

IQRA Slough Islamic Primary School

Pupil Premium Report 2015-2016

Principles of Pupil Premium at IQRA:

- To ensure that provision is made available for pupils belonging to vulnerable groups
- Meeting the needs of socially disadvantaged pupils
- Recognising that not all pupils receiving Free School Meals will be socially disadvantaged and that not all pupils who are disadvantaged are registered as Free School Meals

Our Priorities at IQRA are:

Target (1): Leaders at all levels create a culture that enables pupils and staff to excel

Target (2): Reading, Writing, Communication (including ICT) and Mathematics is exceptionally embedded in teaching across the curriculum

Target (3): Embed the Islamic Ethos of the school by developing pupils' spiritual, moral, social and cultural skills and a promotion of high standards of behaviour and impeccable conduct

Target (4): Pupils across the curriculum make substantial and sustained progress from their different starting points

PUPIL PREMIUM GRANT AND EXPENDITURE 2015/16

IQRA Slough Islamic Primary

School roll	625
Students eligible for Pupil Premium	222
Pupil Premium Grant per student	£1,320
Total Pupil Premium Grant 2015/16	£288,600
Pupil Premium Grant 2015/16 Adjustment	£4,400
Total Pupil Premium Grant Available 2015/16	£293,000

Headline Figures:

EYFS – 100% of disadvantaged children attained a GLD; significantly higher than national all children

Year 1 Phonics – 80% of disadvantaged children passed the test; in line with nationally all children and significantly above national disadvantaged children

KS1 tests - % of children achieving Expected Standard

KS1 PPI at expected	Reading	Maths	Writing
Iqra PPI 2016	86%	86%	86%
IQRA All	85%	85%	85%

At end of KS1 there is no gap between children attaining expected standards in Reading, Writing and Maths

KS2 tests – scaled score

KS2 PPI	Reading	GPS	Maths	Writing %EXS	Writing %GDS
Iqra PPI 2016	102	104	102	83%	25%
National all	103	104	103	74%	15%

Attainment of disadvantaged children at the end of KS2 (scaled score) was in line with national all children; above in Writing (including Greater Depth). **Progress measures** of PPI children showed they were in line with nationally all children from similar starting points.

Internal Data highlighted at least Good progress and in many cases outstanding progress with no trend of lower progress/attainment within the school.

