

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	Tauheedul Islam Girls' High School & Sixth Form College
Number of pupils in school	625
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	31 st October 2023
Date on which it will be reviewed	28 th February 2024
Statement authorised by	Shahnaz Akhtar (Principal)
Pupil premium lead	Shahnaz Akhtar (Principal)
Governor / Trustee lead	M Hanif Sufi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,455 (including LAC funding)
Recovery premium funding allocation this academic year	£22,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,087

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge No	Detail of challenge
1	Learning missed due to disruption caused by COVID-19.
2	Affordability of learning materials, resources and access to activities. 35% of students come from areas which are within the bottom 30% nationally for deprivation.
3	Lower levels of literacy and numeracy upon entry to school. <ul style="list-style-type: none">• 22% of disadvantaged Y7s have KS2 Reading scores below 100.• 22% of disadvantaged Y7s have KS2 Reading scores above 110.• 14% of disadvantaged Y7s have KS2 Maths scores below 100.• 22% of disadvantaged Y7s have KS2 Maths scores above 110.

	<ul style="list-style-type: none"> • 15% of disadvantaged Y8s have KS2 Reading scores below 100. • 31% of disadvantaged Y8s have KS2 Reading scores above 110. • 15% of disadvantaged Y8s have KS2 Maths scores below 100. • 31% of disadvantaged Y8s have KS2 Maths scores above 110. • 17% of disadvantaged Y9s have estimated KS2 Reading scores below 100. • 29% of disadvantaged Y9s have predicted KS2 Reading scores above 110. • 12% of disadvantaged Y9s have predicted KS2 Maths scores below 100. • 18% of disadvantaged Y9s have predicted KS2 Maths scores above 110. • 18% of disadvantaged Y10s have predicted KS2 Reading scores below 100. • 45% of disadvantaged Y10s have predicted KS2 Reading scores above 110. • 18% of disadvantaged Y10s have predicted KS2 Maths scores below 100. • 36% of disadvantaged Y10s have predicted KS2 Maths scores above 110. • 18% of disadvantaged Y11s have KS2 Reading scores below 100. • 41% of disadvantaged Y11s have KS2 Reading scores above 110. • 18% of disadvantaged Y11s have KS2 Maths scores below 100. • 32% of disadvantaged Y11s have KS2 Maths scores above 110.
4	Lower levels of aspirations in determining future plans for learning and career. This is evident from our conversations and surveys of pupil and families.
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, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning between 2020 and 2023 due to the pandemic and possible impact on exams and career prospects. 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"> • 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. 	70% of disadvantaged students achieve Grade 5 in both English and Maths.
<ul style="list-style-type: none"> • 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. 	Disadvantaged students achieve an average grade of 6.0 in the English Baccalaureate.
<ul style="list-style-type: none"> • Maximise the % of students from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11. 	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: £146,592

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. 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
Teaching and Learning Assistant – Maths	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
Teaching & Learning Assistant - English		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 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk).</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>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>Research review series: mathematics - GOV.UK (www.gov.uk)</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>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</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 Improving Literacy in Secondary Schools 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>Research review series: English - GOV.UK (www.gov.uk)</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>Improving Literacy in Secondary Schools</p>	3

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

Budgeted cost: £9,000

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
Saturday School Tuition	<p>Saturday school provides small group and one-to-one tuition – delivered by curriculum specialists who know the subject and the students being targeted. 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'.</p> <p>In particular, reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>The tuition would also take into account the EEF toolkit. One to one tuition EEF (educationendowmentfoundation.org.uk) and Small group tuition EEF (educationendowmentfoundation.org.uk). which include effective approaches to implementing tuition.</p>	1, 3
Reading Tests, Reading Wise Intervention and Read Aloud as part of our 'Promoting a World-Class Book Culture' strategy, particularly for disadvantaged students.	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <ul style="list-style-type: none"> - From birth to 48 months, professional parents use around 30 million more words. - Gap forms: 'Beginner's paradox': without enough words, cannot learn related words. - Gap increases: fluent reader at 10 encounters 1 million words a year. - Gap compounded: breadth increases but reading & vocabulary teaching drops. 	2, 3

	<p>As part of this, the school will enhance reading (reading tests, Reading Wise intervention and 'read Aloud' programme). EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - Reading comprehension strategies EEF</p> <ul style="list-style-type: none"> - DfE study: ReadingWise increased reading ages by 10 months in one term. - For reluctant and less able learners, listening to a proficient reader helps accelerate the acquisition of vocabulary than silent reading. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Guarantee – payment of £100 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>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. https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf.</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, 5
Performance Review Meetings	<p>Whilst there is insufficient evidence relating to activities that raise ambition, there is some evidence of impact of mentoring. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	4, 5
Star Map Review Mtgs	<p>These meetings would ensure access to the curriculum for disadvantaged learners with special educational needs.</p> <p>The research underpinning the Education Endowment Foundation's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for students with SEND. The Star High 5 (listed below), informed by EEF research, are particularly well evidenced as having</p>	

