



School overview

Metric	Data
School name	Bradford Girls' Grammar School
Pupils in school	598
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£148,980
Academic year or years covered by statement	2020-2021 to 2021-2022
Publish date	January 2021
Review date	September 2022
Statement authorised by	
Pupil premium lead	Clare Martin
Governor lead	Hazel Brooke

Disadvantaged pupil performance overview for 2019-2020

Progress 8	
Attainment 8	50.39%
Percentage of Grade 5+ in English and maths	37.0%
Ebacc entry	55.6%

Strategy aims for disadvantaged pupils

Aim	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
Percentage of 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 academic year 2020-2021

Measure	Activity
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 and higher prior attaining pupils.
Priority 3	Ensure that disadvantaged students do not fall behind as a result of online learning – computers provided, or students encouraged to attend school.
Barriers to learning these priorities address	Low levels of academic literacy stemming from limited vocabulary of pupils who do not speak English at home.
Projected spending	£59,145

Targeted academic support for academic year 2020-2021

Measure	Activity
Priority 1	Focus on efficient reading skills in KS4.
Priority 2	Reducing the attainment gap for 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	£19,665

Wider strategies for academic year 2020-2021

Measure	Activity
Priority 1	Improved attendance for the disadvantaged cohort of pupils.
Priority 2	Focus on behaviour for learning for all pupils including the disadvantaged.
Priority 3	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 and access to ICT.
Barriers to learning these priorities address	Gaps in learning exacerbated by low attendance and disruption to learning through the pandemic. Accessibility to a more challenging curriculum.
Projected spending	£70,170

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given over to allow for relevant staff development.	Use of INSET days and twilight sessions to be delivered through Microsoft Teams and through faculty meetings.
Targeted support	Disadvantaged students have been adversely affected when working independently.	Catchup funding utilised to address identified gaps.
Wider strategies	Engaging the pupils and families facing most challenges.	Attendance and pastoral team have been strengthened and safeguarding lead included in SLT team.

Review: last year's aims and outcomes 2019-2020

Aim	Outcome
Whole school literacy strategy	Focus on literacy across the curriculum implemented through targeted activities and Accelerated Reader maintained in KS3.
Improve attainment 8 for disadvantaged middle prior attaining pupils.	Attainment 8 improved by approx. 5% points on previous year (6% better than the national figure) but there is still an in-school gap with non-disadvantaged students.
Increased proportion of eligible pupils achieving a strong GCSE pass in English and Mathematics.	There was a slight drop of 2% points from the previous year (2% better than the national figure) but still a significant gap with non-disadvantaged students.
Increased attendance rates for eligible pupils especially years 10 and 11.	Attendance of disadvantaged was 91.1% on average and 2.5% below non-disadvantaged students. Year 11 was in line with the overall figure but year 10 were 5% points below.
Behaviour for learning for all pupils including the disadvantaged.	Whilst in school there was a focus on behaviour for learning which has led to the launch of Aspire rewards and sanctions.
Engaging the pupils and families facing most challenges.	Weekly contact was maintained throughout the first lockdown alongside weekly parental communications.