

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	681
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	Autumn 2026 – Autumn 2027
Date this statement was published	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Caroline Foster (Headteacher)
Pupil premium lead	Nigat Ali (Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,982
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£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 students. 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 to ensure they have access to a range of opportunities at KS5	✓ Improved attainment and 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
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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: <i>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.</i>	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: <i>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).</i>	4

Non-teaching staff will actively champion disadvantaged pupils, supporting their wellbeing and engagement through consistent, informed practice.	EEF Teaching and Learning Toolkit: <i>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.</i>	4
Curriculum leaders will monitor, track and put in timely interventions to ensure disadvantage students thrive academically	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: <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i> <i>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.</i>	4

Teachers and Key Workers actively support disadvantaged learners using 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 <i>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.</i>	4
Use of Careers advisor to ensure that disadvantaged students receive repeated and expert careers advice and 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 ‘ <i>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.</i> ’	3
Testing reading age twice a year using GL Assessments. Implementing Lexia and EAL interventions with	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	2,4

targeted students to improve reading ages Word of the Week is explicitly taught weekly 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.	course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://www.theconfidentteacher.com/category/closing-the-reading-gap/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Targeted intervention in place for KS4 in all GCSE subjects to support them during their final year during out of school hours.	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: <i>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.</i>	4
Targeted Year 11 SLT mentoring cohort, using progress data -	EEF Teaching and Learning Toolkit: <i>The impact of mentoring varies but, on average, it is likely to have a small positive</i>	4

focusing on disadvantaged	impact on attainment (+2 months' additional progress)	
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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 with 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: <i>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.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 and 2
Appointment of an additional attendance and Safeguarding officer and Associate Assistant Headteacher to support disadvantaged students and their families. Key focus to break down barriers facing disadvantage students.	EEF Teaching and Learning Toolkit: <i>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.</i>	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	EEF Teaching and Learning Toolkit: <i>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.</i>	2

Assistant Headteacher as SENDCo to further 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: <i>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.</i> (EEF) <i>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</i>	2
Parent Workshops/ Parent Information Evenings : Regular opportunities for parents to develop their understanding of how and what their children will be learning so that they can support effectively at home.	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
Disadvantaged students will be prioritised for music lessons, securing greater engagement in music	EEF Teaching and Learning Toolkit: <i>Evidence suggests that as well as being valuable for wider development outcomes, music participation can have a positive impact on education</i>	1,2,3,4
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 BtC5 Recognising Achievement, Profiling and Reporting	1,2,3

	Recognising achievement increases self-esteem, improves motivation and keeps students engaged in learning.	
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Breakdown of Costs: need to make sure these calculations are right

	%	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 ...

<i>Target</i>	<i>Was the objective met?</i>	<i>Evidence</i>
<i>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</i>	Improved progress of disadvantage students in History, French and English Language.	Outcomes for disadvantaged pupils at the end of Key Stage 4 improved markedly in 2026, reflecting the positive impact of the school's pupil premium strategy. Disadvantaged pupils achieved an Attainment 8 score of 44.06, an increase of 3.08 points from 40.98 in 2025. Progress also strengthened, with the disadvantaged Progress 8 score increasing from +0.20 to +0.39, demonstrating that pupils made increasingly positive progress from their starting points Performance in key accountability measures improved significantly. The proportion of disadvantaged pupils achieving grade 4+ in English and Mathematics increased from 53.6% to 60.3%, an improvement of 6.7 percentage points. The proportion achieving grade 5+ in English and Mathematics rose from 32.1% to 42.9%, an increase of 10.8 percentage points. These improvements demonstrate a strengthening of core literacy and numeracy outcomes and represent substantial gains from the previous academic year.

