Pupil premium strategy statement – Bradford Girls' Grammar School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	664
Proportion (%) of pupil premium eligible pupils	49.2% (327)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	Autumn 2025
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Caroline Foster (Headteacher)
Pupil premium lead	Nigat Ali (Deputy Headteacher)
Governor / Trustee lead	Christine Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,982
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£450,982

Part A: Pupil premium strategy plan

Statement of intent

Bradford Girls' Grammar School serves a dynamic and evolving student community, characterised by a diverse intake and a significant proportion of students eligible for the Pupil Premium—particularly within Year 7 (46.15%), underscoring the ongoing challenge of sustaining effective support for disadvantaged learners throughout their educational journey.

The school is unwavering in its ambition to ensure that all students, especially those who are disadvantaged, thrive academically, socially, and personally. Leaders and staff share a collective determination to provide every child with equitable access to high-quality teaching, enrichment, and pastoral care. The strategy acknowledges that disadvantaged students often face additional barriers to success and is therefore designed to identify and address these challenges through targeted, evidence-informed interventions.

Grounded in research from the Education Endowment Foundation (EEF), the school's approach is both contextual and adaptive - responding to the specific needs of its students and the changing dynamics of its community. The Pupil Premium Grant is deployed strategically to ensure that resources and initiatives directly enhance the progress, wellbeing, and aspirations of disadvantaged learners.

At the heart of this intent is a deeply held belief that every student has only one opportunity to receive an exceptional education. The school works relentlessly to make success inevitable for all learners by fostering an inclusive culture in which every pupil feels valued, supported, and empowered to achieve excellence - both during their time at Bradford Girls' Grammar School and in their future endeavours.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Securing similar levels of attendance between disadvantaged and non-disadvantaged and reducing impact of persistent absence through. Attendance of disadvantaged students is lower than that of their non-disadvantaged peers and below national averages. Persistent absence is higher among this group, which impacts on their learning continuity, progress, and engagement. Barriers contributing to this include lower parental engagement, reduced aspiration, and external factors such as family circumstances or transport difficulties. As a result, disadvantaged students have fewer opportunities to access the full curriculum and enrichment offer, widening the attainment and progress gap.

2	A significant number of disadvantaged students face barriers to effective self-regulation and require enhanced pastoral and academic support. To address this, there is a need to deepen staff understanding of the complex and varied impacts of disadvantage, alongside more precise knowledge of individual learners. This includes: • Developing a clearer understanding of the intersection between Pupil Premium eligibility, SEND status, and other indicators of disadvantage; and • Using Attitudes to Learning data to systematically identify Pupil Premium students most at risk of disengagement from learning.
3	Higher cost of living has made uniform unaffordable for some families, along with the standard school equipment. Funding can be a barrier to expanding cultural capital e.g. accessing trips
4	Despite ongoing support and intervention, disadvantaged students do not yet achieve outcomes that are consistently in line with those of their non-disadvantaged peers. Reducing this attainment gap remains a key priority, requiring a continued focus on high-quality teaching, targeted intervention, and the removal of barriers that limit academic progress and engagement

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all learners, particularly our disadvantaged learners. Also, to engage all parents/carers, especially the hard-to-reach families, to help them to support their child's learning.	✓ Disadvantaged students' attendance will be at or above national figures. ✓ Persistent absence amongst disadvantaged students will be at or below national figures.
Barriers to learning will be removed so that disadvantaged students can thrive academically and socially. Disadvantaged girls will have high aspirations.	✓ Disadvantaged students will display positive behaviours in school. ✓ Disadvantaged students will be positive communicators and have high aspirations. ✓ Disadvantaged students will be equipped with the appropriate tools to enable them to access school and revision. ✓ Disadvantaged students will have high aspirations and will be equipped for the next stage of their education or employment.

Improved progress amongst disadvantaged learners across the curriculum at the end of KS4, with a focus on Maths and English.	✓ Improved Progress 8 scores for disadvantaged cohort, this to include overall P8 as well as P8 scores in English and Maths ✓ The above scores to be significantly better than national average for disadvantaged cohorts and closing in on overall national average for all pupils. ✓ Disadvantaged students will gain qualifications to support them in the next stage of their education or employment.
Disadvantaged pupils feel better prepared for further education, employment or training.	✓ All disadvantaged students will access high quality careers mentoring. ✓ By the end of 2025/26, disadvantaged pupils are progressing to further education in the same proportions as their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: ✓ Qualitative data from pupil and parent feedback, staff observations will show improved wellbeing, positive engagement with learning, and increased confidence, demonstrating the impact of targeted support and interventions. ✓ Incidents recorded on CPOMs for disadvantaged pupils' evidence appropriate support in a timely manner to ensure their needs are met promptly, barriers to learning are reduced, and their safety, wellbeing, and progress are effectively supported. ✓ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To remove barriers to learning for the disadvantaged, including uniform, equipment, student's access to school trips, digital divide, CEIAG opportunities, etc. Ensuring all learners have high aspirations and have increased their cultural capital.	Disadvantaged have the necessary financial support and encouragement to access any extra-curricular activities, enrichment, uniform, and equipment: ✓ School has a uniform bank where disadvantaged students access uniform, equipment, coats, shoes etc. ✓ Disadvantaged learners are given calculators ✓ Disadvantaged student trips – paid for using PP money e.g. coach etc ✓ Year managers know their disadvantaged learners well and work hard to signpost parents/carers to support if needed

