

# Pupil premium strategy statement

This statement details Madani Girls School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged student.

This document 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	Madani Girls School
Number of students in school	365
Proportion (%) of pupil premium eligible students	% (91) Students
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Sept 2021
Statement authorised by	Riyaz Laher, Headteacher
Pupil premium lead	Dr Naveed Alam, Assistant Headteacher
Governor / Trustee lead	Hussein Suleman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,505
Recovery premium funding allocation this academic year	£11,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,965

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Madani Girls School is to ensure that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve their goals through the schools HEART values, including progress for those who are already high attainers. Madani Girls School will consider the social economic challenges faced by all vulnerable students. The activities we have outlined in this statement is also intended to support all students' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach at Madani Girls School, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that disadvantaged students' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, during school closure.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective, we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point that need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	The Maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with literacy and oracy skills. Assessments on entry to year 7 in the last 3 years indicate that on average 27% of our disadvantaged students arrive below age-related expectations compared to 14% of their non-disadvantaged peers. Subsequent internal and external (where available) assessments show that this gap widens by around 4% during students' time at our school.
2	Assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower levels of reading ages than their non-disadvantaged peers. On entry to year 7 in the last 3 years, 17% of our disadvantaged students arrive below age-related expectations compared to 8% of their peers. This gap remains steady during students' time at our school.
3	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in English.
4	Our observations suggest many lower attaining disadvantaged students lacked opportunities have access to ICT for remote learning. There was a lack of structure and independent learning to access the curriculum. Analysis suggests that disadvantaged students benefited from 121 online tuitions in line with the school recovery plan.
5	Our student questionnaire (including wellbeing survey), observations and discussions with students and families have identified barriers to learning such as types of support needed, access to reading material, aspirations to go to university, enrichment clubs attended, following a healthy lifestyle etc. This is partly driven by concerns about catching up lost learning and exams/future prospects and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.
6	Our attendance data over the last 3 years indicates that attendance amongst disadvantaged students has been between 10-15% lower than for non-disadvantaged students.

	5% of disadvantaged students have been 'persistently absent' compared to 2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
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## 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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 60% or more of disadvantaged students enter the English Baccalaureate (EBacc). In the last 3 years this figure was 5-10%.  2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 0.8</li> <li>• an EBacc average point score of 0.5</li> </ul>
Improved reading among disadvantaged students across KS3.	Reading tests will demonstrate improved reading ages amongst disadvantaged students and a smaller gap between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved subject knowledge among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion and the use of knowledge organisers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 5%.</li> <li>• the percentage of all students who are persistently absent being below 5% and the figure among disadvantaged students being no more than 5% lower than their peers.</li> </ul>

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£49,982.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing oracy language intervention Oral language interventions (also known as oracy or speaking and listening interventions) will emphasise the importance of spoken language and verbal interaction in the classroom.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.  <a href="#">Oral language interventions   Toolkit Strand   Education   Endowment Foundation   EEF</a>	1,2,3
Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school.  <a href="#">Extending-school-time   Toolkit Strand   Education   Endowment Foundation   EEF</a>	1,2,3,6
Use of standardised diagnostic reading tests. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised reading tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional	1, 2, 3

	support through interventions or teacher instruction: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34991.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Feedback information is given to the learner about the learner's performance relative to their learning goals or outcomes. It will aim to (and be capable of producing) improvement in students' learning.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,991.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Year 10 Duke of Edinburgh typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These are organised as intensive residential courses or shorter courses run in schools or local outdoor centres.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes.  <a href="#">Outdoor-adventure-learning   Toolkit Strand   Education   Endowment Foundation   EEF</a>	5
Physical activity refers to approaches that engage pupils in sports or any kind of physical exercise. This will be through organised after school activities or school fixtures program. Sometimes sporting activity will be used as a means to encourage young people to engage in additional learning activities, such as football training (LCFC combined with study skills), ICT, literacy, or mathematics lessons.	The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.  The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.  <a href="#">Physical-activity   Toolkit Strand   Education   Endowment Foundation   EEF</a>	5
Behaviour interventions seek to improve attainment by reducing	The average impact of behaviour interventions is four additional months' pro-	6

challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.	<p>gress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p><a href="#">Behaviour-interventions   Toolkit Strand   Education   Endowment Foundation   EEF</a></p>	
MGS will support PP students with the cost of a financial contribution to the schools blazer of £30.	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p><a href="#">School-uniform   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £104,765**



## 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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was slightly lower than in the previous 3 years in key areas of the curriculum. Progress 8 entry was 0.79 20/21, which is higher than in the previous 3 years, but 10% below the target we had aimed for.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 97%, it was higher than the national average. At times when all students were expected to attend school, absence among disadvantaged students was 3% higher than their peers and persistent absence 2% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students 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 student anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students 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), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.