

**Brentford School for Girls Pupil Premium Strategy
2021/22**

1. Summary information					
School	Brentford School for Girls				
Academic Year	2021/2022	Total PP budget	£270959	Date of most recent PP Review	Sep 2021
Total number of pupils	760 (KS3 and KS4)	Number of pupils eligible for PP	305	Date for next internal review of this strategy	Dec 2021

2. Current attainment (2020 - 2021) Data from Fischer Family Trust - Unvalidated		
	Pupils eligible for PP at BSfG	Pupils not eligible for PP at BSfG or National Average
Attainment 8	4.4	5.6
Overall Progress 8 score	-0.51	+0.26
% Achieving 4+ in Eng and maths	56%	85%
Progress 8 Score English	-0.5	+0.4
Progress 8 Score Maths	-0.1	+0.3
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	Desired outcomes and Success Criteria (<i>desired outcomes and how they will be measured</i>)	

<p>A.</p>	<p>Literacy and numeracy skills (and, in particular, reading ages) for pupils eligible for PP at KS3 are lower on entry than for other pupils which prevents them from making progress in subjects across the curriculum.</p>	<p>High levels of literacy and numeracy in KS3 students who are eligible for PP and a reading age equal to their chronological reading age.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Book monitoring, lesson observations in English and maths and across the curriculum, demonstrate that PP students are making progress in line with non PP students in their literacy and numeracy. • Data from Accelerated Reader Reading Tests will demonstrate how the gap between reading age and chronological age is narrowed. Students tested twice annually. • Use of Hegarty maths in year 7 shows that numeracy gap narrows or closes by the end of year 7
<p>B.</p>	<p>PP students may struggle to make as much progress in their subjects as other students, due to difficulties accessing the curriculum (especially during school lockdown) and possible lower starting points, requiring further support from teaching staff.</p>	<p>Students who are not making enough progress in subjects have opportunities within the timetable and outside of scheduled lesson time to receive additional teaching and develop the required knowledge and skills to progress in line with others.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Students will show an improvement in performance in GCSE skills at KS4 and the gap will begin to narrow. Students will have Progress 8 scores comparable to their non-PP peers where possible. • Achievement of our PP students will be in the top 10% of schools nationally.
<p>C.</p>	<p>Specific cohorts of PP students have been shown to underachieve and / or require specific interventions.</p>	<p>Specific cohorts such as PP SEN and PP White British students (Priority 1) to make as much progress as all other students.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Specific cohorts that have historically underachieved (eg: white PP or SEN PP) will make progress more in line with all students and will show improved 'Attitude to Learning' scores as a result of support given.

<p>D.</p>	<p>Some students eligible for PP do not achieve as highly as non PP peers at KS4 in end of year examinations. This may be because they do not have access to a space to work at home and may not benefit from computer access and revision materials. Some parents of students eligible for PP may not be in a position to support students with homework and revision.</p>	<p>High levels of KS4 achievement supported by access to a quiet space to work, appropriate resources and after school/holiday/weekend tuition for students not making the required progress in their subjects. Homework systems support independent learning well, with homework completion rate at the same level as all other students.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Targeted students attend Homework Club and therefore accrue fewer detentions for not completing homework. • More PP students to meet at least their minimum target grade for GCSE subjects. Progress of PP students to be in line with the rest of the year group. • Data will show that students complete homework and further independent learning at the same level as other students.
<p>E.</p>	<p>According to our school data, students who are at risk of permanent exclusion due to continued behavioural issues, are more likely to be those eligible for PP. Such behaviour issues are detrimental to learning for these students and those in affected classes.</p>	<p>High levels of positive behaviour for learning in school community overall with reduction in behaviour incidents, absence and exclusion figures for PP students.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Reduced number of behaviour points for PP students. • Avoidance of fixed term exclusions where possible. • Increase in achievement points for students.
<p>F.</p>	<p>Students eligible for Pupil Premium funding may not take part in trips and extra curricular activities, or be able to fully participate in the life of the school due to aspiration and financial barriers.</p>	<p>Enable students who are eligible for PP funding to participate fully in the life of the school and encourage aspiration for achievements outside and beyond school.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Tracking demonstrates that all PP students have had the opportunity to attend at least one trip and/or extracurricular event in the year. • Data shows that all Year 11 students have a personal careers interview with EBR. • Tracking shows that PP students have a strong uptake in clubs and extra-curricular activities.