Intervention	Cost	Success Criteria	Monitoring	Impact/Evaluation																		
1 FT HLTA		Intervention programme for a systematic and dynamic literacy programme rooted in Basic RWMS Skills Intervention: Use of models and images to embed basic number skills with children spelling strategies to support writing	Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress Meetings – termly	<p>Year 1 Phonics: 85% of pupils successfully passed the Y1 Phonics Screening Test in 2016 (National 74%).</p> <table border="1"> <tr> <td></td> <td>2016</td> </tr> <tr> <td>% disadvantaged pupils who passed phonics test</td> <td>80%</td> </tr> <tr> <td>National all</td> <td>74%</td> </tr> <tr> <td></td> <td>+11</td> </tr> </table> <p>Disadvantaged pupils attain above national all children.</p>		2016	% disadvantaged pupils who passed phonics test	80%	National all	74%		+11										
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Year 5 and Year 6 Intervention Teachers		Targeted support in Literacy and Maths for groups of children delivering 5x 2 hours maths and English lessons a week	Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress Meetings - termly	<p><u>Y5 Interventions</u> On average disadvantaged pupils receiving a writing intervention made 7.6 ASP progress; Maths Intervention 7.8 ASP progress and in the Reading Intervention 7.6 ASP progress.</p> <p><u>Y6 Interventions</u></p> <table border="1"> <thead> <tr> <th>KS2 PPI</th> <th>R</th> <th>GPS</th> <th>M</th> <th>Writing %EXS</th> <th>Writing %GDS</th> </tr> </thead> <tbody> <tr> <td>Iqra PPI 2016</td> <td>102</td> <td>104</td> <td>102</td> <td>83%</td> <td>25%</td> </tr> <tr> <td>National all</td> <td>103</td> <td>104</td> <td>103</td> <td>74%</td> <td>15%</td> </tr> </tbody> </table> <p>Attainment of disadvantaged children at the end of KS2 (scaled score) was in line with national all children; above in Writing (including Greater Depth).</p>	KS2 PPI	R	GPS	M	Writing %EXS	Writing %GDS	Iqra PPI 2016	102	104	102	83%	25%	National all	103	104	103	74%	15%
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1 FTE Interventions Y6		Interventions for Narrowing the gap for Targeted FSM children by raising attainment and % of children working at expected levels Focus on an increase in % of children working at greater depth in Mathematics	Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress	<p>Targeted support. At the end of KS2 2016 disadvantaged pupils in Year 6 attained in line with National all in Reading and Maths and above in writing (scale score) 83% of disadvantaged pupils attained EXS in writing which is significantly above National all of 74%. ; 25% attained GDS in writing compared to 15% National all.</p> <p>Targeted Grammar support: In targeted SPAG support disadvantaged pupils have made 8.77 ASP progress over the year.</p>																		
Y2 Boosters (1 hour per week)		Narrowing the gap and raising attainment of % of children working at expected through focused interventions	Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress Meetings - termly	<table border="1"> <thead> <tr> <th>KS1 PPI at expected</th> <th>Reading</th> <th>Maths</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Iqra PPI 2016</td> <td>86%</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>IQRA All</td> <td>85%</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table> <p>At end of KS1 there is no gap between children</p>	KS1 PPI at expected	Reading	Maths	Writing	Iqra PPI 2016	86%	86%	86%	IQRA All	85%	85%	85%						
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		and early targeting.		attaining expected standards in Reading, Writing and Maths Disadvantaged pupils receiving an intervention in Year 2 made on average 8.7 ASP progress over the year
3 X SLT Teachers Yr 2, Yr 5 and Yr 6 Target Teaching		Interventions for Narrowing the gap for Targeted FSM children by raising attainment and % of children attaining at greater depth.	Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress Meetings - termly	Y2 Maths Disadvantaged pupils in the group made 8.7 ASP progress by the end of year 2. Writing Disadvantaged pupils in the group made 8.3 ASP progress over Y5 Reading By the end of the summer term Disadvantaged pupils in the group made 7.6 ASP progress Writing Disadvantaged pupils in the group made 7.3 ASP progress over the year Maths Disadvantaged pupils in the group made 7.8 ASP progress by the end of the summer term
SLT Coaching and Modeling/Lesson Study		Dedicated coaching and modeling across school leads to increase in pedagogy of teachers. Children make accelerated progress. Narrowing the gap for FSM children by raising attainment and % of children working at expected levels	Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress Meetings – termly Case studies	Leadership within the school. <i>Senior leaders are experienced, innovative and robust. They know the school extremely well and are constantly driving improvement and refining practice eg their use of external consultants such as Babcock who have just monitored and evaluated 2,500 books. Improvements are evident in achievement data and new assessment procedures. Middle leaders such as subject and year leaders are reported to also be skilled & proactive. (LA Review, Nov 2015)</i> Improving teaching: <i>Dramatic improvements in pupils' achievement indicate how much the quality of teaching has improved over the past few years. Systems and records for this are thorough and robust. Systems for mentoring and coaching are strong and well-embedded. Many of the current leaders are 'home-grown'. (LA Review, Nov 2015)</i>
Learning Mentor		Support in identification and support of those pupils who have emotional, behavioural and social barriers to learning. Delivery of an individualized Writing and Maths Learning programme for small groups of children through to help overcome their barriers. Supports in	Teaching and Learning Reviews Pupil Progress meetings Case studies	Emotional Support for disadvantaged Year 6 children 100% of group made 2 Levels of progress in Reading and Writing and 88% of group made 2 levels progress in Mathematics. The Learning and Emotional Support Hub supports all pupils in school with barriers to learning. In 2015/16 there were 3 external exclusions. <i>"Gaps are closing rapidly or have closed already – the school's use of pp money was recognised as the most effective in the region. An external review in 2015 said this was due to good teaching and well-focussed support, this review considered the 'rainbow' support room a valuable and very effective part of the school" (LA, Nov 2016)</i>

