



Secondary School Pupil Premium Funding Report 2016/17 and 2017/18

Name of School	Tauheedul Islam Boys' High School
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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 2016/17 and how many pupils were eligible for support through this fund?

For the Pupil Premium, the school received £82007.28 for 2016/17. This reflects the number of pupils who are from disadvantaged backgrounds.

What did the school spend it on?

Area of spend	2016/17
Extra English Teacher	£33,207
Extra Mathematics Teacher	£28,739
Performance Review Meetings – Year 7	£1,034
Performance Review Meetings – Year 8	£1,172
Performance Review Meetings – Year 9	£1,130
Performance Review Meetings – Year 10	£1,395
Performance Review Meetings – Year 11	£1,116
Teaching and Learning Assistant – Mathematics	£14,224
Teaching and Learning Assistant – English	£9,046
Library Books	£1,965
Total spend	£93,028

What were the reasons for these spending decisions?

Using the Pupil Premium funds, the school aims to:

- Maximise the % of pupils from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Mathematics. Nationally, only around a third of such pupils achieve a 'standard pass' and around a quarter achieve a 'strong pass' in both English and Mathematics.

- Maximise the % of pupils 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 pupils achieve the English Baccalaureate.

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

- Enable disadvantaged pupils to 'close the gap' in their performance in English through:
 - Small group intervention, delivered by teachers.
 - Smaller class sizes, through additional teachers in English.
 - Support in lessons, through the deployment of support staff in English.
 - Regular performance review meetings with parent/carers if their child is underperforming.
- Enable disadvantaged pupils to 'close the gap' in their performance in Mathematics through:
 - Small group intervention, delivered by teachers.
 - Smaller class sizes, through additional teachers in Mathematics.
 - Support in lessons, through the deployment of support staff in Mathematics.
 - Regular performance review meetings with parent/carers if their child is underperforming.
- Raise aspirations and ambition in disadvantaged pupils 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 pupils in each subject at least once every half-term.
- Closely tracks and analyses the progress of pupils on a half-termly basis.
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged pupils.

What difference did the use of pupil premium funding make to outcomes for supported pupils in 2016/17?

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

	National achievement 2016 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2017	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.1	1.06	+1.05
Attainment 8	51.4	56.6	5.2
9-4 in English and mathematics	65.2%	93.3%	+28.1%
9-5 in English and mathematics	n/a	n/a	n/a
Achieving English Baccalaureate	27.0%	46.7% <i>(Strong Pass)</i>	19.3%

Entered for English Baccalaureate	41.2%	73.3%	32.1%
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In 2016, the school achieved the following outcomes with pupils from disadvantaged backgrounds:

	National achievement 2016 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2016	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.1	0.99	0.89
Attainment 8	51.4	61.8	10.4
9-4 in English and mathematics	65.2%	100%	34.8%
9-5 in English and mathematics	n/a	n/a	n/a
Achieving English Baccalaureate	27.0%	70.0%	43.0%
Entered for English Baccalaureate	41.2%	90.0%	48.8%

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 pupils who come from disadvantaged backgrounds.

- TIBHS is one of the best schools in the country for results by pupils from disadvantaged backgrounds and with low prior achievement from primary school.
- In 2017, 93.3% of pupils from disadvantaged backgrounds achieved 9-4, and 53.3% achieved 9-5, in English and Mathematics. In 2016, 100% of pupils from disadvantaged backgrounds achieved A*-C in English and Mathematics, ranking the school the highest nationally.
- In addition:
 - At least 95% 5A*-Cs with English and Mathematics in 2016 – ranking the school 4th nationally amongst non-selective schools. In 2017, 93% of pupils achieved grades 9-4 – ranking the school 11th nationally amongst non-selective schools. Also 77% achieved grades 9-5 in English and Mathematics in 2017.
 - 63% achieved the English Baccalaureate in 2017, compared to fewer than 20% nationally. 73% achieved the English Baccalaureate in 2016, compared to around 25% nationally, ranking the school 4th highest nationally.
 - In 2017, the 'Attainment 8' score, which reflects the average grade across eight academically challenging subjects was 61.9. In 2016, the 'Attainment 8' score was 61.8, ranking the school 31st highest nationally amongst non-selective schools.
 - In 2016, the 'Progress 8' score, which reflects progress achieved across eight academically challenging subjects, was +1.16 – the 3rd highest in the country.
- In 2016, the 'Progress 8' score for different abilities was outstanding:

