



# Pupil Premium Review

Date of review	<b>September 2020</b>
Date of next review	<b>September 2021</b>
Total number of pupils	<b>338</b>
Number eligible for PP	<b>88 (27%)</b>
Total PP budget	<b>£83,600</b>
Amount of PP received per child	<b>£955</b>



## Madani Boys School 2020/21

# Performance Information / 2019/20



	<b>End of KS2</b> Prior attainment	<b>Basics 4+</b> Best English and maths	<b>Basics 5+</b> Best English and maths	<b>Basics 7+</b> Best English and maths	<b>Attainment 8</b> Total average across best 8 subjects	<b>Progress 8</b> Total average across best 8 subjects
<u>PP</u>	4.77	73.7%	63.2%	21.1%	56.16	0.85
<u>Non PP</u>	4.72	85.4%	56.1%	22%	55.05	0.75
<u>Gap</u>	-0.05	11.7	-7.1	-0.9	-1.11	-0.1
<u>School</u>	4.74	81.7%	58.3%	21.7%	55.4	0.78
<u>SISRA Collab Data</u>	4.8	71.5%	49.2%	14.7%	50.67	0.00

## Focus / Teaching and Learning

ACTION	Intended Outcomes	Impact	Cost
Increase EBACC uptake in options blocks for PP students from Year 9 going into year 10	Option Create Languages and Humanities block 1 and 2 to encourage a bigger uptake for EBacc subjects and further increase afterschool enrichment activities at KS3	Higher uptake of EBacc and impact on progress measure	NA
Mytutor Improve the performance English and Maths GCSE results	To provide additional academic support in the form of small group tuition- after School intervention for English and Maths delivered by external tutors <ul style="list-style-type: none"> <li>• To close gaps in learning</li> <li>• To accelerate progress</li> <li>• To provide small group targeted support and feedback</li> </ul>	Data analysis Teacher feedback Cost implications: Based on 1 hour weekly sessions delivered by an external tutor	£6000
Close the MGS gap 9-5 progress measure	Investigate further into reasons for underperformance and possible intervention on progress measure for MGS Year 11 Middle Attainers PP	Spring and Summer results 2021	TBD
LSAs to target educational and social development of FSM/PP/SEN students directed by subject teachers	To continue with LSA deployment and provide additional support to FSM/PP/SEN learners Teachers to identify PP learners and provide additional support under the direction of the teacher. This could be in the form of verbal, written feedback, targets, spelling punctuation, grammar check, ticks and crosses. Subject leaders to provide guidance to LSAs	Teacher feedback Data analysis Work sampling Mid-year review End of year questionnaire	£58,981
Catch-up SEN/FSM/PP/EAL	To provide literacy and numeracy support to bridge gaps in learning targeted intervention run by LSAs and subject leads	Registration Observations Evaluations Reports	£4000

To ensure seating plans are designed with PP learners in mind to benefit from teacher and peer support	To encourage closer monitoring and support to target most vulnerable PP group	Lesson observation feedback Mid-year review End of year questionnaire	NA
To disseminate termly updates that includes, T&L attendance, barriers and aspirations	To improve quality first teaching through a better understanding of the child, their behaviour, attendance, barriers, and preferred learning style. Reports provided termly by NA	Lesson observation feedback Mid-year review End of year questionnaire	NA
Intervention P0/P6/Lunchtime	To improve quality first teaching and catch-up with GCSE curriculum.	Student/Staff Feedback	£2500
Academic mentor	Identify students who are struggling to connect with remote learning and arrange mentoring sessions (small groups) Identify students who are struggling with revision techniques and with managing time and demands of Year 11 and transition – arrange small group support sessions (perhaps in Life Skills lessons)	Feedback from mentor and Life Skills teachers	£8000
Focus on targeted questioning	Discussion of impact – Walk Thru session Teachers encouraged to plan varied levels of questioning to include PP students	Data inputs	NA

