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Secondary School Pupil Premium Funding Report

2017/18 and 2018/19

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 2018/19 and how many pupils were eligible for support through this fund?

For the Pupil Premium, the school received **£90,811.11** for **2018/19**. This reflects the number of pupils who are from disadvantaged backgrounds.

What did the school spend it on?

Area of spend	2017/18
Extra English Teacher	£19,527.33
Extra Mathematics Teacher	£19,527.33
Performance Review Meetings – Year 7	£1,573.68
Performance Review Meetings – Year 8	£1,195.44
Performance Review Meetings – Year 9	£1,152.60
Performance Review Meetings – Year 10	£1,422.90
Performance Review Meetings – Year 11	£1,138.32
Teaching and Learning Assistant – Mathematics	£4,962.00
Teaching and Learning Assistant – English	£4,962.00
Teaching and Learning Assistant – French	£500.00
Kip Mcgrath Tuition	£3,440.00
Library Books	£8,961.00
Trips	£5,944.67
Staff training	£2,729.17
Resources	£13,774.67
Total spend	£90,811.11

What were the reasons for these spending decisions?

Using the Pupil Premium funds, the school aims to:

- Maximise the numbers 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.
- The School 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 2017/18?

In 2018, the school achieved the following outcomes with pupils 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	+0.95	+0.82
Attainment 8	50.1	53.3	+3.2
9-4 in English and mathematics	71.5%	81.0%	+9.5%
9-5 in English and mathematics	50.1%	63.0%	+12.9%
Achieving English Baccalaureate	20.2% <i>(2018 Pass harder than 2017 Pass)</i>	25% <i>(New Strong 2018 Pass)</i>	+4.8% <i>(2018 Pass harder than 2017 Pass)</i>

Entered for English Bacalaureate	42.8%	94%	+51.2%
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In 2017, the school achieved the following outcomes with pupils from disadvantaged backgrounds:

	National achievement 2017 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	0.11	1.3	+1.19
Attainment 8	49.8	53.9	+4.1
9-4 in English and mathematics	71.2%	93%	+22%
9-5 in English and mathematics	49.4%	57%	+8%
Achieving English Bacalaureate	25.6%	43% <i>(Strong Pass)</i>	+17%
Entered for English Bacalaureate	43%	71%	+28%

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 2018, 81% of pupils from disadvantaged backgrounds achieved 9-4, and 63% achieved 9-5, in both English and Mathematics.
- In 2017, 93% of pupils from disadvantaged backgrounds achieved 9-4, and 57% achieved 9-5, in both English and Mathematics.
- In 2016, 100% of disadvantaged pupils at Tauheedul Boys' successfully achieved A*-C (9-4) in English and Mathematics. This placed the school as equal first nationally.
- In 2018, 94% of pupils from disadvantaged backgrounds entered the English Bacalaureate, with 41% achieving the standard and 25% the strong* English Bacalaureate.
* A different measure to 2017.
- In 2017, 71% of pupils from disadvantaged backgrounds entered the English Bacalaureate, with 47% achieving the standard and 43% the strong English Bacalaureate.
- In 2016, 90% of pupils from disadvantaged backgrounds entered the English Bacalaureate, with 70% achieving the standard English Bacalaureate.
- In 2018, 80% of learners from disadvantaged backgrounds make at least average progress in English, with around 47% making progress that is at least a grade higher than their non-disadvantaged peers nationally.
- In 2018, 73% of learners from disadvantaged backgrounds make at least average progress in Maths, with around 47% making progress that is at least a grade higher than their non-

disadvantaged peers nationally.

- In 2018, the 'Progress 8' score for different abilities was outstanding:
 - ✓ Pupils with low prior attainment achieved a P8 score of +1.6.
 - ✓ Pupils with middle prior attainment achieved a P8 score of +1.38.
 - ✓ Pupils with a high prior attainment achieved a P8 score of +1.27.
- In 2017, the 'Progress 8' score for different abilities was outstanding:
 - ✓ Pupils with low prior attainment achieved a P8 score of around +1.53.
 - ✓ Pupils with middle prior attainment achieved a P8 score of around +1.81.
 - ✓ Pupils with a high prior attainment achieved a P8 score of around +1.25.

In addition:

- ✓ In 2018, the 'Progress 8' score, which reflects progress achieved across eight academically challenging subjects, was +1.35 – the 8th highest in the country.
- ✓ In 2017, the 'Progress 8' score, which reflects progress achieved across eight academically challenging subjects, was +1.55 – the 3rd highest in the country.
- ✓ In 2016, the 'Progress 8' score, which reflects progress achieved across eight academically challenging subjects, was +1.55 – the 3rd highest in the country.

