

Madani Girls School Pupil Premium Strategy Statement 2022-2023

This statement details Madani Girls School's use of pupil premium funding to help improve the attainment of our disadvantaged pupil.

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 pupils in school	365
Proportion (%) of pupil premium eligible pupils	27% (106 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by The governing body on 8/11/22	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	£79,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Madani Girls School is to ensure that all pupils, 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 pupils 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 pupils. The activities we have outlined in this statement is also intended to support all pupils' 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 pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' 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 pupils 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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

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

Challenges

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

No.	Detail of challenge
1	<p>Maths (vocabulary and oracy)</p> <p>The Maths attainment of disadvantaged pupils is generally lower than that of their peers on entry and teacher diagnostic assessments suggest that many pupils particularly struggle with vocabulary and oracy skills. Assessments on entry to year 7 in the last 3 years indicate that on average 27% of our disadvantaged pupils arrive below age-related expectations compared to 14% of their non-disadvantaged peers. Subsequent internal and external assessments show that this gap widens by around 4% during pupils' time at our school.</p>
2	<p>Lack of fluency and automaticity in reading</p> <p>Disadvantaged pupils 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 pupils arrive below age-related expectations compared to 8% of their peers. This gap remains constant during pupils' time at our school.</p> <p>This group do not necessarily display a true love of reading. They often do not choose to visit a library or extend their reading repertoire.</p> <p>Limited literacy skills impact on the ability to access the wider curriculum, for example accessing texts in other subjects.</p>
3	<p>Positive attitudes and the ability to self-regulate learning</p> <p>Many of our disadvantaged pupils have been impacted by partial school closures. This is measurable when compared to peers. Although ICT systems were in place, many pupils did not readily access remote learning, this has resulted in significant knowledge gaps. This is particularly evident in English. Some of our disadvantaged pupils lack the drive and motivation to lead on their own learning and make the most of learning opportunities. This has also impacted significantly on outcomes and some social and emotional of personal development.</p>
4	<p>Pupil wellbeing and aspirations</p> <p>Leaders have identified that some of our disadvantaged pupils are experiencing a significant knock to their aspirations for the future. For example, the aspiration to go to university. There is a reduction in pupils wanting to access enrichment and the ability to prioritise their health and wellbeing. Leaders have identified some pupils demonstrating a lack of confidence in their own ability and a lack of drive to develop their skills and talents beyond the curriculum.</p>
5	<p>Poor attendance</p> <p>Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been between 10-15% lower than for non-disadvantaged pupils.</p> <p>5% of disadvantaged pupils have been 'persistently absent' compared to 2% of their peers during that period. Leaders have identified that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Challenge 1 Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	Maths (vocabulary and oracy) By the end of our current 3-year plan: <ul style="list-style-type: none"> - in 2024/25, 60% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). - disadvantaged pupils achieve an average Attainment 8 score of 0.8 - disadvantaged pupils achieve an EBacc average point score of 0.5 - disadvantage pupils are able to articulate learning in maths with confidence.
Challenge 2 Improved reading among disadvantaged pupils across KS3	Fluency and automaticity By the end of our current 3-year plan: <ul style="list-style-type: none"> - reading tests will demonstrate improved reading ages amongst disadvantaged pupils - a smaller gap between the scores of disadvantaged pupils and their non-disadvantaged peers. - pupils are engaged in learning and talk about a love or reading as evidence in books and pupil discussions - disadvantaged pupils are accessing the library to extend their reading repertoire. - pupils' success across the wider curriculum due to increased fluency and automaticity in their reading.
Challenge 3 Improved subject knowledge among disadvantaged pupils across all subjects.	Positive attitudes and the ability to self-regulate learning By the end of our current 3-year plan: <ul style="list-style-type: none"> - ongoing assessments highlight that disadvantaged pupils are knowing and remembering more - pupils are motivated to succeed as evidence in the work produced, discussions with pupils and staff - pupils understand the impact of a positive attitude to learning. They make the most of learning opportunities. homework is completed and pupils use knowledge organisers to further develop learning.
Challenge 4 To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Pupil wellbeing and aspirations By the end of our current 3-year plan: <ul style="list-style-type: none"> - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. - an increase in pupils pursuing high aspirations for their future. - pupils confident to talk about taking care of their own health and wellbeing. - pupils actively taking the opportunities to develop their own interests and talents.
Challenge 5 To achieve and sustain improved attendance for all pupils, particularly	Poor attendance By the end of our current 3-year plan: <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 5%