		<p>target setting, study skills, developing self-skills in improving self-confidence, self-esteem and resilience through either one to one sessions or group work.</p> <p>The role also includes implementing individualised action plans through working with parents, external agencies and secondary schools.</p>		
<p>SLT Boosters X 8 teachers a.m. 1 week Easter hols</p>		<p>Yr 6: Targeted teaching of children to raise the % achieving Expected and Greater Depth at the end of Year 6</p>	<p>Teaching and Learning Reviews (internal and external) Book Monitoring – ½ termly Pupil Progress Meetings - termly</p>	<p>At the end of KS2 2016 pupils in Year 6 attained (scale score) in line with National all in Reading, GPS and Maths and significantly above National all in Writing. In KS1 there is no gap in attainment between disadvantaged pupils and Iqra all.</p>
<p>Consultancy/Training and CPD</p>		<p>We use the Consultants to assess individual children to gain a greater understanding of how they learn and identify barriers to learning. This has assisted in setting individual targets, accessing other services where appropriate and applying for statutory assessments.</p> <p>Maths, SPAG, EYFS Consultants, Art Therapist and Art/Music Consultants are used to embed use of strategies across the school; Improve the provision</p>	<p>Teaching and Learning Reviews (internal and external) Staff questionnaires Book Monitoring – ½ termly Pupil Progress</p>	<p>Babcock July 2016: <i>“The progress that the school has made since the last visit has been very impressive. There is a genuinely consistent approach to teaching of the subjects across the school. Teachers have increased the repertoire of practical teaching approaches and strategies to engage and challenge learners. The quality of work being produced by the children in all subjects observed was indicative of the high expectations that all teachers have for learners across the school. Year group leaders are highly effective in their roles – communicating this commitment well to their team members – and ensuring that all teachers take pride in their work. Responsibility for this audit was delegated to these middle leaders – and it is a testament to their quality that the day was well organised and sharply focused.”</i></p> <p>Neil Farmer <i>“The team are fully aware of the importance of high quality adult interaction which is sensitive and adaptive to the needs of individual pupils and promotes learning. Consequently, the organisational aspects of provision, the resources and people assist in the delivery of a meaningful, challenging, aspirational and appropriate curriculum”</i></p> <p>External PE Coaches: Iqra school has been awarded the National Quality Mark - Gold Mark PE</p> <p>Aisha Gambient</p>

		<p>across EYFS and KS1; Overcome barriers to learning through drama respectively; implementation of art curriculum through developing key skills across the school.</p> <p>External consultants are used to support the CPD of SLT and Middle leaders and for validation of books.</p>		<p><i>“Children at Iqra displayed a thirst for knowledge about their cultural background. They were keen to learn new skills in art and demonstrated this through their exemplary art work”</i></p> <p>Jo Music Hub Children across the whole school worked with Music Specialist learning about how to improvise, refine and create musical material and maintain their own vocal/ instrumental part in group performances; children have identified and described particular musical themes such as ‘The Fighting Temeraire’.</p>
50/50 Sync		<p>Provide targeted support via learning programmes including intensive 1:1 and group programmes for those with social, emotional and behavioral difficulties, particularly those who have FSM, using intervention and prevention systems to promote emotional and social development with clear achievable goals.</p> <p>Supporting learning both in and out of the classroom. Delivery of a specialised targeted intervention and <i>Intensive Mentoring Provisions (IMP)</i> to improve self-esteem, self-confidence and resilience.</p>	<p>Daily monitoring of pupils specific targets</p> <p>Number of exclusions</p> <p>T&L Reviews (internal and external)</p> <p>Number of behavioural related incidents outside and in classrooms</p> <p>Pupil/Staff/Parent questionnaires</p>	<p>There has been a significant reduction in incidents, accidents and challenging behaviour during break and lunchtimes over time; while at the same time creating safe and fun positive peer environments.</p> <p>Headline Figures: Incidents (Low level) are down by a further 14% compared to July 2015 Challenging Behaviour (Fights / Serious incidents) is down by a further 4% compared to July 2015.</p> <p>Teachers elected 133 pupils for the role of Peer Mentor due to exemplary behaviour 91% of children on a contract are meeting the contract targets Children with vulnerable behaviour are supported through 50/50 Sync intensive mentoring (IMP) Behaviour Panel meetings every two weeks (incl 50/50; SLT; Learning Mentor and PE coach).</p> <p><i>“Behaviour in the school is excellent. All the pupils in all the classes seen on the visit were extremely settled, purposeful and engaged. They all knew what their tasks were, were proud of their work and positive about school and learning” (LA, Nov 2015).</i></p> <p><i>“Expectations for behaviour are very high and consistent. Disruptions are reported to be very rare. The school has worked successfully with the LA behaviour team and a local company to address any poor behaviour especially at break and lunch times” (LA, Nov 2016)</i></p>