- ✓ In 2018, 90% of pupils achieved grades 9-4 and 77% achieved grades 9-5 in English and Mathematics.
- ✓ In 2017, 93% of pupils achieved grades 9-4 and 76% achieved grades 9-5 in English and Mathematics.
- ✓ In 2016, 95% of pupils achieved grades A*-C in English and Mathematics.

- ✓ In 2018, 60% of pupils achieved the standard English Baccalaureate compared to fewer than 18% nationally.
- ✓ In 2017, 64% of pupils achieved the standard English Baccalaureate compared to 23% nationally.
- ✓ In 2016, 73% of pupils achieved the standard English Baccalaureate compared to 23% nationally.

- Pupils of all abilities make outstanding progress (as outlined by the 2018 figures above).
 - ✓ In English, 87% of students have achieved above average progress from KS2 to KS4, with 66% achieving a minimum of one full grade better than expected progress.
 - ✓ In Maths, 87% of students have achieved above average progress from KS2 to KS4, with 61% achieving a minimum of one full grade better than expected progress.

- Pupils make outstanding progress in literacy:
 - ✓ In 2018, 99% of pupils achieved a 'standard pass' (Grade 4+) and 94% achieved a 'strong pass' (Grade 5+) in English.
 - ✓ 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 2018 66% of learners have made progress in English which is at least a grade higher than their peers nationally.
 - ✓ English is in the top 1% of schools for attainment and progress.

- Pupils make outstanding progress in numeracy:
 - ✓ In 2018, 90% of pupils achieved a 'standard pass' (Grade 4+) and 78% achieved a 'strong pass' (Grade 5+) in maths.

- ✓ In 2017, 93% of pupils achieved a 'standard pass' (Grade 4+) and 80% achieved a 'strong pass' (Grade 5+) in maths.
- ✓ At least 90% have achieved grade 9-4 (A*-C) in maths in each year since 2016.
- ✓ In 2018 61% of learners have made progress in maths which is at least a grade higher than their peers nationally.
- ✓ Maths is in the top 3% of schools for attainment and top 1% for progress.

Outstanding attainment in all E-Bacc & specialist subjects.

In 2018:

- ✓ 99% 9-4 in English (top 1% nationally)
- ✓ 90% 9-4 in Mathematics (top 3% nationally)
- ✓ 87% 9-4 in Science (top 3% nationally)
- ✓ 77% 9-4 in Humanities
- ✓ 64% 9-4 in a Modern Foreign Language

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

For the Pupil Premium, the school estimates that it will receive £90,811.11 in 2018-2019.

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
27% of disadvantaged Y7s have KS2 reading scores below expected. 82% of disadvantaged Y7s have KS2 reading scores below 110. 11% of disadvantaged Y7s have KS2 maths scores below expected. 91% of disadvantaged Y7s have KS2 maths scores below 110.
26% of disadvantaged Y8s have KS2 reading scores below expected. 86% of disadvantaged Y8s have KS2 reading scores below 110. 14% of disadvantaged Y8s have KS2 maths scores below expected. 86% of disadvantaged Y8s have KS2 maths scores below 110.
13% of disadvantaged Y9s have KS2 reading scores below expected. 38% of disadvantaged Y9s have KS2 reading scores below 110. 13% of disadvantaged Y9s have KS2 maths scores below expected. 56% of disadvantaged Y9s have KS2 maths scores below 110.
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 2018 = 0.95 Progress 8 score of all pupils at TIBHS in 2018 = 1.35
81% of disadvantaged pupils at TIBHS in 2018 achieved 9-4 grades in GCSE English and Mathematics. 63% of disadvantaged pupils at TIBHS in 2018 achieved 9-5 grades in GCSE English and Mathematics.

External barriers (2017 data)
92% of pupils come from areas which are within the bottom 50% nationally for deprivation.
51% 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 64% of such pupils achieve a 'standard pass' and 40% 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 2018/19

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	English and Mathematics teacher recruited or retained.	
Extra Mathematics Teacher	£34,454		
Performance Review Meetings – Year 7	£886	Performance Review meetings delivered between senior leaders and parents of pupils from disadvantaged backgrounds who are under performing. 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 8	£913		
Performance Review Meetings - Year 9	£1,411		
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 2018/19 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.