## Focus / Attendance and Behaviour

<u>Strategy / Initiative</u>	<u>Intended Outcomes</u>	<u>Impact</u>	<u>Cost</u>
heads of house to intervene with PP learners with follow up phone calls/ letters/ meetings for those falling below acceptable attendance	Heads of house and form tutors to identify students causing concern and take intervention action such as signposting parents to the PP letter on the school website	Pastoral data reports Mid-year review	£1000
To report analysis and findings of attendance, behaviour and achievement points with tutors and heads of house	To raise awareness of key indicators through providing analysis, trends and findings from pastoral data over a term for FSM/PP students	Tutor/Head of house feedback Mid-year review Teacher feedback	NA
To provide further support to students that have behavioural, emotional and social barriers through regular mentoring sessions.	To set selection criteria and assign students to mentors for weekly sessions over a half term.	Behaviour data Pupil feedback	£1000
Planning bus routes	Working out best route with child to save time Allows punctuality	Students arriving on time in time	NA

Issuing bus passes	Saves time on parent dropping student to school Directing students to council which enables bus pass being issued	Better travel arrangements allows students to arrive on time	NA
Providing alarm clocks	Allows students to become accountable and organised	Better punctuality	£500
Online report cards	Report cards online, provides better platform for all stakeholders Linked to MCAS	Parental support increased	NA

# Focus / Barriers

<u>Strategy / Initiative</u>	<u>Actions Points / Success Criteria</u>	<u>Impact</u>	<u>Cost</u>
<p>Support students where access to technology is a barrier:</p> <p><b>Allocate a device</b> to disadvantaged students* in a household where:</p> <ul style="list-style-type: none"> <li>• There are no devices in the household</li> <li>• The only device is a smartphone</li> <li>• Where the number of devices available is shared between many people within the household</li> </ul> <p><b>Allocate a 4G dongle</b> for those households (disadvantaged students) where they don't have a fixed broadband connection.</p>	<ul style="list-style-type: none"> <li>• Carry out survey</li> <li>• Make calls to disadvantaged parents (FSM being a priority) to ascertain level of need in relation to technology</li> <li>• Provision of device/4G dongle (where required)</li> </ul> <p>Monitor usage (via accessing of lessons data and use of 4G dongle)</p>	<p>Accessing of remote learning</p>	<p>Funded by LA/Dfe</p>

Disadvantaged students being in the order of: <ul style="list-style-type: none"> <li>• FSM students</li> <li>• SEND students</li> <li>• PP students</li> </ul>			
LAC Students	Local authorities get the same amount for each child they are looking after; MBS must work with the LEA to decide how the money is used to support the child's personal education plan.	personal education plan.	£2,345
Provide year 11 pupils with a healthy breakfast during intervention every morning, Breakfast club	To log and monitor attendance of breakfast club	To cross reference attendance with performance Cost Implications	£4000 HT1/2
Short summer school offering a blend of academic education and enrichment activities	Students are selected to attend a two week program targeted to PP/FSM 50% or 100% of cohort with confirmation with attendance register, program, questionnaire and safeguarding records	Attendance Record, Pupil feedback	£10,000 Grant Leicester-Shire & Rutland Sport (LRS)
To ensure all ensure PP students have access to appropriate learning and revision resources	To loan YR11 revision guides for all subject across the curriculum To liaise with subject leaders to provide lists of students to the librarian Loaning process through the library	Pupil feedback Pupil voice Performance data	£1500
Through catch-up Improve engagement with the curriculum for EAL PP/FSM students	To provide additional academic support in the form of small group catch-up as part of after School intervention for English delivered by external tutors <ul style="list-style-type: none"> <li>• To close gaps in learning</li> <li>• To accelerate progress</li> <li>• To provide small group targeted support and feedback</li> </ul>	Pupil feedback Pupil voice Performance data	£4000