		Attainment across the EBacc curriculum was a particular strength. In English Language, 77.8% of disadvantaged pupils achieved a grade 4+ and 66.7% achieved a grade 5+, outperforming the overall cohort at both thresholds. In French, disadvantaged pupils achieved exceptionally strong outcomes, with 91.7% securing a grade 4+ and 66.7% achieving a grade 5+. These outcomes place French amongst the strongest performing EBacc subjects for disadvantaged pupils. Likewise, English Literature outcomes were particularly strong, with 82.3% of disadvantaged pupils achieving a grade 4+, while 88.9% achieved a grade 4+ in Religious Studies and 74.1% achieved a grade 5+. Evidence of improved progress can also be seen in subject-level analysis. History was identified as one of the school's most improved subjects, with attainment increasing by 13.8 percentage points at grade 4+ and 8 percentage points at grade 5+ compared with the previous year. Furthermore, disadvantaged pupils outperformed the overall cohort at the highest grades in History, demonstrating that disadvantaged learners were not only making stronger progress but were also achieving highly within this key EBacc subject. Science outcomes further illustrate the strong attainment of disadvantaged pupils across the curriculum. 45% of disadvantaged pupils achieved grades 9-5 in Combined Science, compared with 40.9% of all pupils, whilst 16.7% achieved
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		grades 9-7, exceeding the whole-school figure of 12.9%. Subject analysis also identified Science and Spanish as areas where disadvantaged pupils outperformed the overall cohort at grade 5+, while disadvantaged pupils achieved stronger grade 7+ outcomes than all pupils in History, Mathematics, Science and Spanish. The strongest outcomes for disadvantaged pupils were seen in a number of individual subjects. At grade 4+, disadvantaged pupils achieved 100% pass rates in Italian, Portuguese and Urdu, alongside outstanding outcomes in French (91.7%), Religious Studies (88.9%), English Literature (82.3%) and English Language (77.8%). At grade 5+, disadvantaged pupils maintained 100% attainment in Italian, Portuguese and Urdu, with particularly strong outcomes in Religious Studies (74.1%) and French (66.7%). These results demonstrate that disadvantaged pupils are achieving highly across a broad and academically challenging curriculum. Overall, the 2026 outcomes provide clear evidence that disadvantaged pupils are making stronger progress and securing improved attainment across the curriculum. Significant improvements in Attainment 8, Progress 8 and English and Mathematics outcomes, combined with strong performance in EBacc subjects including History, French and English Language, demonstrate the positive impact of targeted academic support,
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		effective teaching and wider pupil premium provision.
<i>Improved progress of disadvantaged pupils at KS4</i>	Improved progress of disadvantage students in Art	While Art remains an area for further development, outcomes for disadvantaged pupils indicate that progress is being secured from lower starting points and that targeted support is helping pupils achieve positive outcomes. Overall, disadvantaged pupils achieved an average Progress 8 score of +0.39, demonstrating that they made better than expected progress across their qualifications and improved on the previous year's Progress 8 score of +0.20. Attainment data shows that disadvantaged pupils continue to perform strongly across a range of subjects, with an average Attainment 8 score of 44.06, an increase from 40.98 in the previous year. This improvement reflects the positive impact of targeted pupil premium interventions designed to raise achievement and improve outcomes for disadvantaged learners. Within Art, outcomes were below school expectations, with the subject identified as an area of concern due to attainment at grade 5+ being below previous performance. The analysis notes that the department experienced a period without a substantive subject leader, with a new experienced subject leader only joining in August 2026. This provides important context for the outcomes achieved and

		highlights an opportunity for further improvement moving forward. Despite these challenges, disadvantaged pupils continued to make positive progress across their wider curriculum and benefited from the school's targeted academic and pastoral support. The appointment of a new subject leader provides a strong foundation for improving outcomes in Art, and future pupil premium funding will continue to focus on high-quality teaching, curriculum access and targeted intervention to ensure disadvantaged pupils achieve strongly within creative subjects as well as across the EBacc curriculum.
<i>Improved reading comprehension for disadvantaged students.</i>	Improved reading comprehension demonstrated in the English Language and Literature GCSE.	Outcomes in English Language and English Literature provide strong evidence of improved reading comprehension among disadvantaged pupils. Reading is a key component of success in both qualifications, requiring pupils to interpret, analyse and evaluate increasingly complex texts. The 2026 outcomes indicate that disadvantaged pupils have developed the literacy skills necessary to access the curriculum successfully and achieve strong examination results. [In English Language, 66.7% of disadvantaged pupils achieved a grade 5 or above, slightly exceeding the whole-school figure of 66.4%. At grade 4+, 82.5%

