



**IQRA Slough Islamic Primary School
Pupil Premium Report 2016-2017**



Amount of Pupil Premium funding received 2016-17

PUPIL PREMIUM GRANT AND EXPENDITURE 2016/17	
IQRA Slough Islamic Primary	
Students eligible for Pupil Premium	169
Total Pupil Premium Grant 2016/17	£223,080

Identified barriers to educational achievement

At IQRA Primary School, 27% of children are disadvantaged. This represents a fall over the last year due to the allocation of universal free school meals. For example, within EYFS last year only 5 children were highlighted as having FSM and within Year 1 5 children were identified. The average across the school has continuously been around 1 in 3 children and this sudden shift masks the reality of barriers for the wider group of children we serve. The use of Pupil Premium funding has had a significant impact on children’s attainment and progress. After winning the Pupil Premium Awards in 2014, due to robust monitoring and evaluation of the funding, the school has continued to use the funding to raise achievement for disadvantaged children. In 2015 (last year of old curriculum tests), disadvantaged children at IQRA made expected and exceeding expected progress in line or above with national all children within Reading, Writing and Mathematics; the APS of PPI children has consistently been equal to or above national all children over three years. In 2016 IQRA successfully had a significantly higher percentage of children achieving a GLD at the end of EYFS and passing the phonics spell check at the end of Year 1. Despite the rigours of the new curriculum the percentage of children attaining the expected standard at the end of KS1 was in line with non-disadvantaged children and likely to be higher than national all children. This represented outstanding progress, as the KS1 cohort in 2016 were significantly below others when they left EYFS. At KS2, the scaled scores of PPI children was in line with national all children with progress from starting points also in line with national all children.

Such successes have been possible due to many years of targeted support, impact based monitoring of funding and the persistent push for quality first teaching at the centre of IQRA’s approach. A key area identified within the disadvantaged group has been the percentage of children attaining the standard at greater depth/above national. This has been in part due to the very low starting points for the children when they enter the school and also due to a number of barriers within the group. Many of the children have been identified as having a disposition preventing them from taking risks; in the classroom and within the wider part of the school and home. As a result, a key focus for the school has been to use the funding to enable broad and enriching experiences both in and out of the school. These have taken the form of targeted theatre trips in order to develop experiences they would not otherwise have, to leading production of projects within a specialised media room where children can lead, direct and edit – all supporting the leadership and problem solving skills of children. Further, the use of extra-curricular clubs has been a major focus, which has resulted in a significant trend of improvement for children participating in after school clubs. Enrichment, alongside targeted provision within the classroom through PPI teachers across the school and members of SLT has been triangulated with the education of parents through curriculum workshops, online e learning and parental projects to engage them within the working of the school - impacting on the attendance and achievement of children holistically. Only through a layered approach are we able to ensure children can leave primary school having achieved the best they possibly can. The funding is used specifically for children eligible to PPI funding but also as an opportunity to support children from socially deprived families slightly above the threshold for receiving free school meals.

The key barriers identified through learning walks, interviews with children, staff and parents, pupil progress meetings, book scrutiny and external validation are as follows:

- Enrichment
 - Access to language –especially from books
 - Access to extra-curricular activities -educational experiences such as trips, music lessons and participation in physical activities
 - Access to ICT- especially focused educational and experiential online learning
- Attendance particularly educating parents and support with external agencies and with developing particular skills
- Pastoral support in order to embed a culture of high aspirations, risk taking and resilience

- Developing personal skills and developing individual qualities (SEMH) including supporting pupils with identified Speech and Language difficulties

Key expenditure –how the allocation will be spent

Area of spend	Focus	Total allocation £
Dedicated Interventions Teachers	English, Maths	81,016
SLT Focused interventions for QFT	English, Maths	55,478
Enrichment opportunities (online resources and learning, educational supplies, trips and workshops)	Personal and Social/English and Maths	21,353
Media room	Personal and Social	13,790
Attendance and parental engagement	Personal and Social	15,528
Wake up and shake up	Personal and Social	8,775
Learning and Emotional Support Hub (LESH)	Personal and Social/English and Maths	6,586
50/50 Sync – Social and emotional support during break/lunch times/PE	Personal and Social	20,554

Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated Intervention Teachers	<p>To help children reach their full potential in maths and literacy through high quality teaching within a smaller group.</p> <p>Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</p> <p>To close any gaps in previous learning.</p> <p>To develop self-esteem, perseverance, resilience and confidence in specified areas</p> <p>Learning tasks tailored to specific needs of pupils – closing gaps in understanding, pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <p>Pupils have time to complete homework tasks if unable to do at home</p> <p>Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>Pupil Progress meeting with Phase Leaders (4 milestones: Sept, Dec, March, July)</p> <p>Planning of PP teacher and Year group including communication on – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</p> <p>PP teacher to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments</p> <p>PP teacher to support completion of homework tasks and preparation for teaching/consolidation of learning</p> <p>Leadership team and governors aware made aware of impact of pupil premium funding and action necessary change</p>
SLT Focused Interventions	<p>Improved learning outcomes in reading, writing and maths with a greater proportion of pupils attaining greater depth</p> <p>Pupils gain in confidence with key concepts and strategies, closing the gap at an accelerated pace so that pupils feel equipped to tackle higher-level work.</p> <p>Dedicated coaching and modeling across school leads to increase in pedagogy of teachers.</p> <p>Ensuring consistent implementation of school initiatives-Facilitating sharing good</p>	<p>SLT meet with pupil premium tutor and teachers at each milestone (4 milestones: Sept, Dec, March, July) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes</p> <p>Regular review of groupings and re-shaping of focus as required</p> <p>Data analysis at each milestone to identify pupils whose progress is causing concern and to review</p>