	✓ Classroom teachers have an awareness of disadvantaged learners in their classroom (see seating plans) and the potential implications/adaptations needed for learning	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £275,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD relating to adaptive teaching with a focus on in-class interventions and metacognition. To facilitate this there has been recruitment of directors of Maths, English and Science on the leadership scale to closely track the progress of disadvantaged students and put in additional interventions where required. They will also provide subject specific CPD to colleagues in their areas.	**EEF Teaching and Learning Toolkit:** *The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.*	1, 2 and 4
Underachieving disadvantaged students will receive targeted, enhanced feedback through the deep marking of books. This approach extends beyond the standard feedback policy to provide additional, tailored guidance aimed at accelerating progress and addressing specific learning gaps.	**EEF Teaching and Learning Toolkit:** *Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).*	4

Non-teaching staff will actively champion disadvantaged pupils, supporting their wellbeing and engagement through consistent, informed practice.	**EEF Teaching and Learning Toolkit:** *The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.*	4
Departmental Curriculum Reviews take place across all departments in the first term. Ensuring the quality of teaching and learning is good or better.	Robust cycle of observations, work trawls, student voice, curriculum planning and review of outcomes help identify areas of strengths and formulate areas for development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £275,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Form interventions in Maths, English to support disadvantaged students.	**EEF Teaching and Learning Toolkit:** *Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.* *Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.*	4

Active use a Yellow Track Route (highlighted line) used to denote the path to be followed within the seating plan, ensuring that pupils eligible for the pupil premium are intentionally visited by the teacher once the instructional phase has concluded and the students have transitioned to independent tasks.	**EEF Teaching and Learning Toolkit:** Research shows that *increased academic engagement and support that prioritises check-ins helps mitigate challenges by offering timely academic and emotional support. Regular check-ins can help re-engage students who might otherwise struggle with focus or confidence in their work.*	4
Use of Careers Consultancy to ensure that PP students receive repeated and expert support in evaluating and applying for aspiration rich KS5 courses.	**In the Department for Education document** Careers guidance and inspiration in schools, it states that 'High quality, independent careers guidance is crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.' Further that '*Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them.'*	3
Testing reading age twice a year using GL Assessments. Lexia and EAL interventions with targeted students to improve reading ages Improving whole school: Word of the Week is explicitly taught weekly	Closing the Reading gap by Alex Quigley provides some helpful principle that can guide our actions. EEF Teaching and Learning Toolkit: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	2,4

and reinforced through the Big Quiz for Years 7–9, ensuring repeated exposure and retrieval practice. In addition, weekly teacher read-aloud sessions using class readers model fluent reading, support comprehension, and expose pupils to ambitious vocabulary. This approach supports disadvantaged pupils by increasing vocabulary acquisition, reading confidence, and engagement with texts, enabling improved access to the wider curriculum.	**https://www.theconfidentteacher.com/category/closing-the-reading-gap/** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies**	
After school classes run for Year 11 (called period 6) in all GCSE subjects to support them during their final year	Teaching staff run extra classes after school which are used to support learners when approaching their mock and finally the summer exams. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Targeted small-group academic interventions are strategically integrated into curriculum time to ensure disadvantaged students receive focused, specialist support without detracting from core learning opportunities	**EEF Teaching and Learning Toolkit:** *Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.*	4
Targeted Year 11 SLT mentoring cohort, using progress data - focusing on disadvantaged	**EEF Teaching and Learning Toolkit:** *The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months' additional progress)*	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 111,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional recruitment payment for Key Stage Leaders to focus on behaviour and attendance interventions for disadvantaged students. The pastoral team will strive to engage all parents/carers, especially the hard-to-reach families, to help the parents to support their child's academic learning.	**EEF Teaching and Learning Toolkit:** *The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 and 2
Appointment of an attendance and Safeguarding officer and Associate Assistant Headteacher to support disadvantaged students and their families. Key focus to contact all parents prior to parents evening to make appointments, and attend attendance clinics	**EEF Teaching and Learning Toolkit:** *The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.*	1 and 2
Disadvantaged students with specific needs (e.g. SEMH) will receive targeted interventions through referrals to the SEND department and counselling service. Appointment of Associate Assistant Headteacher as SENDCo to further	**EEF Teaching and Learning Toolkit:** *The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.*	2

