

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bradford Girls' Grammar School
Number of pupils in school	1030
Proportion (%) of pupil premium eligible pupils	30.10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Martin, Principal
Pupil premium lead	Keeley Poole, Primary Headteacher Rachael Howarth, Vice Principal
Governor / Trustee lead	Christine Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>*Financial Year actual funding 2021/22</i>	£328,205
Recovery premium funding allocation this academic year	£68,596
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	£396,801

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

We have high ambitions for all our pupils, as expressed in our statement of curriculum intent:

Through a rich and inspirational curriculum, pupils will develop a love of learning, underpinning knowledge, skills and confidence to understand the world and embrace its opportunities. A focus on literacy will unlock their potential; a breadth of experiences will broaden horizons; and an emphasis on moral values will reinforce their role as active citizens in a diverse and inclusive society. With strong academic qualifications and well-developed skills, pupils will aspire and succeed in their ambitions and become future leaders.

The focus of our pupil premium strategy is to identify precise challenges experienced by individual pupils and provide early intervention that enables them to thrive.

We will consider the academic and pastoral challenges faced by individual pupils to identify those who are potentially vulnerable to underachievement. This process is intended to identify pupils requiring support, regardless of whether or not they are disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support and wider strategies for pupils who have been affected by the pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure at least equitable access to subject experts
- Ensure curriculum equity, ensuring all pupils have a broad and balanced curriculum
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment: of disadvantaged pupils in EBACC subjects is below that of their non-disadvantaged peers:</p> <p>MATHS:</p> <ul style="list-style-type: none"> • KS4 attainment of disadvantaged pupils is around 1.5 grades lower than their non-disadvantaged peers. • KS2: only 47 % disadvantaged pupils achieved the expected standard compared with 68% non-disadvantaged pupils achieving expected standard in Maths. No pupils achieved greater depth. <p>ENGLISH:</p> <ul style="list-style-type: none"> • KS4 attainment of disadvantaged pupils is around 3/4 of a grade lower than their non-disadvantaged peers. • KS2: In reading, 47% of disadvantaged pupils achieved the expected standard compared to 76% non-disadvantaged. 33% of disadvantaged pupils achieved greater depth. In Writing, 63% of disadvantaged pupils achieved the expected standard, which was very slightly above non-disadvantaged at 62% and 22% of disadvantaged pupils achieved greater depth.. <p>SCIENCE:</p> <ul style="list-style-type: none"> • KS4 attainment of disadvantaged pupils is almost one grade lower than their non-disadvantaged peers in Double Award. In Triple Award, KS4 attainment of disadvantaged pupils is 1.3 grades lower in Biology, 0.25 grades lower in Chemistry, and 0.65 grades lower in Physics. <p>LANGUAGES:</p> <ul style="list-style-type: none"> • KS4 attainment of disadvantaged pupils is around 1 grade lower (French), and 0.75 grades lower (Spanish) than their non-disadvantaged peers. <p>HUMANITIES (History & Geography):</p> <ul style="list-style-type: none"> • KS4 attainment is around 1 grade lower (History) and 1.5 grades lower (Geography) than non-disadvantaged peers.
2	<p>Literacy and Reading:</p> <p>Assessments, observations and discussion with KS2 and KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p>Oral Skills:</p> <p>Assessments, observations and discussions with pupils indicate under-developed oral skills and vocabulary amongst disadvantaged pupils in some classes, for example Reception, Y3 and Y4.</p>
4	<p>Phonics and early reading:</p> <p>Assessments, observations and discussions with pupils generally shows that disadvantaged pupils have greater challenges with phonics in some classes, for example Reception and Y3.</p> <p>The number of disadvantaged pupils achieving GD in reading at the end of KS1 is significantly low.</p>

