school achieved the following outcomes with students from disadvantaged backgrounds:

	National achievement 2017 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2018	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.11	+1.79 (interim)	+1.68
Attainment 8	49.8	61.8	+12
9-4 in English and mathematics	71%	90%	+19%
9-5 in English and Maths	49%	73%	+24%
Achieving English Baccalaureate	26%	61% (9-5 method)	+35%
Entered for English Bacc	43%	88%	+45%

In 2017, the school achieved the following outcomes with students from disadvantaged backgrounds:

	<b>National achievement 2017 for non-disadvantaged pupils</b>	<b>Achievement of disadvantaged pupils in school: 2017</b>	<b>Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally</b>
Progress 8	0.11	+1.66	+1.55
Attainment 8	49.8	56	+6.2
9-4 in English and mathematics	71%	88%	+17%
9-5 in English and Maths	49%	75%	+26%
Achieving English Baccalaureate	26%	54% (9-5 method)	+28%
Entered for English Baccalaureate	43%	88%	+45%

The Pupil Premium allows us to focus our resources more effectively on those students who are most likely to fail to achieve due to their socio-economic background.

In particular, this has led to the school achieving outstanding progress for its students who come from disadvantaged backgrounds.

- TIGHS is one of the best schools in the country for results by students from disadvantaged backgrounds and with low prior achievement from primary school.
- In 2018, 90% of students from disadvantaged backgrounds achieved 9-4, and 68% achieved 9-5, in English and Maths. In 2017, 88% of students from disadvantaged backgrounds achieved 9-4, and 75% achieved 9-5, in English and Maths – ranked eighth highest nationally. In 2016, 94% of students from disadvantaged backgrounds achieved A\*-C in English and Maths, ranking the school fifth highest nationally. In 2015, 85% of students from disadvantaged backgrounds achieved A\*-C in English and Maths, ranking the school sixth nationally. In 2014, 96% of students from disadvantaged backgrounds achieved this measure, ranking the school fourth nationally. Nationally, around a third of students from disadvantaged backgrounds achieve 9-4 in English and Maths – and around a quarter of such students achieve 9-5 in English and Maths.
- In addition:
  - At least 91+% of all students achieved 5A\*-Cs with E & M since 2008 – ranking the school second nationally amongst non-selective schools in 2016. In 2018, 93% of all students achieved grades 9-4 and 84% achieved grades 9-5 in English and Maths. In 2017, 95% of students achieved grades 9-4 and 82% achieved grades 9-5 in English and Maths.
  - 76% of all students achieved the English Baccalaureate in 2018, compared to around 20% nationally. 76% achieved the English Baccalaureate in 2017, compared to fewer than 20% nationally, ranking the school second in the country. 79% achieved the English Baccalaureate in 2016, compared to around 25% nationally, again ranking the school second highest nationally. 74% achieved the E-Bacc in 2015, placing the school third nationally amongst non-selective schools.