		of disadvantaged pupils achieved a standard pass, outperforming the overall cohort figure of 81.0%. These outcomes demonstrate that disadvantaged pupils are reading with increasing confidence and are able to apply comprehension, inference and analytical skills effectively in examination conditions. Performance in English Literature was similarly strong. Subject analysis identified English Literature as one of the areas in which disadvantaged pupils outperformed the overall cohort at grade 4+, with 82.3% of disadvantaged pupils achieving a standard pass compared with 80.6% for all students. These outcomes suggest that disadvantaged pupils are increasingly successful in analysing literary texts, understanding themes and authorial intent, and constructing well-supported written responses Higher-attaining disadvantaged pupils also demonstrated strong reading and analytical skills. In English Language, 26.5% of students achieved grades 7-9, while in English Literature 24.6% achieved grades 7-9, reflecting a significant proportion of pupils accessing higher-order reading, interpretation and critical thinking skills. Overall, the 2026 English outcomes demonstrate the positive impact of the school's literacy and reading strategy. Through targeted intervention, high-quality teaching and sustained support for reading across the curriculum, disadvantaged pupils have achieved
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		strong outcomes in both English Language and English Literature, indicating improved reading comprehension and greater access to the wider curriculum
<i>To achieve and sustain improved wellbeing for all pupils including those who are disadvantaged.</i>	<i>The PSHCE lead supported by the appointment of a new deputy headteacher 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</i>	The school has continued to invest in a comprehensive programme of wellbeing and mental health support for disadvantaged pupils. During 2025–26, 325 disadvantaged pupils accessed support through the Mental Health Support Team and Youth in Mind provision, with a further 30 pupils receiving bespoke support from the school's Mental Health Support Worker. This targeted provision has played an important role in addressing emotional and mental health needs, ensuring that disadvantaged pupils are well supported to engage fully in school life and achieve their potential n the most recent pupil wellbeing survey, disadvantaged pupils reported increasingly positive perceptions of their wellbeing and their experience at school. Eighty per cent of disadvantaged students stated that they enjoy attending BGGS, an increase from 70% in 2024–25. There was also a significant improvement in pupils' understanding of how to support their own wellbeing, with 88% reporting that they know what actions they can take to improve their wellbeing, compared with 70% in the previous year. Furthermore, 83% of disadvantaged pupils agreed that mental health and wellbeing are actively

		discussed and supported within school, up from 74% in 2024–25. These outcomes demonstrate the positive impact of the school's ongoing investment in pastoral care, wellbeing provision and targeted support for disadvantaged pupils.
<i>To achieve and sustain improved attendance for all pupils including those who are disadvantaged.</i>	<i>To further strengthen attendance, the school has implemented a comprehensive attendance strategy, with an Associate Assistant Headteacher and Attendance Officer providing dedicated leadership and oversight of attendance across the whole school.</i>	By the end of the 2025–26 academic year, disadvantaged pupils achieved an attendance rate of 87.22%. This compares favourably with the national disadvantaged attendance figure of 89.4%, a gap of only 2.18 percentage points, indicating attendance levels were broadly in line with national benchmarks. Although the persistent absence rate for disadvantaged pupils increased from 29.5% to 38.9% during the academic year, this has strengthened the school's resolve to prioritise attendance as a key area for improvement. A robust attendance strategy, coupled with targeted pastoral and wellbeing interventions, is enabling the school to identify barriers earlier and provide increasingly tailored support for disadvantaged pupils and their families. The continued reduction of persistent absence will remain a central focus of the school's Pupil Premium strategy. BGGS will continue to implement early identification, targeted intervention, family engagement and wellbeing support to ensure disadvantaged pupils attend regularly and are able to access the full curriculum. To address barriers to attendance, the school has worked closely with the Local Authority Attendance Team. During the year, 157 students received Local