support the above strategy.		
Disadvantaged students will be targeted for rewards and enrichment opportunities in line with the school policy.	**EEF Teaching and Learning Toolkit:** *Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.*	2
Wider Opportunities and Enrichment: disadvantaged students will have access to the same range of enrichment opportunities, trips, and residentials as their non-disadvantaged peers	**(EEF)** *findings conclude that enrichment activities can provide an important lever in improving outcomes, particularly for students who might not have access to such opportunities outside of school. Providing access to a wide range of extracurricular activities helps level the playing field, offering opportunities that might otherwise be inaccessible.*	3
Disadvantaged students will be prioritised for enhanced careers advice to improve aspirations and motivation.	**EEF Teaching and Learning Toolkit:** *Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.*	2,1,3
Subsidy of curriculum enhancement opportunities both within and outside of school day, for example University trips.	Physical Activity EEF *Physical activity and Creative Arts has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities and creative arts may increase pupil attendance and retention.*	2,3
Parent Workshops/ Parent Information Evenings : Regular opportunities for parents to develop their understanding of how and what their children will be learning so that	Parental Engagement EEF The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.	1,2,3,4

they can support effectively at home.		
Disadvantaged students will be prioritised for music lessons, securing greater engagement in music	EEF Teaching and Learning Toolkit: *Evidence suggests that as well as being valuable for wider development outcomes, music participation can have a positive impact on education*	1,2,3,4
Celebration and Recognition reward events	[BtC5 Recognising Achievement, Profiling and Reporting](#) Recognising achievement increases self-esteem, improves motivation and keeps students engaged in learning.	1.2.3
Hardship/disadvantaged funding	Funding to support with the purchase of school equipment, uniform, revision guides, payment for school trips, and other costs that support our PP learners	3
Contingency Funds for arising issues	Funds need to be set aside to respond to unforeseen issues that arise. These funds will enable a quick and effective response to be implemented. For example, funding transport to enable learners to attend after school period 6 lessons, who have no other way of getting home, other than the school bus, which leaves at 3.15pm.	1,2,3,4

Breakdown of Costs:

	%	Full Cost	Cost
Additional Safeguarding and Attendance Improvement Officer (SO1)	49%	£ 31,000.00	£ 15,190.00
Lead Intervention Teacher – Mathematics	49%	£ 61,850.00	£ 30,306.50
Lead Intervention Teacher – Science	49%	£ 61,850.00	£ 30,306.50
Lead Intervention Teacher – English	49%	£ 61,850.00	£ 30,306.50
Rewards allocation specifically for disadvantaged students	100%	£ 10,000.00	£ 10,000.00
Teaching materials (laptops, revision books)	100%	£ 10,000.00	£ 10,000.00
Trips specifically for disadvantaged students	100%	£ 10,000.00	£ 10,000.00
Uniform specifically for disadvantaged students	100%	£ 7,500.00	£ 7,500.00
Holiday Revision Classes - Staffing and Resources	100%	£ 3,000.00	£ 3,000.00
Director of Mathematics	49%	£ 65,779.00	£ 32,231.71
Director of English	49%	£ 65,779.00	£ 32,231.71
Director of Science	49%	£ 65,779.00	£ 32,231.71
Additional Teacher of Mathematics	49%	£ 53,357.00	£ 26,144.93
Additional Teacher of English	49%	£ 53,357.00	£ 26,144.93
Associate Assistant Headteacher Attendance and Safeguarding	49%	£ 50,858.00	£ 24,920.42
Associate Assistant Headteacher SENDCo	49%	£ 75,496.00	£ 36,993.04
KS3 Leader TLR	49%	£ 58,039.00	£ 28,439.11
KS4 Leader TLR	49%	£ 58,039.00	£ 28,439.11
Careers advisor	49%	£ 12,000.00	£ 5,880.00
Librarian	49%	£ 32,723.00	£ 16,034.27
SEMH Support Worker	49%	£ 29,964.00	£ 14,682.36
Total		£ 878,220.00	£ 450,982.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below gives a summary of the progress made towards the targets set last year and the evidence to ...

Target	Was the objective met?	Evidence
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	Improved progress of disadvantage students in History, French and English Language. Positive progress 8 of PP students of 0.19	When comparing results in History from 2023, there has been an increase in the percentage of disadvantaged students achieving 9-4 of 1.7%. An improved attainment is evident in students achieving grades 9-4 in History in 2024, with a disadvantage gap of +14.4. In 2025 History exams disadvantaged students outperformed non-disadvantaged students by +17.1, this is an increase of 3. In 2025 Maths exams non-disadvantaged students outperformed disadvantaged students by +4.3pp, this showed the gap narrowing by 6.2pp In 2024 Dual Science exams non-disadvantaged students outperformed disadvantaged students by +7.2pp In 2025 Dual Science exams non-disadvantaged students outperformed disadvantaged students by +4.5, this showed the gap narrowing by 2.7.