External barriers (issues which also require action outside school, such as low attendance rates)		Desired outcomes and Success Criteria (desired outcomes and how they will be measured)
G.	There is some correlation between students who are eligible for PP and persistent absence.	<p>Students who are eligible for Pupil Premium funding attend school regularly and attendance does not cause concern.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • Reduction in persistent absence in this group. • Reduction in poor punctuality of PP students

4. Planned expenditure					
Academic year	2020/21				
Barrier to be addressed	Chosen action / approach	What is the evidence and rationale for this choice?	How will impact be measured?	Staff lead	Review date?
A: Literacy Skills and numeracy skills for pupils eligible for PP at KS3 are lower on entry than for other pupils which prevents them from making progress in subjects across the curriculum.	<p>Provide opportunities within the timetable for students who are not making enough progress in literacy to receive additional interventions through the following interventions:</p> <ul style="list-style-type: none"> • Assess the reading levels of students on entry in Year 7 and utilise Accelerated Reader to ensure that pupils with low reading ages on entry at KS3 have at least a reading age equal to their chronological age by the end of Year 8. • ‘Drop everything and read’ lessons to happen once a week in the school timetable to encourage reading for pleasure. • Cognitive ability tests (CATs) done with all year 7 students in first half term to identify gaps for more intense support 	<p>Students who have not met the required standard at the end of KS3 find it very difficult to access the broader curriculum on entry to secondary school.</p> <p>The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months’ progress.</p> <p>Additional curriculum time given to year 7 in maths (1 lesson) used to close</p>	<p>Improvement in reading ages/specific reading skills throughout KS3, based on baseline testing at the start of Year 7.</p> <p>Internal assessment data shows that numeracy and literacy gap that students arrive at secondary school with are closed / narrowed by the end of year 7.</p> <p>Learning walks, book looks and lesson observations show that teachers are taking opportunities to develop</p>	<p>Literacy lead, supported by the Head of English, SENCO and library staff</p> <p>Head of maths</p> <p>DHT – Teaching & Learning</p>	End of each term.

	<ul style="list-style-type: none"> Use of Hegarty maths programme in year 7 shows that numeracy gap narrows or closes by the end of year 7 	numeracy gap by teaching basic numeracy skills.	literacy and numeracy skills wherever possible.		
	<ul style="list-style-type: none"> Staff training on strategies to help students access written texts, develop vocabulary at every opportunity and write accurately. Purchase of sets of reading books for every student in year 7 	<p>Achievement in subjects across the curriculum can be hampered by weak literacy.</p> <p>Low progress 8 score in GCSE maths attributed to low starting points in maths for students in Y7.</p>			
Total Budgeted Cost:					£17000
B: PP students may struggle to make as much progress in their subjects as other students, due to difficulties accessing the curriculum and possible lower starting points, requiring further support from teaching staff.	<p>Provide a flexible timetable that enables students to access smaller class sizes where needed and provide a range of booster classes.</p> <ul style="list-style-type: none"> Additional staffing in maths, English and science to allow for more sets and smaller classes At KS3 and KS4, for a small number of students who have low literacy levels and EAL, they are withdrawn from certain lessons are supported by a dedicated team of EAL teachers. Study support classes in Maths and English run at Key Stage 4 for students requiring additional support. SEN withdrawal interventions for a small group of students who struggle with a mainstream curriculum. 	Putting this curriculum model in historically has shown improved outcomes for PP students which have been well above national outcomes across the curriculum.	<p>Over time, improvement in the interim assessment grades of students.</p> <p>Reduction in the achievement gap.</p>	AHT: Raising Achievement / Data. HODs	December 2021
Total Budgeted Cost:					£110000

