

Pupil Premium Strategy Statement: Senior Phase

School Overview	
School Name	Bradford Girls' Grammar School
Pupils in School (Y7-11)	573
Proportion of disadvantaged pupils	28%
Pupil premium allocation 2019/20	£132 770
Academic years covered by statement	2019-2020 to 2021-2022
Publish date	January 2020
Review date	September 2020
Statement authorised by:	
Pupil Premium Lead	K Matthews
Governor Lead	H Roberts

Disadvantaged pupil performance overview for 2018/19	
Progress 8	0.79
Attainment 8	45.46
% Grade 5+ in English and Maths	39.29
Ebacc entry	35.71

Strategy aims for disadvantaged pupils	Target	Target Date
Progress 8	To match or exceed P8 for other girls, nationally.	August 2022
Attainment 8	To match or exceed A8 for other girls, nationally.	August 2022
% Grade 4+ in English and Maths	To match or exceed % Grade 4+ in English and Maths for other girls, nationally	August 2022
% Grade 5+ in English and Maths	To match or exceed % Grade 5+ in English and Maths for other girls, nationally	August 2022
Ebacc Entry	To match or exceed Ebacc entry for other girls, nationally.	August 2022
Other	To match or exceed National attendance data.	August 2022

Teaching priorities for 2019/20	
Measure	
Priority 1	Employ whole school literacy strategies across the curriculum in order to raise levels of attainment at GCSE level.
Priority 2	Improve attainment 8 for disadvantaged middle prior attaining pupils
Barriers to learning these priorities address	Low levels of academic literacy stemming from limited vocabulary of pupils who do not speak English at home Historical and successful teacher focus on meeting the academic needs of low prior attaining pupils
Projected Spending	£52 776

Targeted academic support for 2019/20	
Measure	
Priority 1	Focus on efficient reading skills in KS4.
Priority 2	There is no attainment gap in for Year 9 disadvantaged pupils in English and Maths
Barriers to learning these priorities address	Limited vocabulary leading to fewer pupils achieving the highest grades at GCSE level Limited access to activities that improve cultural capital (providing context for writing) outside school. Changes to the Maths curriculum with a greater expectation of well-developed problem -solving skills.
Projected Spending	£17 592

Wider Strategies for 2019/20	
Measure	
Priority 1	Improved attendance for the disadvantaged cohort of pupils
Priority 2	Behaviour for learning for all pupils including the disadvantaged.
Barriers to learning these priorities address	Gaps in learning exacerbated by low attendance. Accessibility to a more challenging curriculum
Individual support	Continuation of support for pupils on an individual basis in relation to uniform / equipment / resources / travel / food /mental health support / trips and visits / extra -curricular activities / Access to ICT.
Projected Spending	£62 402

Monitoring and Implementation	Challenge	Mitigating action
Area		
Teaching priorities	Ensuring sufficient time is given over to allow for relevant staff development	Use of INSET days and twilight sessions. Staff also cover for each other to allow release.
Targeted Academic Support	Ensuring that Year 9 disadvantaged pupils access Quality First Teaching.	Strongest practitioners timetabled with pupils who are struggling the most in English and Maths
Wider strategies	Engaging the pupils and families facing most challenges	Attendance team has been strengthened with input from safeguarding lead

Review of aims and outcomes 2018/19			
Aim	Success Criterion	Outcome	Action
Increased proportion of eligible pupils achieving a strong GCSE pass in Maths	The gap between the proportion of eligible pupils achieving 9-5 in English and 9-5 in Maths will be smaller than 18.8%.	2018: 37.1% 2019: 6.4%	N/a
Eligible pupils' literacy levels (reading age) are in line with their chronological age	Reading ages for PP pupils are in line with chronological ages by the end of year eight. Reading age assessment for lower attaining eligible pupils in KS4 shows the gap between their reading age and chronological age diminishing.	9/31 disadvantaged pupils had reading ages that were in line with their chronological ages by the end of year 8. A further 15 pupils had increased their reading age by the end of the year.	Teaching and targeted academic priorities 2019/20
Improved rates of progress in Year 8 for eligible pupils	Eligible pupils in year 8 are above or on track in English and Maths by Christmas or are behind by no more than one EAP sublevel.	85% of disadvantaged pupils met the success criterion	Targeted academic priority 2019/20
Improved rates of progress in Year 10 for middle attaining eligible pupils	Eligible pupils identified as middle attaining (KS2) make as much progress as 'others' so that all achieve 9-4 English and Maths by the end of the year	75% of "others" achieved 9-4 by the end of Year 10. 56% disadvantaged pupils achieved this objective.	Teaching priority 2019/20
Increased attendance rates for eligible pupils especially years 10 and 11	Reduce the number of persistent absentees (PA) among eligible pupils to 10% or below (current 14%). Overall attendance among eligible pupils improves from 93% to 96% in line with 'others'	The proportion of persistent absentees was not below 10% of either group. Attendance was below 96%.	Wider Strategies 2019/20