Reading for pleasure	Schedule appointments for selected PP learners to Meet with the librarian to create personalised reading lists based on interest To link reading rampage campaign with YR7 YR8 PP To incentivise reading with those that read a specified number of books and purchase a book to the value of £10	Library loan logs Pupil feedback Reading age assessment	Cost implications 50% of PP cohort meeting criteria 27 x £10 = £270 per School <b>Total £540</b>
To ensure every PP learner have the appropriate equipment for learning	To set up a system that allows tutors to make requests for eqpt. Once approved PP learners would then collect the required eqpt from reception.	Behaviour points for eqpt Pupil feedback	£1500
Uniform	Students are assessed on individual needs where to school can provide financial support for the purchase of school uniform	Student feed back Pastoral data	£1000
PP Audit	An audit of the pp census to identify which students PP period has elapsed and a phone call with FSM letter is sent to parents	Number on role in new census	
Food Parcels	Provide Food Parcels for families struggling during winter and covid pandemic while in lockdown	Number of families requested	LIA Relief Trust
Winter grant scheme	Students are identified who may be eligible for the WGS and list is sent to the council. Families are signposted to the website for more information and fill in form.	WGS list compiled and eligibility provided by council	LCC
PASS Attitude test	The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school.	Reports 20	NA

D of E			£750
Summer Play Scheme	Playscheme for vulnerable groups to catch-up with education and lost learning during lockdown.	Student uptake	£10,000 Extra finance from other sources

# Focus / Aspirations

<u>Strategy / Initiative</u>	<u>Actions Points / Success Criteria</u>	<u>Impact</u>	<u>Cost</u>
To provide more intensive guidance and support for post 16 options	To assign additional careers appointments including meetings with parents To schedule careers appointments with parents on Parent/Carer day To make appointments with selected parents for parents evening SEND and PP students prioritised with early appointments as well as follow up appointments	Pupil feedback College applications	NA
Increase parent engagement with PS16 process to facilitate support of applications process	Send parent letter in Year 10 when process begins outlining how they can support their child in preparing their personal statement, volunteer work, etc Follow up parent letter at the beginning of Year 11 to outline process and timeline for applications – email with introduction to PS16 site Explore possibility of parents information evening	Parent feedback Completion and quality of Post 16 applications	NA
Increase student confidence and awareness of strengths and areas of development – link to employability skills	Embed in Life Skills careers education from Year 7 – with planning for progression (See careers life skills careers curriculum overview)	Teacher feedback Lesson observation feedback Work sampling	NA

Monitor engagement in careers activities and school trips using Unifrog	Use interactions system to record all events students take part in and monitor TIG students to ensure participation in higher education trips over period at Madani	Increase in participation of TIG students in events Increase in interest in higher education Post 16 applications	NA
Support with Options Choices	Small group sessions with careers advisor established in 2019/20 school year Follow up sessions with PP to be introduced in summer term to apply choices to future career path	Evidence on Unifrog of career planning	NA
Increase awareness of opportunities linked to apprenticeships	Online big Apprenticeship Assembly during apprenticeship Week – YR10 Ask Apprenticeships Assembly – YR10 & 11 Follow up assembly with questionnaire to identify who is interested in pursuing an apprenticeship Follow up targeted assembly focused on the application process – Ask Apprenticeships Parents' workshop	Increase in uptake of apprenticeships  Post 16 applications process – students able to complete confidently  Parent feedback	NA
Promote aspirations to Russell Group universities	Meeting and proposals with LLEP and Enterprise advisor – sessions with recent graduates now pursuing education at Russell Group schools including Cambridge (Sandesh – Enterprise Advisor's daughters have expressed a willingness to engage with this) Virtual tours to be established Possibility of trip every 2 or 3 years	Evidence of career path planning to include top universities	NA
Football LCFC	LCFC coached work with year 7 and 8 students as part of community engagement	Student Voice and uptake	LCFC
Cory Fitness	Online fitness with PE assistant	Online engagement	NA

Duke of Edinburgh	ZP to organise DoE for PP students to develop interpersonal skills and confidence to aspire and overcome social and mental barriers	Student Voice and uptake Qualification	£750
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# Performance Information / 2020/21



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<u>PP</u>	106	92.9%	85.7%	35.7%	63.89	0.79
<u>Non PP</u>	103	87.5%	68.8%	20.8%	56.52	0.71
<u>Gap</u>	-3	-5.4	-16.9	-14.9	-7.37	-0.08
<u>School</u>	104	88.7%	72.6%	24.2%	58.19	0.73
<u>National (SISRA Collaboration Data)</u>	100.8	72.7%	51.7%	16.8%	51.11	0.00