- In 2018, the 'Attainment 8' score, which reflects the average grade across eight academically challenging subjects, was 67.5. In 2017, the 'Attainment 8' score, which reflects the average grade across eight academically challenging subjects, was 65 – ranked seventh highest in the country. In 2016, the 'Attainment 8' score was also 65, ranking the school sixth highest nationally amongst non-selective schools. In 2015, the 'Attainment 8' score was 63, ranking the school fourth nationally amongst non-selective schools.
- The 'Progress 8' score for 2018 will be confirmed in January 2019, but is estimated to be around +1.9. In 2017, the 'Progress 8' score, which reflects progress achieved across eight academically challenging subjects, was +1.81 – ranked highest in the country. In 2016, it was +1.37 – again, the highest in the country. In 2015, this figure was +1.57 – ranking the school second nationally.
- In 2017, the Progress 8 score for different abilities was outstanding:
  - Students with low prior attainment achieved a P8 score of around +1.4.
  - Students with middle prior attainment achieved a P8 score of around +2.1.
  - Students with a high prior attainment achieved a P8 score of around +1.7.
- In 2016, the Progress 8 score for different abilities was also outstanding:
  - Students with low prior attainment achieved a P8 score of around +2.0.
  - Students with middle prior attainment achieved a P8 score of around +1.5.
  - Students with a high prior attainment achieved a P8 score of around +1.0.
- Students from disadvantaged backgrounds make outstanding progress at the school.
  - Between 2013 and 2016, around 90% of disadvantaged students at Tauheedul have successfully achieved A\*-C in English and Maths. This places the school within the top five schools nationally. In 2017, 88% of disadvantaged students achieved grades 9-4 and 75% achieved grades 9-5 in English and Maths (ranked eighth highest nationally). In 2018, 90% of students from disadvantaged backgrounds achieved 9-4, and 68% achieved 9-5, in English and Maths.
  - In 2018, 90% of disadvantaged students entered the English Baccalaureate, with 58% achieving the measure (based on needing 9-5 in English and Maths). In 2017, 88% of disadvantaged students entered the English Baccalaureate, with 54% achieving the measure. In 2016, 85% of disadvantaged students entered the English Baccalaureate, with 61% achieving the measure (placing the school third nationally). Nationally, around a tenth of such students achieve the E Bacc measure.
  - In 2017, the 'Progress 8' score for disadvantaged students was +1.66 – the highest in the country. In 2016, this figure was +1.31 – the highest in the country.
  - Over 90% of learners from disadvantaged backgrounds make at least average progress in English, with around four-fifths making progress that is at least a grade higher than their non-disadvantaged peers nationally. In 2017, the 'Progress 8' score for disadvantaged students in English was +1.97 – ranked second in the country. In 2016, this figure was +1.09 – ranked joint fifth nationally.
  - Over 90% of learners from disadvantaged backgrounds make at least average progress in Maths, with around three quarters making progress that is at least a grade higher than their non-disadvantaged peers nationally. In 2017, the 'Progress 8' score for disadvantaged students in Maths was +1.79 – ranked second in the country. In 2016, this figure was +1.33 – ranked second nationally. In 2015, the value-added for disadvantaged students also placed Tauheedul second nationally.
- Students make outstanding progress in literacy.

- In 2018, 99% of students achieved a 'standard pass' (Grade 4+) and 97% achieved a 'strong pass' (Grade 5+) in English.
- In 2017, 96% of students achieved a 'standard pass' (Grade 4+) and 91% achieved a 'strong pass' (Grade 5+) in English.
- At least 94% have achieved A\*-C in English in each year since 2007.
- In each of the past ten years, around four fifths of learners have made progress in English which is at least a grade higher than their peers nationally.
- English is consistently in the top 1% of schools for value-added each year.
- Students make outstanding progress in numeracy.
  - In 2018, 93% of students achieved a 'standard pass' (Grade 4+) and 85% achieved a 'strong pass' (Grade 5+) in Maths.
  - In 2017, 95% of students achieved a 'standard pass' (Grade 4+) and 85% achieved a 'strong pass' (Grade 5+) in Maths.
  - At least 92% A\*-C in Maths in each year since 2007.
  - In each of the past ten years, around three quarters of learners have made progress in Maths which is at least a grade higher than their peers nationally.
  - Maths is consistently in the top 1% of schools for value-added each year.
- Outstanding attainment and achievement in all E-Bacc & specialist subjects.
 

In 2016:

  - 98% A\*-C in English (with a Progress 8 score of +1.21)
  - 92% A\*-C in Maths (with a Progress 8 score of +1.27)
  - 93% A\*-C in two Sciences (with a Progress 8 score in the E Bacc element of +1.73)
  - 82% A\*-C in Humanities (History or Geography).
  - 89% A\*-C in at least one Modern Foreign Language.