- Pupils with low prior attainment achieved a P8 score of around +1.80.
- Pupils with middle prior attainment achieved a P8 score of around +1.52.
- Pupils with a high prior attainment achieved a P8 score of around +0.83.
- Pupils from disadvantaged backgrounds make outstanding progress at the school.
 - In 2016, 100% of disadvantaged pupils at Tauheedul Boys' successfully achieved A*-C in English and Mathematics. This places the school as equal top school nationally. In 2017, 93% of disadvantaged pupils achieved grades 9-4 and 53% achieved grades 9-5 in English and Mathematics.
 - In 2016, 90% of disadvantaged pupils entered the English Baccalaureate, with 70% achieving the measure (placing the school 1st nationally). In 2017, 71% of disadvantaged pupils entered the English Baccalaureate, with 43% achieving the measure (based on needing 9-5 in English and Mathematics). Nationally, fewer than 10% of such pupils achieve the E Bacc measure.
 - In 2016, the 'Progress 8' score for disadvantaged pupils was +0.98 – the 7th highest in the country.
 - 93% of learners from disadvantaged backgrounds make at least average progress in English, with around 53% making progress that is at least a grade higher than their non-disadvantaged peers nationally. In 2016, the 'Progress 8' score for disadvantaged pupils in English was +0.72 – ranked 38th nationally.
 - 87% of learners from disadvantaged backgrounds make at least average progress in Mathematics, with 60% making progress that is at least a grade higher than their non-disadvantaged peers nationally. In 2016, the 'Progress 8' score for disadvantaged pupils in Mathematics was +1.04 – ranked 9th nationally.
- Pupils make outstanding progress in literacy:
 - In 2017, 95% of pupils achieved a 'standard pass' (Grade 4+) and 87% achieved a 'strong pass' (Grade 5+) in English.
 - At least 95% have achieved grade 9 – 4 (A*-C) in English in each year since 2016.
 - In each of the past two years, around 95% 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 in the past two years.
- Pupils make outstanding progress in numeracy:
 - In 2017, 93% of pupils achieved a 'standard pass' (Grade 4+) and 80% achieved a 'strong pass' (Grade 5+) in Mathematics.
 - At least 93% have achieved grade 9 – 4 (A*-C) in Mathematics in each year since 2016.
 - In each of the past two years, around 95% of learners have made progress in Mathematics which is at least a grade higher than their peers nationally.
 - Mathematics is consistently in the top 1% of schools for value-added in the past two years.
- Outstanding attainment in all E-Bacc & specialist subjects.

In 2016:

 - 97% A*-C in English (with a Progress 8 score of +0.8).
 - 97% A*-C in Mathematics (with a Progress 8 score of +1.3).
 - 87% A*-C in two Sciences (with a Progress 8 score in the E Bacc element of +1.36.)
 - 85% A*-C in Humanities (History or Geography).
 - 82% A*-C in at least one Modern Foreign language.

In 2017:

 - 95% 9-4 and 87% 9-5 in English.
 - 93% 9-4 and 80% 9-5 in Mathematics.
 - 87% A*-C in two Sciences

- 79% A*-C in Humanities (History or Geography)
- 71% A*-C in at least one Modern foreign Language.

How much pupil premium funding has the school received for 2017/18?

For the Pupil Premium, the school estimates that it will receive £88,091 in 2017-2018.