Improved progress of disadvantaged pupils at KS4	Improved progress of disadvantage students in Art	Significant improvement in the gap of progress in Art between disadvantaged and non-disadvantaged students. In 2023 there was a -0.62 gap, this has improved to a 0.47 gap in 2024. **Due to students in 2025 not having KS2 results due to**
Improved reading comprehension for disadvantaged students.	Improved reading comprehension demonstrated in the English Language and Literature GCSE.	67.9% of students with a reading age below expectations achieved grades 9-4 in English Language. Interestingly, 31.3% of students with a reading age significantly below expectations achieving a grade 9-4 In English Language. 74.1% of students with a reading age below expectations achieved a grade 9-4 in English Literature. 56.3% of students with a reading age significantly below expectations achieving a grade 9-4 In English Literature.
To achieve and sustain improved wellbeing for all pupils including those who are disadvantaged.	*The PSHCE lead has planned a well sequenced and tailored PSHCE program, delivered by experienced staff across the academy. There are now designated 'weeks' across the school year where daily assemblies are delivered on issues such as equality, illegal activity, bullying, and healthy relationships*	In 2024-25 325 PP students were supported by the Mental Health Support Team or Youth in Mind provision in school. 30 disadvantaged students received wellbeing/mental health support from the mental health support worker in school. In the recent pupil wellbeing survey 70% of disadvantaged students reported that they enjoy attending BGGS, compared to 87% in 2023-24, and that they

		feel happy in school. In 2025 the sample size included the whole year group, whereas in 2023-24 the cohort included 50 students. 70% of disadvantaged students responded that the PSHCE program was important to their future. 82% of disadvantaged students responded that mental health and wellbeing are discussed and supported in school.
To achieve and sustain improved attendance for all pupils including those who are disadvantaged.	*A robust attendance strategy is now in place with the appointment of an Associate Assistant Headteacher and attendance officer taking the central lead on attendance across the school*	Disadvantaged students' attendance was 88.6% at the end of the Academic Year. This is line with national where disadvantaged attendance was 89.4%. Just a 0.8pp difference. By school type, the persistent absence rate across the academic year 2024/25 were 24.3% in state-funded secondary schools. At BGGS the persistent absent rate was 29.5%. This is a significant decrease on the previous year
Improve oral skills and vocabulary among disadvantaged pupils	*Through the use of ongoing formative assessment, engagement in lessons, work scrutiny and outcomes, improved oral language among disadvantaged pupils van be evidenced throughout.* *Y9 students are offered the chance to take part in the Big Ideas programme which includes developing*	In 2025, the number of disadvantage students achieving a merit in their Spoken Language Endorsement is in line with non-disadvantaged pupils. The number of disadvantaged pupils receiving a distinction has increased by 5% from last year. All disadvantaged students were able to achieve a pass, merit or distinction for the Spoken Language Endorsement.

	presentation skills, with the chance of presenting to peers and industry experts both regionally and nationally. *Enrichment/ opportunities to build teamwork and oracy skills*	In the academic year, 45% of students taking part in the Big Ideas programme were disadvantaged. All of these pupils had to work in teams, communicate with each other and then present their work verbally in front of around 80 peers, staff and mentors from outside agencies. Many of these students then presented in front of students from other schools and professionals at the University of Bradford in May 2025. The team making it through to the national final in July 2025 had to present in front of MP's and schools from across the country at the Palace of Westminster. Of this team, 75% were disadvantaged.
Improve metacognition and self-regulatory skills among disadvantaged students in all subjects	*Teachers reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.* *There was a significant reduction in the number of Fixed-term suspensions (FTS) and number of students in Reset (Internal Isolation).*	**Fixed-term suspensions** Fixed-term suspension rate reduced with PP students from term 2 (33 days for 20 students) to term 3 (29 days for 12 students). **Reset (Internal isolation)** The number of PP students in Reset slightly increased from term 2 (232 days to 264), however there were stricter protocols in place. In term 3, a new initiative for punctuality to school was introduced for students who had 3 lates to school in a week, which

		increased the number of students in Reset. In the latter weeks of the week, this number had then reduced.
		Internal behaviours
		The number of disadvantaged students who had re-rooms reduced from 745 in term 1, to 445 re-rooms in term 3. The number of disadvantaged students who had On Call room-late to lessons reduced from 287 in term 1 to 187 in term 3. The number of disadvantaged students who self-exited in term 1 was 125 and this reduced to 63 in term 3. The number of disadvantaged students who were in the On Call room for being disruptive in term 1 was 11 students and this reduced to 1 student in term 3.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.