our disadvantaged pupils.	<ul style="list-style-type: none"> - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5% - the percentage of all pupils who are persistently absent being below 5% - the figure for disadvantaged pupils being no more than 5% lower than their peers.
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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: **£38,892.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff received training to ensure they understand the importance of fluency and automaticity in reading (regardless of subject specialism)	<p>EEF research in the widening gap for reading. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Ofsted research into 'children at risk of reading failure'. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf</p>	2
Staff received training to ensure they understand the importance of vocabulary and oracy in maths (including TAs)	<p>https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</p> <ul style="list-style-type: none"> - thoroughly analysed which pupils were underachieving, particularly in English and mathematics, - thoroughly analysed WHY pupils were not achieving in maths - understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good 	1
Training provided for staff to ensure that standardised diagnostic reading test assessments are interpreted correctly.	<p>Standardised reading tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Teachers need to be confident in using this information to inform intervention and planning. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Training for all staff in bereavement training in order to effectively support pupils.</p> <p>Also training session on broadening the curriculum to support wellbeing.</p>	<ul style="list-style-type: none"> - Improving teachers' knowledge about how bereavement impact children and their schooling will make them more comfortable in engaging with children. - Good support from remaining parents and teachers will help a child returning to school life following bereavement. - Schools need better follow-up procedures to make sure that bereaved pupils' educational potential is realised. <p>https://www.cruse.org.uk/about/blog/new-research-shows-how-bereaved-children-suffer-at-school/</p>	3,4
<p>Pupil premium lead to monitor class teaching focused on disadvantaged pupils, giving feedback and advice for staff.</p>	<p>Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:</p> <ul style="list-style-type: none"> - carefully ringfenced the funding so that they always spent it on the target group of pupils - thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why - understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good - used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked - ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils - ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress <p>https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</p>	1,2,3,4,5

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

Budgeted cost: £24,867.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to develop automaticity and fluency, comprehend texts and address vocabulary gaps.	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	2
Good quality teaching needs to ensure that assessment is used effectively to build on pupils' existing knowledge . Developing vocabulary and oracy , pupils will be able to talk about their learning. Effective well-focused interventions will support class-based teaching.	Staff must: <ul style="list-style-type: none"> - Use manipulatives and representations - Teach strategies for solving problems - Enable pupils to develop a rich network of mathematical knowledge - Develop pupils' independence and motivation - Use tasks and resources to challenge and support pupils' mathematics - Use structured interventions to provide additional support https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1669224980	1
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 research 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. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Feedback information is given to the learner about the learner's performance relative to their learning goals or outcomes .	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.	1,2,3

	Feedback Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic . A significant proportion of the pupils 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 pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: **£16,024.61**

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. Developing cultural capital, confidence and self belief in their ability to achieve.	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. Outdoor-adventure-learning Toolkit Strand Education Endowment Foundation EEF Outdoor learning has a positive impact: <ul style="list-style-type: none"> - Confidence: children had the freedom, time and space to learn and demonstrate independence - Social skills: working together - Communication: language development - Motivation: the want to succeed - Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills https://epi.org.uk/publications-and-research/social-and-emotional-learning/	4,5
Physical activity will be through organised after school activities or school fixtures program. Sometimes sporting activity	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.	3,4

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 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. Physical-activity Toolkit Strand Education Endowment Foundation EEF	
MBS will support PP pupils with the cost of a financial contribution to the schools' blazer of £30.	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 sense of belonging, aspirations and wellbeing. School-uniform Toolkit Strand Education Endowment Foundation EEF	3,4,5
Rigorous process for identifying pupils who do not attend well at the earliest opportunity for intervention.	The need to remove barriers and understanding new challenges (post C19) is key. Consistency, early intervention and clear, well understood systems and process, alongside an effective partnership with parents, lead to improved attendance. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	5
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: £79,785

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 2021 to 2022 academic year.

Our internal and external assessments during 2021/22 suggested that the performance of disadvantaged pupils was significantly higher than national averages and continues to rise with the gap between PP and Non-PP continuing to close over the previous 3 years in key areas of the curriculum. Progress 8 on entry was +0.85 21/22, which is higher than in the previous years, but with a small gap that continues to reduce.

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 94.7%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.5% lower than their peers and no persistent absence. As these gaps still remain as in previous years, attendance is therefore still a focus of our current plan.

Evidenced of internal data suggests, targeted oral language intervention based on comprehension and reading skills has had positive impact on 62% of disadvantaged pupils' uptake of EBacc in year 9. However, as we are still below our overall target, EBacc still continues to remain a focus on our current.

There has been a positive impact of extending school time and incorporating the schools' enrichment program with an uptake of 67% of PP pupils attending afterschool enrichment as compared to 53% of non-pp pupils attending enrichment clubs. Through pupil questionnaires it was found that many pupils were unable to attend afterschool due to other afterschool commitments or because of the distances they lived from school.

Standardised reading at year 7 has provided valuable insight into the reading ages of PP pupils. However, other year groups at KS3 and KS4 need to be covered provided more valuable insight into the specific strengths and weaknesses of PP pupil to help ensure they receive the correct additional support through interventions or teacher instruction.

Learning walks and pupil questioners suggested that teachers' feedback had a high impact on learning outcomes. Teachers' feedback tended to focus on the task, subject and self-regulation strategies, however more specific feedback was needed on how to improve literacy and numeracy.

Supporting disadvantaged pupils with the financial contribution of £30 towards the cost of purchasing a blazer has proven to improve attitude towards learning and broader school improvement process which includes the development of the schools' ethos and the improvement of behaviour and discipline.

Evidence suggests that, on average, behaviour mentoring for disadvantaged pupils produced moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely with pupils needs and year groups.

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 pupils, particularly disadvantaged pupils.
- 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.
- 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 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), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils 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, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils 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 pupils.

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 pupils.