Secondary School Pupil Premium Funding Report

2019/20 and 2020/21

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 2021.

Name of School	**Tauheedul Islam Girls' High School & Sixth Form College**

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.

School Overview

Metric	Data
School name	Tauheedul Islam Girls' High School & Sixth Form College
Pupils in school	627 (main school only)
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£95,370
Academic year or years covered by statement	2019-20 (and previous years)
Publish date	August 2020
Review date	February 2021
Statement authorised by	Principal
Pupil premium lead	Principal
Governor lead	Chair of Governors

Overview of performance of disadvantaged students during 2019/20

Measure	Score
Progress 8	+1.42 (predicted using SISRA)
Ebacc entry	79%
Attainment 8	59.1
Percentage of Grade 5+ in English and maths	68%

How much pupil premium funding did the school receive in 2019/20 and how many pupils were eligible for support through this fund?

For the Pupil Premium, the school received £95,370 in 2019-20. This reflected the number of students who are from disadvantaged backgrounds.

What did the school spend it on?

Area of spend	2019/20
Pupil Premium Guarantee	3,500
Extra English teacher	32,552
Extra Maths teacher	31,973
Performance Review Meetings	15,678
Nurture Group Meetings for under achieving students	14,715
Specialist Support Assistants (SSAs)	14,423
Intervention resources	1,340
Teaching Assistant - Maths	25,840
Teaching Assistant - English	19,867
Total Spend	159,887

What were the reasons for these spending decisions?

Objective:	Deliver a pupil premium guarantee to enable students to access the curriculum fully.	
Action	**Cost (£)**	**Success criteria**
Pupil Premium Guarantee	3,500	• 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.
Objective:	Enable disadvantaged students to 'close the gap' in their performance in English and Maths.	
Action	**Cost (£)**	**Success criteria**
Extra English teacher	32,552	• English and Maths teacher recruited or retained.
Extra Maths teacher	31,973	
Performance Review Meetings	15,678	• Performance review meetings delivered between senior leaders and parents of students from disadvantaged backgrounds who are underperforming.
Nurture Group Meetings for under achieving students	14,715	• Nurturing and mentoring meetings delivered between senior leaders and mentors and students from disadvantaged backgrounds who are underperforming.

Student Support Assistants (SSAs)	14,423	• For disadvantaged students who are underachieving: - Weekly intervention delivered in English. - Weekly intervention delivered in Maths. - Support provided in English and Maths.
Intervention resources	1,340	
TLA3 - Maths	25,840	
TLA3 - English	19,867	
Objective:	Raise aspirations and ambition in disadvantaged students.	
Action	**Cost (£)**	**Success criteria**
Enterprise	750	• Careers' Fair delivered. • Careers' presentations delivered. • Impartial careers' guidance provided. • University visits programme delivered.

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 2019/20?

In 2020, exams were cancelled due to the COVID-19 pandemic. As a result, students were awarded grades based on teacher predictions which were standardised by exam boards. Through this process, the school achieved the following outcomes with students from disadvantaged backgrounds (compared with 2019 outcomes):

	National achievement 2019 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2020	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.13	+1.42	+1.29
Attainment 8	50.1	59.1	+9.0
9-4 in English and mathematics	72%	79%	+7%
9-5 in English and Maths	50%	68%	+18%
Achieving English Baccalaureate	24%	47% (9-5 method)	+23%
EBacc Average Points Score	4.4	5.5	+1.1
Entered for English Bacc	43%	79%	51%

In 2019, the school achieved the following outcomes with students from disadvantaged backgrounds:

	National achievement 2019 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2019	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.13	2.07	+1.94
Attainment 8	50.1	67.2	+17.1
9-4 in English and mathematics	72%	94%	+22%
9-5 in English and Maths	50%	82%	+32%
Achieving English Baccalaureate	24%	59% (9-5 method)	+35%
EBacc Average Points Score	4.4	6.1	+1.7
Entered for English Bacc	43%	94%	51%