C: Specific cohorts of PP students have been shown to underachieve and /	Target support to specific cohorts such as PP students who are also SEN or White British (Priority 1 students). More Able PP students	The Sutton Trust Report of (2015) suggested that highly able pupil premium pupils achieve half a grade less	Further reduction in the gap between SEN PP and WBR PP with all other students.	AHT: Raising Achievement / Data.	December 2021
or require specific interventions.	<p>also to be targeted by a carefully selected lead with the group of teachers.</p> <ul style="list-style-type: none"> • Register of Priority 1 students available on SIMS so that teachers are aware of who to target. • HAPS Leader to work directly with high achieving PP students, particularly in Maths and Sciences, raise achievement and aspiration. • Resources purchased / photocopied to support the learning of both lower attaining and high attaining Priority 1 students. • Aspirational talks and visit for high attaining PP students to raise aspiration. • Appointment of a Teach First Academic mentor to carry out small group interventions with Priority 1 students. • Work with organisations such as Debate Mate and the Brilliant Club to prepare for entry to Russell Group universities. 	<p>than other highly able pupils, on average. We must be mindful to support ALL Pupil Premium students regardless of ability</p> <p>This targeted support allows for a more specific academic mentoring model which has been seen to have strong impact in previous years, on students who are falling behind.</p>	<p>% of grades 7,8,9 achieved by high attaining PP students to be measured and compared to all other students in our school and nationally.</p> <p>Continued strong uptake of Post 16 courses for PP students at the end of Year 11.</p>	<p>AHT Curriculum</p> <p>HODs.</p>	
Total Budgeted Cost:					£8000

<p>D. Some students eligible for PP do not achieve as highly as non-PP peers at KS4 in end of year examinations. This may be because they do not have access to a space to work at home and may not benefit from computer access and revision materials. Some</p>	<p>Provide a comprehensive programme of revision classes throughout the year on Saturdays and during the holidays for all subjects where needed at KS4.</p> <p>Provide students with an appropriate space and support and resources to complete homework, coursework, revision and independent study at KS4. This includes space to access online resources and catch up classes funded separately through the Covid Catch Up funding</p>	<p>Such classes have been well attended and positively evaluated by students in the past.</p> <p>Many of our students need additional support with organising and managing their revision. Having specialist staff available in a more relaxed environment to deliver sessions maximises the effectiveness</p>	<p>Further reduction in the gap in outcomes between PP students and non PP students. Achievement of students assessed at interim data meetings.</p> <p>Attendance for revision sessions monitored and non-attendance challenged.</p>	<p>AHT: Raising Achievement / Data.</p> <p>HoY 11 HODs.</p>	<p>December 2021</p>
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<p>parents of students eligible for PP may not be in a position to support students with homework and revision.</p>		<p>of this revision time particularly in the Spring term and Easter holidays.</p>	<p>Informal discussions with pupils and student evaluations regarding the impact of sessions</p>		
		<p>The Education Endowment Foundation cites studies showing that the impact of homework, on average, is five months' additional progress.</p>	<p>Achievement and progress of students measured through interim assessment data.</p> <p>Homework concerns tracked and monitored. Reduction in homework concerns measured.</p>	<p>DHT Teaching and Learning</p>	
	<p>Issue laptops to students in KS3 and KS4 who were not eligible through the Government Catch Up scheme.</p>	<p>Students who have devices at home are more likely to succeed during a period of disruption in education,</p>	<p>Work is fully completed during self isolation / potential future lockdowns.</p>	<p>AHT overseeing logistics /ICT</p>	