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
32% of disadvantaged Y7s have KS2 reading scores below 100. 82% of disadvantaged Y7s have KS2 reading scores below 110. 14% of disadvantaged Y7s have KS2 Maths scores below 100. 91% of disadvantaged Y7s have KS2 Maths scores below 110.
59% of disadvantaged Y8s have KS2 reading scores below 100. 86% of disadvantaged Y8s have KS2 reading scores below 110. 32% of disadvantaged Y8s have KS2 Maths scores below 100. 86% of disadvantaged Y8s have KS2 Maths scores below 110.
13% of disadvantaged Y9s have KS2 reading levels below level 4. 38% of disadvantaged Y9s have KS2 reading levels below level 5. 13% of disadvantaged Y9s have KS2 Maths levels below level 4. 56% of disadvantaged Y9s have KS2 Maths levels below level 5.
20% of disadvantaged Y10s have KS2 English levels below level 4. 80% of disadvantaged Y10s have KS2 English levels below level 5. 15% of disadvantaged Y10s have KS2 Maths levels below level 4. 50% of disadvantaged Y10s have KS2 Maths levels below level 5.
11% of disadvantaged Y11s have KS2 English levels below level 4. 83% of disadvantaged Y11s have KS2 English levels below level 5. 11% of disadvantaged Y11s have KS2 Maths levels below level 4. 67% of disadvantaged Y11s have KS2 Maths levels below level 5.
Progress 8 score of disadvantaged pupils at TIBHS in 2016 = 0.98 Progress 8 score of all pupils at TIBHS in 2016 = 1.15
100% of disadvantaged pupils at TIBHS in 2016 achieved C+ in GCSE English and Mathematics. 95% of all pupils at TIBHS in 2016 achieved C+ in GCSE English and Mathematics

External barriers
74% of pupils have English as an Additional Language.
48% of pupils 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 pupils from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Mathematics. Nationally, only around a third of such pupils achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Mathematics.

- Maximise the % of pupils 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 pupils achieve the English Baccalaureate.

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

- Enable parent/carers to have Pupil Premium Guarantee which allows all disadvantaged pupils to receive:
 - Free books, stationery, revision resources.
 - Free educational visits and trips.
 - Free access to all intervention and enrichment activities.
- Enable disadvantaged pupils to 'close the gap' in their performance in English and Mathematics through:
 - Small group intervention, delivered by teachers.
 - Smaller class sizes, through additional teachers in English and Mathematics.
 - Support in lessons, through the deployment of support staff in English and Mathematics.
 - Regular performance review meetings with parent/carers if their son is underperforming.
 - One to one tuition.
- Raise aspirations and ambition in disadvantaged pupils through:
 - Access to careers' marketing events, guidance and mentors.
 - Mentoring and nurturing via senior leaders and peer mentors.

Pupil premium spending plan 2017/18

Objective:	Deliver a pupil premium guarantee to enable pupils to access the curriculum fully.		
Action	Cost (£)	Success criteria	
Pupil Premium Guarantee	£10,000	<ul style="list-style-type: none"> • Disadvantaged pupils to receive: <ul style="list-style-type: none"> - Free books, stationery, revision resources. - Free educational visits and trips. - Free access to all intervention and enrichment activities. 	
Objective:	Enable disadvantaged pupils to 'close the gap' in their performance in English and Mathematics.		
Action	Cost (£)	Success criteria	
Extra English teacher	£20,774	<ul style="list-style-type: none"> • English and Mathematics teacher recruited or retained • Performance Review meetings delivered 	
Extra Mathematics Teacher	£34,454		
Performance Review Meetings - Year 7	£886		
Performance Review Meetings - Year 8	£913		

Performance Review Meetings - Year 9	£1,411	between senior leaders and parents of pupils from disadvantaged backgrounds who are under performing <ul style="list-style-type: none"> • Nurturing and mentoring meetings delivered between senior leaders and mentors and pupils from disadvantaged backgrounds who are underperforming. • For disadvantaged pupils who are underachieving: <ul style="list-style-type: none"> - Weekly intervention delivered in English - Weekly intervention delivered in Mathematics. - Support provided in English and Mathematics lessons who are underperforming
Performance Review Meetings - Year 10	£1,363	
Performance Review Meetings - Year 11	£1,601	
Nurture Group Meetings for under achieving pupils - Year 7	£2,318	
Nurture Group Meetings for under achieving pupils - Year 8	£1,631	
Nurture Group Meetings for under achieving pupils - Year 9	£1,116	
Nurture Group Meetings for under achieving pupils - Year 10	£515	
Nurture Group Meetings for under achieving pupils - Year 11	£257	
LSA - English	£11,038	
LSA - Mathematics	£15,245	
Objective:	Raise aspirations and ambition in disadvantaged pupils.	
Action	Cost (£)	Success criteria
Enterprise	£908	<ul style="list-style-type: none"> • Careers' Fair delivered. • Careers' Presentation delivered. • Impartial Careers' guidance provided. • Enterprise Days 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 pupils in each subject at least once every half-term.
- Closely tracks and analyses the progress of pupils on a half-termly basis.
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged pupils.

When will the impact of the 2017/18 funding be reviewed?

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

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