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

	National achievement 2018 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	0.13	+1.77	+1.64
Attainment 8	50.1	61.9	+11.8
9-4 in English and mathematics	72%	90%	+18%
9-5 in English and Maths	50%	73%	+23%
Achieving English Baccalaureate	24%	61% (9-5 method)	+37%
EBacc Average Points Score	4.4	5.9	+1.5
Entered for English Bacc	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 2020, according to teacher predictions as a result of the cancellation of exams, 79% of disadvantaged students achieved 9-4 and 68% achieved 9-5 in English and Maths (likely ranked in the top five schools nationally) and they had an estimated Progress 8 score of +1.42.
- In 2019, 94% of disadvantaged students achieved 9-4 and 82% achieved 9-5 in English and Maths, with a Progress 8 Score of +2.04 (ranked highest in the country).
- In 2018, 90% of disadvantaged students achieved 9-4 and 73% achieved 9-5 in English and Maths (ranked ninth highest nationally), with a Progress 8 Score of +1.77 (ranked highest nationally).
- In 2017, 85% of disadvantaged students achieved 9-4 in English and Maths (ranked eighth highest nationally), 75% of the cohort achieved 9-5 in English and Maths and they had a Progress 8 score of +1.66 (just shy of the +1.81 achieved by the full cohort and ranked highest in the country). In 2016, 93% of disadvantaged students achieved A*-C in English and Maths – and had a Progress 8 score of +1.31 (just shy of the +1.37 achieved by non-disadvantaged students in the cohort) – ranked highest in the country. In 2015, 81% of disadvantaged students achieved 5A*-Cs with English and Maths – and they had a Progress 8 score of +1.51 (just shy of the +1.57 achieved by non-disadvantaged students). In 2014, 96% of disadvantaged students achieved this measure, compared 90% of non-disadvantaged students at Tauheedul and 38% of disadvantaged students nationally. This meant that Tauheedul was the fourth best school nationally for the percentage of disadvantaged students achieving 5A*-Cs with English and Maths.
- In addition:

- At least 91+% of all students achieved 5A*-Cs with E & M since 2008 – ranking the school amongst the very best non-selective schools in the country. In 2020, according to teacher predictions as a result of the cancellation of exams, 88% of students achieved 9-5 in English and Maths and 94% secured 9-4 in English and Maths – likely to be ranked within the top five schools in the country. In 2019, 93% of all students achieved grades 9-4 and 83% achieved grades 9-5 in English and Maths (ranked 8th highest nationally). 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.
- In 2020, according to teacher predictions as a result of the cancellation of exams, 74% achieved the English Baccalaureate (likely to be ranked amongst highest in the country amongst non-selective schools) – assuming a grade '5' is needed in all subjects – and the average E Bacc grade was 6.9 (likely ranked highest in the country). 65% of all students achieved the English Baccalaureate in 2019, compared to around 20% nationally, ranked fourth highest nationally. 76% of all students achieved the English Baccalaureate in 2018, compared to around 20% nationally, ranking the school fourth in the country. 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 2020, according to teacher predictions as a result of the cancellation of exams, the 'Attainment 8' Score, which reflects the average grade across eight academically challenging subjects, was 72.0 – likely to be the highest of non-selective schools in the country. In 2019, the 'Attainment 8' score was 69.9 – ranked third in the country. In 2018, the 'Attainment 8' score was 67.5 – ranked fifth highest in the county. In 2017, the 'Attainment 8' score 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 2020, according to teacher predictions as a result of the cancellation of exams, was +2.35, likely to be ranked highest in the country. The 'Progress 8' score for 2019 was +2.16 – ranked highest in the country. The 'Progress 8' score for 2018 was +1.90 – ranked highest in the country. 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 2020, according to teacher predictions as a result of the cancellation of exams, the Progress 8 score for different abilities was outstanding:
  - Students with low prior ability achieved a P8 score of around +2.73.
  - Students with middle prior ability achieved a P8 score of around +2.54.
  - Students with a high prior ability achieved a P8 score of around +2.10.
- In 2019, the Progress 8 score for different abilities was outstanding:
  - Students with low prior attainment achieved a P8 score of around +1.3.
  - Students with middle prior attainment achieved a P8 score of around +2.5.
  - Students with a high prior attainment achieved a P8 score of around +2.0.
- In 2018, 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 +1.8.