<p>Total Budgeted Cost:</p>	<p>£80000</p>
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<p>E: According to our school data, students who are at risk of permanent exclusion due to continued behavioural issues are more likely to be those eligible for PP. Such behaviour issues are detrimental to learning for these students and those in affected classes.</p>	<p>Provide strong support for behaviour in school through deployment of non-teaching pastoral manager and through head of year. Provide additional mentoring for KS3 and KS4 students through designated mentors in school.</p> <ul style="list-style-type: none"> • Use of external agencies such as the GROW therapeutic service and the creative therapist to work with students whose mental health may have been affected by the lockdown. • Use of tutoring companies to provide academic tuition to students who may be school refusers or on a reduced timetable or on fixed term exclusions 	<p>The emotional wellbeing of students can have a huge impact on their ability to engage with lessons and become effective learners.</p> <p>Some students require more intensive help and a range of strategies and interventions are required.</p> <p>Ensuring students who are excluded or on reduced timetable do not fall further behind with their work leading to more behavioural issues in lessons.</p>	<p>School behaviour report and PASS survey is analysed at least termly to measure impact of behaviour interventions.</p>	<p>DHT Behaviour and Inclusion.</p>	<p>July 2022</p>
<p>Total Budgeted Cost:</p>					<p>£18000</p>

<p>F: Students eligible for Pupil Premium funding may not take part in trips and extra curricular activities or be able to fully participate in the life of the school due to aspiration and financial barriers.</p>	<p>Ensure that all students can participate in at least one educational trip or visit each year.</p>	<p>We recognise that an important part of education is through increasing cultural capital and widening horizons. Therefore, we are committed to providing a funded excursion each academic year for PP students, supporting their wider cultural education.</p>	<p>PP mapping will be analysed to measure participation and steps taken to address this where uptake is low.</p>	<p>DHT Behaviour and Inclusion. Heads of Year.</p>	<p>July 2022</p>
	<p>Enable all students to participate in additional extracurricular classes if they wish to especially those that incur a charge eg. music lessons</p>	<p>We recognise that achievement in school is not just about grades but about developing the whole child, including their arts and cultural education.</p>	<p>PP mapping will be analysed to measure participation and steps taken to address this where uptake is low</p>	<p>Arts Coordinator</p>	

	Provide bespoke careers advice through individual careers interview with a qualified Careers Adviser for all Year 11 students.	PP students may not have the same access to networks through their families and friends, as compared to more privileged students, and will therefore require more detailed careers guidance.	Analysis of student destinations will be undertaken each year.	Careers Advisor AHT Curriculum	
	Support the purchase of uniform, sports kit, equipment and travel in cases of genuine need.	In order to be a full part of the school students need to feel equal to their peers. Each year a small part of the budget will be used to help families provide uniform, kit and equipment.	Cases where students have been supported are discussed and reviewed at Pastoral Meetings.	Heads of Year.	
Total Budgeted Cost:					£22000
G: Correlation between students eligible for PP and persistent absence.	Heads of year and attendance officer to work with students who are frequently absent, particularly PP students with persistent absence. <ul style="list-style-type: none"> Rewards issued for students with outstanding and improved attendance rates. Purchase of 'care packages' for students who may be refusing to attend due to personal/ hygiene issues 	Students who do not attend quickly become disengaged and cannot fully partake in their timetabled lessons or the wider life of the school.	Attendance data will be measured to track PP students' absence and steps will be put in place to address persistent absenteeism.	Attendance Officer. Heads of year	
Total Budgeted Cost:					£15000
Overall Cost:					£270000

Additional detail

In planning how to allocate the Pupil Premium (PP) funding, we have prioritised supporting areas that will address the most common barriers to learning for PP students. If an intervention is wholly focused on supporting PP students, we can fund it completely from the PP funding. If an intervention is open to all, we will fund it by 40% to reflect the percentage of our cohort that constitutes PP students further detail about this is available on request.

We will review our Pupil Premium Strategy in October once our results are published/ validated and then use this information to amend our strategy for the following year.