5	<p>Knowledge Gaps:</p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils throughout school has been impacted by the pandemic, to a greater extent than for other pupils. This has resulted in knowledge gaps leading to some pupils falling further behind age-related expectations in reading, writing and maths.</p>
6	<p>Behaviour, Emotional Health & Wellbeing:</p> <p>In 2021, pupils' self-assessment, via the Strengths and Difficulties Questionnaire identified that a greater proportion of disadvantaged pupils in Years 7-11 felt they had challenges associated with emotional wellbeing. This was particularly pronounced in Year 11, where disadvantaged pupils were twice as likely to feel this.</p> <p>Our observations of social time behaviour would support the view that all Senior School pupils' social skills have been adversely affected by school partial closure. This is supported by behaviour data.</p> <p>In 2020-21, disadvantaged pupils had a similar rate of suspension to their non-disadvantaged peers. Disadvantaged pupils also had a similar rate of negative behaviour points due to persistent disruptive behaviour as their non-disadvantaged peers.</p>
7	<p>Attendance:</p> <p>2022-2023 Autumn Term</p> <p>Overall attendance of PP pupils is slightly below that of non-PP pupils across the whole school:</p> <p>Whole School Overall Attendance Autumn</p> <ul style="list-style-type: none"> • All pupils 91.5% • Pupil Premium 90.1% • Non-Pupil Premium 92.1% <p>Primary Overall Attendance Autumn</p> <ul style="list-style-type: none"> • All pupils 92% • Pupil Premium 90.9% • Non-Pupil Premium 92.4% <p>Senior Overall Attendance Autumn</p> <ul style="list-style-type: none"> • All pupils 91.2% • Pupil Premium 89.7% • Non-Pupil Premium 92% <p>Persistent Absenteeism is 30% in the Secondary phase and 28% in Primary. This is largely due to unauthorised extended holidays during term time.</p> <p>We are working closely with Bradford Council's Attendance team to provide early intervention for pupils at risk of persistent absenteeism.</p> <p>Historically, our attendance data indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 48.5% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2019-20 this figure was 40%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score of 55. In 2019-20 this was 52.1
Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 (Maths and writing)	2024/25 KS2 outcomes show that more than 79% of disadvantaged pupils met the expected standard in Maths with an increasing number of pupils achieving GD. 2024/25 KS2 outcomes show that more than 78% Of disadvantaged pupils met the expected standard in writing with an increasing number of pupils achieving GD.
Improved progress of disadvantaged pupils at KS4	By the end of our current plan in 2024/25 progress 8 of disadvantaged pupils should be greater than 0.38 (2022 P8 for other girls nationally). Context: <ul style="list-style-type: none"> 2021/22 Progress 8 of disadvantaged pupils was -0.13 2018/19 Progress 8 of disadvantaged pupils was 0.67
Improved reading comprehension among disadvantaged pupils across KS2 and KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. KS2 and KS3 reading outcomes in 2024/25 are at least in line with non-disadvantaged pupils. At KS2 there should be an increasing number achieving GD.
Improve oral language skills and vocabulary among disadvantaged pupils between 4-11.	Through use of ongoing formative assessment, engagement in lessons, work scrutiny and outcomes, improved oral language among disadvantaged pupils can be evidenced throughout school. In 2024/25 the number of disadvantaged pupils achieving ELG in Communication and Language is in line with non-disadvantaged pupils.
Further improve outcomes in phonics and improved attainment in reading.	Year 1 phonics screening check in 2024/25 shows that more than 82% of disadvantaged pupils meet the expected standard. KS1 outcomes in 2024/2025 show that more than 75% of disadvantaged pupils achieve the expected standard in reading with an increasing number of pupils achieving greater depth.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 2%. • the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£176,625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our EBAC teaching and curriculum planning.</p> <p>We will fund teacher release time to all subject leaders of the primary and secondary phase to work together to develop cross-phase pedagogy, develop greater curriculum coherence and adapt the schemes to meet the needs of our pupils.</p> <p>We will fund access to the best expertise and CPD to support curriculum development.</p> <p>We will fund access to high quality resources to provide knowledge organisers, improve questioning and differentiation, and support remote learning.</p> <p>We will ensure teacher release time is integrated into CPD to embed key elements of Maths Mastery approach.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>Research and debate on curriculum design and assessment in English: Home - NATE</p> <p>Findings from the 2020 NALA report support the need to increase equity of access to MFL for disadvantaged pupils:</p> <p>NALA-Report-on-socio-economic-deprivation-and-MFL-2020-Full-report.pdf (universities-council-modern-languages.org)</p> <p>Geographical Association - For Geography Teachers</p> <p>Historical Association – the UK national charity for history</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 5
<p>Provide high quality training to develop teachers' instructional ability, including the use of formative feedback.</p>	<p>EEF evidence is that feedback has a positive impact on attainment:</p> <p>Systematic-Review-of-Feedback-EPPI-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Provide high quality training to provide improved access to learning for children with special educational needs.</p>	<p>Work with Bradford 0-25 Specialist Teaching and Support Service to evaluate teaching and provide a bespoke programme of training for primary and secondary teachers.</p>	1