- 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 73% achieved 9-5, in English and Maths – ranked ninth highest nationally. In 2019, 94% of students from disadvantaged backgrounds achieved 9-4, and 82% achieved 9-5, in English and Maths, ranked second nationally. In 2020, according to teacher predictions as a result of the cancellation of exams, 79% of disadvantaged students achieved 9-4 and 68% achieved 9-5 in English and Maths (likely ranked in the top five schools nationally).
  - In 2020, 79% of disadvantaged students entered the English Baccalaureate, with 47% achieving the measure (based on needing 9-5 in each subject) and an average score of 5.5. In 2019, 94% of disadvantaged students entered the English Baccalaureate, with 59% achieving the measure (based on needing 9-5 in each subject) and an average point score of 6.1. In 2018, 90% of disadvantaged students entered the English Baccalaureate, with 58% achieving the measure. 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.
  - The Progress 8 Score for disadvantaged students for 2020, according to teacher predictions as a result of the cancellation of exams, was +1.42, likely to be ranked amongst the highest in the country. In 2019, the 'Progress 8' score for disadvantaged students was +2.02 – ranked highest in the country. In 2018, the 'Progress 8' score for disadvantaged students was +1.77 – the highest in the country. In 2017 and 2016, the figure was +1.66 and +1.31 respectively – again, 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 2020, according of teacher predictions as a result of the cancellation of exams, the 'Progress 8' score for disadvantaged students in English was +1.94. In 2019, the 'Progress 8' score for disadvantaged students in English was +2.42 – ranked highest nationally. In 2018, the 'Progress 8' score for disadvantaged students in English was +2.37 – ranked second in the country. 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 2020, according of teacher predictions as a result of the cancellation of exams, the 'Progress 8' score for disadvantaged students in English was +0.44. In 2019, the 'Progress 8' score for disadvantaged students in Maths was +1.59, ranked fourth highest nationally. In 2018, the 'Progress 8' score for disadvantaged students in Maths was +1.36 – ranked thirteenth in the country. 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 2020, according to teacher predictions as a result of the cancellation of exams, 100% of students achieved a 'standard pass' (Grade 4+) and 97% of students achieved at 'strong pass' (Grade 5+) in English.
  - In 2019, 98% of students achieved a 'standard pass' (Grade 4+) and 98% achieved a 'strong pass' (Grade 5+) in English.
  - 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 2020, according to teacher predictions as a result of the cancellation of exams, 94% of students achieved a 'standard pass' (Grade 4+) and 88% of students achieved at 'strong pass' (Grade 5+) in Maths.
  - In 2019, 93% of students achieved a 'standard pass' (Grade 4+) and 83% achieved a 'strong pass' (Grade 5+) in Maths.
  - 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 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 23rd in the country).

In 2018:

1. 99% 9-4 and 97% 9-5 in English (with a progress 8 score of +2.39 and ranked highest in the country).
2. 93% 9-4 and 85% 9-5 in Maths (with a progress 8 score of +1.49 and ranked fourth highest in the country).
3. 100% 9-4 and 95% 9-5 in either Combined Science or separate sciences (with a progress 8 score of +2.24 and ranked highest in the country).
4. 82% 9-4 and 78% 9-5 in Humanities - either History or Geography - with a progress 8 score of +1.51 and ranked fourteenth highest in the country.
5. 86% 9-5 or A*-C in at least one Modern Foreign Language (with a progress 8 score of +1.59 and ranked seventeeth highest in the country).

In 2019:

1. 98% 9-4 and 98% 9-5 in English (with a progress 8 score of +2.35, ranked second in the country).
2. 93% 9-4 and 83% 9-5 in Maths (with a progress 8 score of +1.62, ranked fifth in the country).
3. 97% 9-4 and 91% 9-5 in sciences (with a progress 8 score in E Bacc of +2.17, ranked highest in the country).
4. 82% 9-4 and 70% 9-5 in Humanities (History or Geography) and a progress 8 score in E Bacc of +1.26, ranked 45th in the country.
5. 88% 9-5 in at least one Modern Foreign Language (with a progress 8 score in EBacc of +2.19 and ranked seventeenth in the country).

In 2020, according to teacher predictions as a result of the cancellation of exams the school achieved:

- 100% 9-4 and 97% 9-5 in English (with a progress 8 score of +2.40, likely to be ranked highest in the country).
- 94% 9-4 and 88% 9-5 in Maths (with a progress 8 score of +1.90, likely to be ranked top three in the country).
- 91% 9-4 and 97% 9-5 in sciences (with a progress 8 score of +2.60, likely to be ranked highest in the country).
- 87% 9-4 and 80% 9-5 in Humanities (History or Geography) contributing to a progress 8 score of +2.50, likely ranked amongst the highest in the country.
- 94% 9-4 and 89% 9-5 in at least one Modern Foreign Language (with a progress 8 score +1.80, likely ranked amongst the highest in the country).

How much pupil premium funding has the school received for 2020/21?

For the Pupil Premium, the school will receive £104,095 in 2020-21.

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)?