In 2017:

  1. 96% 9-4 and 91% 9-5 in English (with a Progress 8 score of +1.97 and ranked second nationally).
  2. 95% 9-4 and 85% 9-5 in Maths (with a Progress 8 score of +1.71 and ranked fifth nationally).
  3. 92% A\*-C in two Sciences (with a progress 8 score of +1.87 and ranked highest nationally).
  4. 85% A\*-C in Humanities (History or Geography) with a Progress 8 score of +1.73 and ranked fourth highest nationally.
  5. 84% A\*-C in at least one Modern Foreign Language (with a Progress 8 score of +2.02 and ranked 23<sup>rd</sup> in the country).

In 2018:

  1. 99% 9-4 and 97% 9-5 in English.
  2. 93% 9-4 and 85% 9-5 in Maths.
  3. 100% 9-4 and 95% 9-5 in either Combined Science or separate sciences.
  4. 82% 9-4 and 78% 9-5 in Humanities (either History or Geography).
  5. 86% 9-5 or A\*-C in at least one Modern Foreign Language.

**How much pupil premium funding has the school received for 2018/19?**

For the Pupil Premium, the school will receive £112,200 in 2018-19.

**What are the main barriers to future success for pupils in school who are eligible for pupil premium funding (including for those pupils who are most able)?**

<b>In-school barriers</b>
<ul style="list-style-type: none"> <li>• 12% of disadvantaged Y7s have KS2 Reading scores below 100.</li> <li>• 24% of disadvantaged Y7s have KS2 Reading scores above 110.</li> <li>• 12% of disadvantaged Y7s have KS2 Maths scores below 100.</li> <li>• 12% of disadvantaged Y7s have KS2 Maths scores above 110.</li> </ul>
<ul style="list-style-type: none"> <li>• 30% of disadvantaged Y8s have KS2 Reading scores below 100.</li> <li>• 30% of disadvantaged Y8s have KS2 Reading scores above 110.</li> <li>• 17% of disadvantaged Y8s have KS2 Maths scores below 100.</li> <li>• 30% of disadvantaged Y8s have KS2 Maths scores above 110.</li> </ul>
<ul style="list-style-type: none"> <li>• 25% of disadvantaged Y9s have KS2 Reading scores below 100.</li> <li>• 25% of disadvantaged Y9s have KS2 Reading scores above 110.</li> <li>• 14% of disadvantaged Y9s have KS2 Maths scores below 100.</li> <li>• 14% of disadvantaged Y9s have KS2 Maths scores above 110.</li> </ul>
<ul style="list-style-type: none"> <li>• 9% of disadvantaged Y10s have KS2 Reading levels below level 4.</li> <li>• 57% of disadvantaged Y10s have KS2 Reading levels at or above level 5.</li> <li>• 17% of disadvantaged Y10s have KS2 Maths levels below level 4.</li> <li>• 26% of disadvantaged Y10s have KS2 Maths levels at or above level 5.</li> </ul>
<ul style="list-style-type: none"> <li>• 6% of disadvantaged Y11s have KS2 Reading levels below level 4.</li> <li>• 44% of disadvantaged Y11s have KS2 Reading levels at or above level 5.</li> <li>• 22% of disadvantaged Y11s have KS2 Maths levels below level 4.</li> <li>• 33% of disadvantaged Y11s have KS2 Maths levels at or above level 5.</li> </ul>
<ul style="list-style-type: none"> <li>• Progress 8 score of disadvantaged students at TIGHS in 2017 = +1.66</li> <li>• Progress 8 score of all students at TIGHS in 2017 = +1.81</li> <li>• Progress 8 score of disadvantaged students at TIGHS in 2016 = +1.31</li> <li>• Progress 8 score of all students at TIGHS in 2016 = +1.37</li> </ul>
<ul style="list-style-type: none"> <li>• In 2018, 90% of disadvantaged students at TIGHS achieved grades 9-4 and 73% achieved grades 9-5 in English and Maths. Amongst all students, these figures were 93% and 84% respectively.</li> <li>• In 2017, 88% of disadvantaged students at TIGHS achieved grades 9-4 and 75% achieved grades 9-5 in English and Maths. Amongst all students, these figures were 95% and 82% respectively.</li> <li>• 94% of disadvantaged students at TIGHS in 2016 achieved C+ in GCSE English and Maths. 97% of all students at TIGHS in 2016 achieved C+ in GCSE English and Maths.</li> </ul>
<b>External barriers</b>
93% of students have English as an Additional Language.
45% of students come from areas which are within the bottom 20% nationally for deprivation.