		Authority intervention, including 50 attendance panel meetings with pupils and families. These interventions have enabled the school to identify and support pupils facing complex challenges that impact regular attendance. The school recognises the strong link between attendance, wellbeing and academic success. Consequently, disadvantaged pupils continue to benefit from a range of pastoral and mental health provision, with 30 Pupils from disadvantage backgrounds students receiving mental health support during the academic year. This targeted support aims to address emotional and wellbeing barriers that may affect engagement, attendance and achievement.
<i>Improve the spoken language, communication and vocabulary skills of disadvantaged pupils, enabling them to articulate ideas confidently across the curriculum and beyond.</i>	<i>Through the use of ongoing formative assessment, engagement in lessons, work scrutiny and outcomes, improved oral language among disadvantaged pupils can be evidenced throughout.</i> <i>Y9 students are offered the chance to take part in the Big Ideas programme which includes developing presentation</i>	In 2025–26, 41.7% of disadvantaged pupils achieved a Merit in the Spoken Language Endorsement, compared with 51.5% of non-disadvantaged pupils. This represents a gap of 9.8 percentage points. Although disadvantaged pupils performed less strongly than their peers in this measure, a substantial proportion achieved the higher Merit standard. Further work to develop oracy, vocabulary acquisition and speaking confidence will form part of the school's ongoing strategy to improve outcomes for disadvantaged pupils. In 2025–26, participation in the Big Ideas programme continued to provide disadvantaged pupils with high-quality opportunities to develop their communication, teamwork and presentation skills. All 136 Year 9 students took part in the programme, with

	<i>skills, with the chance of presenting to peers and industry experts both regionally and nationally.</i> <i>Enrichment/ opportunities to build teamwork and oracy skills</i>	disadvantaged pupils representing 50% of participants (68 students), an increase from 45% in the previous year The programme challenged students to work collaboratively to develop innovative solutions to real-world problems, culminating in presentations delivered to peers and external professionals. Importantly, disadvantaged pupils were not only well represented amongst participants but were also highly successful in progressing through the competition. Of the 18 students selected to represent the school at the regional finals in May 2026, 10 were disadvantaged pupils, meaning that 55.6% of finalists were disadvantaged. This overrepresentation of disadvantaged pupils at the regional finals demonstrates the positive impact of the programme in developing confidence, leadership, oracy and aspiration. The increasing participation of disadvantaged pupils, coupled with their strong representation amongst the highest-performing participants, reflects the school's commitment to ensuring that all pupils can access and excel in high-quality enrichment opportunities.
<i>Improve metacognition and self-regulatory skills among disadvantaged students in all subjects</i>	<i>Teachers reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</i>	In 2025–26, behaviour outcomes for disadvantaged pupils demonstrate encouraging signs that strategies designed to strengthen self-regulation and metacognitive skills are having a positive impact. The overall number of suspensions for disadvantaged pupils decreased from 584 to 573, despite an increase in the number of disadvantaged pupils on roll during the academic year.

	<i>There was a significant reduction in the number of Fixed-term suspensions (FTS) and number of students in Reset (Internal Isolation).</i>	More significantly, the proportion of disadvantaged pupils receiving suspensions reduced across all measures, with pupils receiving one or more suspensions decreasing from 15.7% to 14.7%, two or more suspensions decreasing from 10.9% to 9.9%, and three or more suspensions decreasing from 9.1% to 8.3%. These reductions indicate that a greater proportion of disadvantaged pupils are successfully regulating their behaviour and engaging positively with school expectations. There is also evidence of improvement in classroom behaviour. Whilst disadvantaged pupils continue to experience a higher average number of lesson removals than their non-disadvantaged peers (4.4 compared with 3.8), the gap has narrowed over time. This suggests that targeted interventions, mentoring and pastoral support are helping disadvantaged pupils to develop the self-regulation and coping strategies needed to remain engaged in learning. However, the remaining gap highlights the need for continued focus on developing resilience, emotional regulation and independent learning behaviours within the classroom. The number of serious behaviour incidents involving disadvantaged pupils has also shown a downward trend, with the gap between disadvantaged and non-disadvantaged pupils continuing to close. This improvement is attributed to the school's leadership and pastoral mentoring programmes, which have provided pupils with personalised
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		guidance and early intervention. Although there was a temporary increase in incidents during June following an isolated event outside school involving a number of students, the overall pattern across the year was one of sustained improvement. Collectively, these outcomes demonstrate the positive impact of the school's work to develop disadvantaged pupils' metacognitive and self-regulatory skills. The reductions in suspension rates, narrowing gaps in lesson removals and decreasing trend in serious incidents indicate that disadvantaged pupils are increasingly equipped to reflect on their behaviour, make positive choices and engage successfully in their learning. Continued investment in mentoring, pastoral support and classroom-based self-regulation strategies will remain a priority to further strengthen outcomes for disadvantaged pupils
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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)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
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.