	practice	successes
Enrichment opportunities	<p>To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new cultural, social, educational and challenging activities.</p> <p>To raise aspirations, encourage risk taking and resilience through the range of enrichment activities e.g. theatre trips, go-ape, water sports, horse whispering.</p> <p>Through trips, workshops and clubs pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p> <p>Individualised tutor online for English and Mathematics covering curriculum</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>Annual analysis of number of pupils who have taken part in clubs</p> <p>Staff to talk to children/parents about possible interests and available clubs</p> <p>Leaders to arrange funding (as appropriate) for clubs and resources required (i.e. horse whispering, go-ape)</p> <p>Leaders to monitor and track the impact of clubs on the pupils attendance and attainment (4 milestones)</p> <p>Pupil Voice regarding enjoyment at school</p> <p>School council to lead possible activities</p>
Media Room	<p>The media suite is used to widen pupil's curriculum enjoyment and ICT skills through opportunities in drama, role play, editing and filming.</p> <p>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>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>Media lead to liaise with class teachers to discuss PP pupil progress</p> <p>Lead to generate case studies on individual pupils, tracking their progress, attainment and social & emotional</p> <p>Media Lead to plan the media project with class teachers and then assess pupils' participation and feed back to class teachers.</p>
Attendance and Parental engagement	<p>Monitoring Attendance and parental support</p> <p>Narrowing the gap for disadvantaged pupils thereby raising attainment and % of pupils at age related expectations</p> <p>Monitoring provision of After school clubs so that PP pupils receive enrichment opportunities.</p> <p>Providing curriculum workshops to parents with external agencies to develop specific skills to support their children.</p>	<p>Clear school systems in place for monitoring of attendance and engagement with families</p> <p>Attendance closely monitored by designated Inclusion Lead and celebration for good attendance</p> <p>Regular attendance meetings and escalation process</p> <p>Rewards for 100% attendance</p> <p>Provide access to free revision and home learning materials for PP pupils</p> <p>Ensure PP pupils with attendance issues are provided with work to catch up with their peers.</p>
Wake up & Shake up	<p>The 50-50 SYNC Wake up and shake up before School club was set up to improve attendance in Iqra Primary School.</p> <p>Targets children who had poor punctuality, low attendance and frequent lates due to a range of different home circumstances e.g. single parents, multiple school 'drop offs'.</p> <p>To boost and increase pupils' physical</p>	<p>Inform parents of PP pupils that early bird club available at no cost (encourage pupils to attend)</p> <p>Liaise with class teachers so that they are aware of any social and emotional issues if appropriate</p> <p>Purchase range of games/activities to support the club</p> <p>PP coordinator to meet weekly with</p>

	proficiency, confidence, coordination and a sense of well-being.	50/50 Sync mentors regarding the club provision
LESH Support	<p>Support in identification and support of those pupils who have emotional, behavioural and social barriers to learning.</p> <p>To boost pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school.</p> <p>To help pupils work through any issues which may be affecting their happiness and emotional development.</p> <p>Delivery of individualised learning through specific programs: Writing and Maths, Sp&L, S&E groups and Attention for Listening programs for small groups of children to help overcome their barriers to learning.</p> <p>Supports in 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>Pupil Progress meeting with SENCO (4 milestones: Sept, Dec, March, July)</p> <p>Clear protocols in place to ensure pupils are referred for correct external support</p> <p>Regular opportunities for external agencies to feedback to relevant staff and parent</p> <p>Liaise with class teachers so that they are aware of any social and emotional issues if appropriate</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 are disadvantaged, 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.</p> <p>Delivery of a specialised targeted intervention and <i>Intensive Mentoring Provisions (IMP)</i> to improve self-esteem, self-confidence and resilience.</p> <p>School/Pupil/Home Behavioural Support through the LAB (Learning and Behaviour) on-line monitoring system.</p>	<p>Individualised behavioural target setting by 50/50 mentors</p> <p>Tracking and monitoring of behavioural outcomes against targets</p> <p>Tracking and monitoring of attainment in learning</p> <p>Generate mentor reports and case studies</p> <p>Meetings with class teacher and SLT for updates of targeted pupils</p> <p>Rewards and sanctions address individual targets</p>

There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Other pupils benefit from the Pupil Premium funding in the following ways:

- *Increased staffing within the Learning Support Team.
- *Improved Extra Curricular opportunities.
- *Improved resources within the school.
- *Improved teacher awareness of all vulnerable children, meeting their needs effectively and hence raising standards

How will the school measure the impact of the Pupil Premium?

In order to meet the above requirements, the Governing Body of Iqra will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school and Head Teacher will ensure that the needs of socially disadvantaged pupils are adequately addressed through weekly safeguarding and through pupil progress meetings.

The PPI Coordinator in conjunction with the Deputy Head and Headteacher, will maintain an on-going programme of the support for socially disadvantaged pupils, which will be subject to the oversight of the Governors Resource Committee.

Reporting:

It will be the responsibility of the PPI Co-ordinator and Deputy Head to produce a termly report to the Governing body on:

- An outline of the provision made during that term since the last meeting
- The progress towards 'narrowing the gap' of the students supported by pupil premium funding
- An evaluation of the cost effectiveness, in terms of progress, made by those pupils receiving a particular provision.

The Governors will ensure that there is an annual statement, available on the website, on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils.

Designated staff member in charge of PPI: Mrs Maher

Nominated governor: Cheryl Pepper

Date of next Pupil Premium Strategy Reviews:

22nd November 2016

16th February 2017

25th May 2017

17th July 2017