		School/Pupil/Home Behavioural Support through the LAB (Learning and Behaviour) on-line monitoring system.		
50/50 Wake up and Shake up club		The 50-50 SYNC Wake up and shake up before School club was set up to improve attendance in Iqra Primary School. Initially targeted 52 children who had poor punctuality, low attendance and frequent lates. This was due to a range of different home circumstances, some were single parents, some had children in multiple schools and the majority were working parents who started work early. Letters were sent to the parent/carers of the 42 targeted children.	Attendance Rate Number of lates and persistent lates T&L Reviews (internal and external) Number of behavioural related incidents outside and in classrooms Pupil/Staff/Parent questionnaires	<i>"Attendance is in line with national average, persistent absence has dropped and is lower than in most other schools. The attendance of pp pupils is better than counterparts elsewhere"</i> (LA, Nov 2016) <i>"Punctuality – has improved greatly with the introduction of the 'wake up and shake' breakfast club. The attendance of some pupils has improved markedly eg one pupil 86% to 98.3% over their time at the school"</i> (LA Review, Nov 2016)
Training Connect		Individualised tutor online for English and Mathematics covering curriculum	Pupil/Staff questionnaires. Analysis of use. Progress Reports	95% of parents and 97% of pupils responded very positively to online homework and said that the homework was appropriate.
Innovative e-systems		School/Pupil/Home on-line support to Narrow the gap through virtual portals accessible at home. Innovative e-capturing of Learning in the EYFS. In addition	Pupil/Staff questionnaires. Analysis of use. Progress Reports Learning journals Parental questionnaires	SMSC The School has developed an innovative and bespoke e-system of capturing SMSC (including cross curricular links) using Lenovo tablets. This system allows the staff member to capture 'live' evidence and log this into the school database instantly. In a Teaching and Learning Review in Nov 2015 (LA) it was reported that <i>"All the pupils in all the classes and intervention groups seen during the visit were extremely settled and engaged. Photos show that the curriculum is</i>