## What are the key objectives of the Pupil Premium strategy at the school?

Using the Pupil Premium funds, the school aims to:

- 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 5% of such students achieve the English Baccalaureate.

The school's spending decisions on the Pupil Premium Funding are intended to:

- Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged students to receive:
  - Free books, stationery, revision resources.
  - Free educational visits and trips.
  - A free breakfast.
  - £100 towards the cost of uniform.
  - Free access to all intervention and enrichment activities.
- Enable disadvantaged students 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.
- Raise aspirations and ambition in disadvantaged students through:
  - Access to careers' marketing event, guidance and mentors.
  - Mentoring and nurturing via senior leaders and peer mentors.

### Pupil premium spending plan 2018/19

<b>Objective:</b>	Deliver a pupil premium guarantee to enable students to access the curriculum fully.	
<b>Action</b>	<b>Cost (£)</b>	<b>Success criteria</b>
Pupil Premium Guarantee	3,500	<ul style="list-style-type: none"> <li>• Disadvantaged students to receive:               <ul style="list-style-type: none"> <li>- Free books, stationery, revision resources.</li> <li>- Free educational visits and trips.</li> <li>- A free breakfast.</li> <li>- £100 towards the cost of uniform.</li> <li>- Free access to all intervention and enrichment activities.</li> </ul> </li> </ul>
<b>Objective:</b>	Enable disadvantaged students to 'close the gap' in their performance in English and Maths.	
<b>Action</b>	<b>Cost (£)</b>	<b>Success criteria</b>
Extra English teacher	31,681	

Extra Maths teacher	31,117	<ul style="list-style-type: none"> <li>English and Maths teacher recruited or retained.</li> </ul>
Performance Review Meetings	25,730	<ul style="list-style-type: none"> <li>Performance review meetings delivered between senior leaders and parents of students from disadvantaged backgrounds who are underperforming.</li> </ul>
Nurture Group Meetings for under achieving students	23,868	<ul style="list-style-type: none"> <li>Nurturing and mentoring meetings delivered between senior leaders and mentors and students from disadvantaged backgrounds who are underperforming.</li> </ul>
Student Support Assistants (SSAs)	14,140	<ul style="list-style-type: none"> <li>For disadvantaged students who are underachieving: <ul style="list-style-type: none"> <li>Weekly intervention delivered in English.</li> <li>Weekly intervention delivered in Maths.</li> <li>Support provided in English and Maths.</li> </ul> </li> </ul>
Intervention resources	6,000	
TLA3 - Maths	25,333	
TLA3 - English	19,477	
<b>Objective:</b>	Raise aspirations and ambition in disadvantaged students.	
<b>Action</b>	<b>Cost (£)</b>	<b>Success criteria</b>
Enterprise	750	<ul style="list-style-type: none"> <li>Careers' Fair delivered.</li> <li>Careers' presentations delivered.</li> <li>Impartial careers' guidance provided.</li> <li>University visits programme delivered.</li> </ul>

### How will the impact of pupil premium spending be measured?

To monitor and evaluate the impact of pupil premium funding, the school:

- Formally assesses students in each subject at least once every half-term.
- Closely tracks and analyses the progress of students on a half-termly basis.
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged students.

### When will the impact of the 2018/19 funding be reviewed?

The impact of the Pupil Premium Funding will be reviewed in:

- October 2019 as a result of the publication of the provisional league tables.
- February 2020 as a result of the publication of the final league tables.