	<p>a positive impact. Subject teachers will develop a repertoire of these strategies and use them as the starting point for classroom teaching for all students, including those who are disadvantaged and have SEND.</p> <ul style="list-style-type: none"> • Know the child – Students are listened to, heard and understood. • Plan creatively – Group students flexibly to teach for specific needs and knowledge gaps. • Clear and consistent language – Give ‘what to do’ instructions and stamp learning. • Scaffold – Pre-teach and overlearn knowledge and vocabulary. • Know more, remember more – Increase checks on knowledge. 	
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Total budgeted cost: £164,592

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 2022 to 2023 academic year.

In 2023, exams returned to the rigour and standards of pre-pandemic levels with the removal of lenient marking and generous grading. In 2023, 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: 2023	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.13	2.0	+1.87
Attainment 8	50.1	70.1	+20
9-4 in English and mathematics	72%	100%	+28%
9-5 in English and Maths	50%	94%	+44%
Achieving English Baccalaureate	24%	61%	+37%
EBacc Average Points Score	4.4	6.75	+2.35
Entered for English Bacc	43%	94%	+51%

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.

- In 2023, 100% of disadvantaged students achieved 9-4 and 94% achieved 9-5 in English and Maths (likely to be ranked highest nationally) and they had a Progress 8 score of +2.0 (just below the +2.3 for the full cohort and likely to be ranked amongst the best in the country).
- In 2022, 100% of disadvantaged students achieved 9-4 and 100% achieved 9-5 in English and Maths (ranked highest nationally) and they had a Progress 8 score of +1.8 (equal to the +1.8 for the full cohort and ranked second highest in the country).
- In 2021, according to teacher-assessed grades as a result of the cancellation of exams, 100% of disadvantaged students achieved 9-4 and 92% achieved 9-5 in English

and Maths (likely ranked amongst the highest nationally) and they had an estimated Progress 8 score of +2.62.

- 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 (ranked second highest nationally) and they had an estimated Progress 8 score of +2.04 (just shy of the +2.16 achieved by the full cohort and ranked highest in the country).
- In 2018, 90% of disadvantaged students achieved 9-4 and 73% achieved 9-5 in English and Maths and they had a Progress 8 score of +1.79 (just shy of the +1.90 achieved by the full cohort and 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 and ranked highest in the country). In 2015, 85% of disadvantaged students achieved this measure – and had a Progress 8 score of +1.51 (just shy of the +1.57 achieved by non-disadvantaged students in the cohort). In 2014, 96% of disadvantaged students achieved this measure, compared to 90% of non-disadvantaged students at Tauheedul and 38% of disadvantaged students nationally.

TIGHS is also one of the best schools in the country for students achieving the English Baccalaureate.

- In 2023, 61% of disadvantaged students achieved the English Baccalaureate compared to around 24% of disadvantaged and around 17% of all students nationally.
- In 2022, 77% of disadvantaged students would have achieved the English Baccalaureate if the 2021 teacher-assessed grades from early entry GCSE Languages had counted. This compares with around 14% of disadvantaged students nationally.
- In 2021, according to teacher-assessed grades as a result of the cancellation of exams, 81% of disadvantaged students achieved the English Baccalaureate.
- In 2020, according to teacher-assessed grades as a result of the cancellation of exams, 47% of disadvantaged students achieved the E Baccalaureate.
- In 2019, 56% of disadvantaged students achieved the English Baccalaureate.
- In 2018, 58% of disadvantaged students achieved the English Baccalaureate.
- In 2017, 54% of disadvantaged students achieved the English Baccalaureate – assuming a grade '5 in GCSE English and Maths is needed - compared to around 10% nationally.
- In 2016, 61% of disadvantaged students achieved the English Baccalaureate – compared to just 12% nationally – ranked third highest nationally.
- In 2015, 59% of disadvantaged students achieved this measure.
- In 2014, this increased such that 79% of disadvantaged students achieved the E-Bacc.
- In 2013, Tauheedul was the second best school nationally for disadvantaged students achieving the English Baccalaureate, with 67% achieving this measure (compared to around 12% nationally).

Externally provided programmes

Programme	Provider
Sparx	Sparx
ReadingWise Intervention	ReadingWise

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:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. In-school strategies include regular briefings, curriculum guidance events for parents and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- 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, Star Citizen Award, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.