	Special Educational Needs in Mainstream Schools EEF educationendowmentfoundation.org.uk SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and release time for our Director of English to train all staff in reading and disciplinary literacy. We will fund release time to incorporate vocabulary as a golden thread into curriculum maps.</p> <p>We will ensure that dialogic activities and strategies are used across the curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund release time to support teachers CPD.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Improving Literacy in Key Stage 2 Report</p> <p>EEF Literacy Report Key Stage 1</p> <p>There is strong evidence to suggest that oral interventions, including dialogic activities such as high quality classroom discussion impact positively on outcomes. EEF Oral Interventions Report</p>	2, 3
<p>Continue to embed phonics and early reading in line with recommendations in the EEF.</p> <p>We will embed Essential Letters and Sounds, a DfE validated scheme. And provide ongoing regular training for all staff. We will release the Phonics Leader to provide coaching, modelling of teaching and quality assurance.</p> <p>We will embed and prioritise group reading sessions and ensure that trained adults support each group</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) EEF Literacy KS1 Report</p>	4
<p>We will commission attendance support from Bradford Council to support early intervention for pupils at risk of persistent absenteeism.</p>	<p>The DfE identified a key link between absence and attainment: Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</p> <p>The new Secretary of State is making pupil attendance a policy priority</p>	7

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

Budgeted cost: **£93,476**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Accelerated Reader Star data to implement Lexia and Reading Solutions interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly disadvantaged backgrounds. Targeted interventions have shown to be effective when delivered as regular sessions. Phonics Toolkit Strand Education Endowment Foundation EEF	4
Provide a blend of tuition, mentoring and school-led tutoring for pupils identified as having low progress through use of the Horsforth Quadrant. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Raising Pupil Attainment: Creating a Framework to Enhance Year 10 Standards (insidegovernment.co.uk)	1, 2, 3

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

Budgeted cost: **£126,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Person Centred or Humanistic Counselling and adopting crucial core conditions including Unconditional Positive Regard, Congruence and Empathy.	When these conditions are effectively used the person will develop trust, autonomy, and self-confidence. This increases their self-awareness. https://www.bacp.co.uk/about-therapy/types-of-therapy/person-centred-counselling/	6
Develop an SEMH Team to provide a graduated response of support for SEMH pupils, drawing upon expertise from external agencies.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Provide additional capacity to support pupil's behaviour and emotional wellbeing on a daily basis.	Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	All
Improve parental engagement through the provision of flexible communication, parental workshops to help support home learning, and strengthening relationships.	Parental engagement has been shown to have +4 months progress over the course of a year. Parental engagement EEF (educationendowmentfoundation.org.uk)	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £396,801

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our senior school pupil premium activity had on pupils in the 2021 to 2022 academic year. GCSE examinations were taken for the first time since the lifting of Covid-19 restrictions. Pupils nationally were given some indication of topics which would be examined as a transition measure. In summary the performance of disadvantaged pupils was below that achieved in 2019 and previous years, demonstrating the disproportionate impact that the pandemic had on this group. Comparisons are made with the most recently published DfE data (2019).

Disadvantaged pupils at BGGS, on average, attained a lower total A8 score (41.71) than other girls, nationally (53) meaning that the target A8 score of 55 is not yet achieved.

The Progress 8 score for disadvantaged pupils was -0.13 which is lower than that of other girls nationally which stands at 0.38. An additional target has been set to improve this as a result.

41.9% of disadvantaged pupils were entered for the Ebacc in comparison to 50.8% of other girls, nationally. Although the target is not yet achieved, the proportion entered is higher than the previous year and changes have been made to the options process which should mean that the target of 48% will be met by the end of the strategy period.

In Key Stage 3, reading levels for disadvantaged pupils were slightly below those of other pupils in the school; On average pupils in both groups are meeting age related expectations.

In June 2022, 93% of disadvantaged pupils passed the Phonics Screening Check which evidences that challenge number 4 has started to be address with the purchase and implementation of a DfE validated Phonics Scheme along with focused CPD which has resulted in positive impact on disadvantaged pupils (2 years ago the number of disadvantaged pupils passing the PSC was 44%).

In May 2022, SATs in KS1 and KS2 were administered for the first time since 2019. At KS2 outcomes for disadvantaged pupils in reading, maths and RWM combined were lower than non-disadvantaged pupils. At KS1, disadvantaged pupil outcomes in writing, maths and RWM were lower than non-disadvantaged pupils. EYFS outcomes for disadvantaged pupils were significantly lower than non-disadvantaged pupils.

Progress towards priority 2 (extra provision for disadvantaged pupils including clubs, trips, competitions and music), was also hindered due to Covid as many of these experiences were halted as a result of the pandemic.

School attendance for the 2021/22 year is shown in the below table. The most recent national data available for comparison relates to the Autumn Term 2020. Overall absence was lower than the National data for pupils eligible for FSM. Persistent absence remains higher than the National average across both phases of the school.

Comparison:

	Senior phase FSM	Primary phase FSM	National FSM
Overall Absence	9.38%	7.52%	7.8%
Percentage persistent absentees.	41.18%	32.95%	24.1%

Externally provided programmes

Programme	Provider
Maths Intervention Programme	Third Space Learning

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support local support services to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we undertook a comprehensive analysis of individual needs across a wide range of measures.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. Historically, the progress of disadvantaged pupils in the senior phase has been well above average.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.