In-school barriers
In 2020, KS2 SATs were cancelled and teachers provided predicted KS2 outcomes. • 18% of disadvantaged Y7s have predicted KS2 Reading scores below 100. • 45% of disadvantaged Y7s have predicted KS2 Reading scores above 110. • 18% of disadvantaged Y7s have predicted KS2 Maths scores below 100. • 36% of disadvantaged Y7s have predicted KS2 Maths scores above 110.
• 18% of disadvantaged Y8s have KS2 Reading scores below 100. • 41% of disadvantaged Y8s have KS2 Reading scores above 110. • 18% of disadvantaged Y8s have KS2 Maths scores below 100. • 32% of disadvantaged Y8s have KS2 Maths scores above 110.
• 15% of disadvantaged Y9s have KS2 Reading scores below 100. • 25% of disadvantaged Y9s have KS2 Reading scores above 110. • 15% of disadvantaged Y9s have KS2 Maths scores below 100. • 10% of disadvantaged Y9s have KS2 Maths scores above 110.
• 30% of disadvantaged Y10s have KS2 Reading scores below 100. • 30% of disadvantaged Y10s have KS2 Reading scores above 110. • 19% of disadvantaged Y10s have KS2 Maths scores below 100. • 19% of disadvantaged Y10s have KS2 Maths scores above 110.
• 25% of disadvantaged Y11s have KS2 Reading scores below 100. • 14% of disadvantaged Y11s have KS2 Reading scores above 110. • 14% of disadvantaged Y11s have KS2 Maths scores below 100. • 4% of disadvantaged Y11s have KS2 Maths scores above 110.
• Progress 8 score of disadvantaged students at TIGHS in 2020 = +1.42 (predicted) • Progress 8 score of all students at TIGHS in 2020 = +2.35 (predicted) • Progress 8 score of disadvantaged students at TIGHS in 2019 = +2.07 • Progress 8 score of all students at TIGHS in 2019 = +2.16 • Progress 8 score of disadvantaged students at TIGHS in 2018 = +1.77 • Progress 8 score of all students at TIGHS in 2018 = +1.90 • Progress 8 score of disadvantaged students at TIGHS in 2017 = +1.66 • Progress 8 score of all students at TIGHS in 2017 = +1.81 • Progress 8 score of disadvantaged students at TIGHS in 2016 = +1.31 • Progress 8 score of all students at TIGHS in 2016 = +1.37
• In 2020, according to teacher predictions as a result of the cancellation of exams, 79% of disadvantaged students at TIGHS achieved grades 9-4 and 68% achieved grades 9-5 in English and Maths. Amongst all students, these figures were 94% and 88% respectively.

• In 2019, 94% of disadvantaged students at TIGHS achieved grades 9-4 and 82% achieved grades 9-5 in English and Maths. Amongst all students, these figures were 93% and 83% respectively. • 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. • 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. • 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.

External barriers
94% 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.

In particular, the school aims to utilise its Pupil Premium Funding during 2020-21 to ensure that disadvantaged students affected by the lockdown caused by the COVID-19 pandemic are able to catch-up, close gaps in their learning and secure the best possible outcomes in public examinations in 2021 and beyond.

Pupil premium spending plan 2020/21

Objective:	Deliver a pupil premium guarantee to enable students to access the curriculum fully.	
Action	**Cost (£)**	**Success criteria**
Pupil Premium Guarantee	3,500	• 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.
Objective:	Enable disadvantaged students to 'close the gap' in their performance in English and Maths.	
Action	**Cost (£)**	**Success criteria**
Extra English teacher	40,279	• English and Maths teacher recruited or retained.
Extra Maths teacher	35,184	
Performance Review Meetings	26,130	• Performance review meetings delivered between senior leaders and parents of students from disadvantaged backgrounds who are underperforming.
Nurture Group Meetings for under achieving students	25,284	• Nurturing and mentoring meetings delivered between senior leaders and mentors and students from disadvantaged backgrounds who are underperforming.
Student Support Assistants (SSAs)	14,820	• For disadvantaged students who are underachieving: - Weekly intervention delivered in English. - Weekly intervention delivered in Maths. - Support provided in English and Maths.
Intervention resources	6,000	
TLA3 - Maths	26,551	
TLA3 - English	20,413	
Objective:	Raise aspirations and ambition in disadvantaged students.	
Action	**Cost (£)**	**Success criteria**
Enterprise	750	• Careers' Fair delivered. • Careers' presentations delivered. • Impartial careers' guidance provided. • University visits programme delivered.

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 2020/21 funding be reviewed?

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

- October 2020 as a result of the publication of the provisional league tables.
- February 2021 as a result of the publication of the final league tables. Though, the Government has announced that 2021 league tables will not be published, the Pupil Premium report will still be updated and published to report on progress made.