

Amount of Pupil Premium funding received 2017-18

PUPIL PREMIUM GRANT AND EXPENDITURE 2016/17	
IQRA Slough Islamic Primary	
Students eligible for Pupil Premium	153
Total Pupil Premium Grant 2017/18	£201,960

Identified barriers to educational achievement

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 Teachersx2 HLTA	English, Maths	37,776
SLT Focused interventions for QFTx3 and Boosters (Y2 & 6) AHs	English, Maths	64,309
Enrichment opportunities (online resources and learning, educational supplies, trips and workshops)	Personal and Social/English and Maths	46,079
CPD and Consultancy	Personal and Social/English and Maths	12,271
Media Technician and ICT Consultancy	Personal and Social	6,619
Attendance, Pupil Premium Champion and parental engagement - Muqi	Personal and Social	18,119
Learning and Emotional Support Hub (LESH)	Personal and Social/English and Maths	6,960
50/50 Sync – Social and emotional support during break/lunch times/PE	Personal and Social	9,828

Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated Intervention Teachers	Disadvantaged pupils will know and understand the immediate next steps in their learning through teacher feedback and self-reflection. To help children reach their full potential in	Closely monitor evidence in pupils' work that indicates good or better progress. Disadvantaged pupils will be identified as a specific group, individual work scrutiny (given low numbers

	<p>meeting the NC objectives for maths and literacy, through high quality teaching within a smaller group, so that they reach end of year age-related expectations.</p> <p>Learning tasks are 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>across school). Observations, work scrutiny, pupil interviews 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 are 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 and sharing good practice</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 successes</p>
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,</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>After school clubs such as homework clubs offer pupils time to complete homework tasks if unable to do at home</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>To develop community cohesion which allows pupil to build on their confidence and leadership skills when carrying out projects with others.</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, script writing,</p>	<p>Media lead to liaise with class teachers to discuss PP pupil progress</p> <p>Lead to generate case studies on</p>

	<p>directing, filming and editing. Skills such as 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. Work with pupils to enhance verbal presentation skills and creativity in writing, ICT and cross curricular.</p>	<p>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 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>
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</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>

	<p>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>To develop self-esteem, perseverance, resilience and confidence in specified areas</p>	
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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 M Munir

Nominated governor: Cheryl Pepper

Date of next Pupil Premium Strategy Reviews:

22nd November 2017

16th February 2018

25th May 2018

17th July 2018