		to provide innovative systems to track pupils SMSC development.		<p><i>very broad and includes times when teachers successfully impart their strong subject knowledge and times when pupil's learn independently and practically eg investigating materials and mechanics building structures from rolled up newspapers”</i></p> <p>The development of an innovative and bespoke e-journal system helps track pupils progress through regular assessments. The capturing of pictorial evidence allows all stakeholders to analyse and share good practice.</p> <p><i>‘The online journals show clear observations and captures individual childrens attainment”</i> (LA EYFS Moderation Visit, July 2016)</p> <p>In a teaching and learning review (LA Review, Nov 2016) it was reported that: <i>“Dramatic improvements in pupils’ achievement indicate how much the quality of teaching has improved over the past few years. Systems and records for this are thorough and robust. Systems for mentoring and coaching are strong and well-embedded”.</i></p>															
Educational Supplies		<p>Curriculum enhancement through visual and kinesthetic aids for children within core and non-core subjects and opportunities for enrichment through trips and workshops.</p> <p>Enhance the opportunity for pupils to access a Broad and balanced curriculum through the library and through developing reading for pleasure.</p>		<p>100% of trips and additional curriculum workshops were free to all disadvantaged pupils. As a result all disadvantaged pupils attended year trips/workshops.</p> <div data-bbox="986 1133 1490 1541"> <table border="1"> <caption>% OF TRIP/WORKSHOPS OFFERED BY CATEGORY</caption> <thead> <tr> <th>Category</th> <th>% offered</th> <th>No. of trips/workshops</th> </tr> </thead> <tbody> <tr> <td>RE</td> <td>~5%</td> <td>~5</td> </tr> <tr> <td>PSHE</td> <td>~5%</td> <td>~30</td> </tr> <tr> <td>English</td> <td>~10%</td> <td>~20</td> </tr> <tr> <td>Humanities</td> <td>~15%</td> <td>~20</td> </tr> </tbody> </table> </div> <p><i>“Evidence across the school indicates that this has been a significant area of improvement. Teachers have capitalised on powerful learning experiences to improve the breadth and challenge of non-fiction writing – so that the quality produced by the children now much more clearly matches the quality seen in narrative”</i> (Babcock Monitoring visit, July 2016)</p>	Category	% offered	No. of trips/workshops	RE	~5%	~5	PSHE	~5%	~30	English	~10%	~20	Humanities	~15%	~20
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Attendance and Home school Links Support		Monitoring Attendance and parental support: Narrowing the gap for FSM children thereby raising attainment and	Weekly attendance meetings with SBC designated attendance officer, Meetings with parents and SLT,	Attendance of PPI children was higher than non PPI within the school; targeted support and additional interventions in place – first day response; use of mini bus, wake up and shake up; free trip allocation.															

		<p>% of children at age related expectations</p> <p>Monitoring provision of After school clubs so that PP pupils receive enrichment opportunities.</p>	<p>Incentives/rewards for improved or 100% attendance</p> <p>Termly Analysis of After school clubs</p> <p>Parental Questionnaires</p>	
Media Technician/Suite		<p>Promoting visual literacy to build confidence.</p> <p>Work with pupils to enhance verbal presentation skills and creativity in writing, ICT and cross curricular.</p>	<p>Pupil progress meetings</p> <p>T&L Reviews</p> <p>Planning, Displays of cross curricular work.</p> <p>Pupil voice</p>	<p>The media suite is used to widen pupil's curriculum enjoyment and ICT skills through opportunities in drama, role play, editing and filming. Skills such cooperation, building of self-esteem, empathy towards others, confidence and improving their spoken language are developed through performance and self-reflection.</p> <p><i>"I am so excited to work on the Rainforest project as I'll be using the computers to learn how to edit our film" (Pupil Year 5)</i></p> <p><i>"I enjoyed every moment of this role play! I learnt a lot about myself and how to work with others even when we didn't agree on the same things" (Pupil Year 6)</i></p>
After School Clubs		<p>Allowing children to benefit from access to enrichment activities to increase motivation for learning.</p> <p>The school will subsidise enrichment activities for PPI children to raise and improve target children's:</p> <ul style="list-style-type: none"> • self-esteem • progress and achievement • attitude towards learning well-being and mental health. 	<p>Pupil Evaluations/voice</p> <p>Pupil Progress Meetings.</p> <p>Book moderations.</p>	<p>Afterschool clubs – on average there are over 30 clubs running ranging from Sports to Arts and Crafts. The majority of clubs are run by Staff with external providers for the remainder.</p> <p>There has been a significant increase in pupils attending after school clubs. Nearly 30 clubs with 481 children (89% of school population) attending clubs by Spring 2015. Iqra has seen a 33% increase in PPI children attending after school clubs as compared to 2014.</p>
TOTAL =				
£293,000				