

Pupil premium strategy statement – Brentford School for Girls

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	895 (inclusive of 6th form)
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – August 2025
Date this statement was published	Published on school website prior to 31/12/2022
Date on which it will be reviewed	October 2023
Statement authorised by	D Singh
Pupil premium lead	D Eagleton
Governor / Trustee lead	T George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238, 370
Recovery premium funding allocation this academic year	£72, 498
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£27, 340
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>	£338, 208

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum rests on our shared vision of the Brentford girl. We want all students to be empowered with the knowledge, skills and independence to meet their potential to thrive in the next stage of their learning and beyond, regardless of starting point. We want all of our students to have a deep foundation of knowledge that empowers them to have high aspirations of self and prepares them to fully engage as global citizens in modern society.

We use our pupil premium funding to ensure that our 'disadvantaged' students achieve their potential through providing outstanding quality first teaching and intervention, tailored wellbeing and pastoral support and by providing a wealth of opportunities to ensure that students develop the life skills and cultural capital they need to become well-rounded learners able to compete in any professional setting.

We recognise that the most effective way to close the disadvantage attainment gap is through a constant focus on quality first teaching. This has been a significant focus of our Pupil Premium spending for a number of years and the impact of this work is evident in the outstanding results achieved by our disadvantaged (and non-disadvantaged) cohorts.

Moreover, we recognise that some students will face barriers to their education and personal development that are not experienced by the wider-cohort and we aim to overcome these challenges through our robust pastoral support.

We will continue to:

- Maintain high expectations of all students and challenge all students in every lesson
- Ensure that all decisions regarding pupil premium spending will be based on research based evidence and robust diagnostic assessment.
- Ensure that we are responsive to emerging student needs by ensuring we know who our disadvantaged students are and what individual needs they have
- Use existing systems for ensuring robust action planning, timely and relevant intervention, regular tracking and monitoring and sustained focus on impact and evaluation
- Regularly seek, review and use feedback from students, staff and parents to ensure that we are effectively meeting the specific needs of our unique cohort.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<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>In Autumn 2022, we completed a full reading-age capture for all year groups. Analysis of reading-age data indicates that the overall percentage of disadvantaged students operating below chronological age is significantly greater than their peers.</p>
2	<p>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> <p>Specific cohorts of PP students have been shown to underachieve and / or require specific interventions.</p>
3	<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>
4	<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>
5	<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>This is evident particularly in 'one-off' extracurricular experiences such as foreign trips or those that have an associated cost for participation.</p>
6	<p>There is some correlation between students who are eligible for PP and persistent absence.</p>
7	<p>Access to careers education and support. Many disadvantaged students don't have access to information and support at home, or do not have the resources to take part in careers events outside of school. Students may have limited information or experience about the range of careers available or how to access Further and Higher Education.</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
<p>Improve reading comprehension for all students at Key Stage 3 including disadvantaged students. Reading tests demonstrate ongoing</p>	<p>Improved reading comprehension for all students at Key Stage 3 including disadvantaged students.</p>

improvements in the reading ages of disadvantaged students in Year 7 and 8	Reading tests demonstrate ongoing improvements in the reading ages of disadvantaged students in Year 7 and 8
Improve the progress of all students in all subjects at Key Stage 4 relative to their minimum target grade.	GCSE and vocational qualification results demonstrate sustained improvement in disadvantaged students' progress.
Disadvantaged students have access to the knowledge and resources required to access the full curriculum, including homework. In addition – students (and families) are equipped with the knowledge / resources to conduct effective revision in preparation for public examinations	Disadvantaged students completion of homework is that same as that of their non-disadvantaged peers. Students are supported in learning how to effectively revise / work independently via the taught curriculum. All students are able to access appropriate technology / resources to support the completion of homework / revision. Teacher reports and class observations suggest disadvantaged pupils are better equipped to monitor and regulate their own learning. Students report that they feel better equipped to tackle challenging tasks
Reduction in the number of internal exclusion, fixed term suspensions and permanent exclusions	Analysis of school behaviour data shows that disadvantaged students are not disproportionately represented in relation to their non-disadvantaged peers.
Improve participation in extracurricular activities across the school including disadvantaged students.	Disadvantaged students participate in at least one extracurricular activity during the academic year.
Improve attendance figures across the school including disadvantaged students.	Sustained high attendance demonstrated by: <ol style="list-style-type: none"> 1. the overall attendance rate for all pupils being at or above 97% 2. the percentage of all pupils (including disadvantaged) who are persistently absent being below 5%.
To ensure every Year 11 student leaving the school has appropriate aspirational provision for post-16.	Every Year 11 disadvantaged student has had access to a full post16 transition programme and at least one session with a careers advisor. Every year 11 disadvantaged student has an appropriate post-16 placement ready for September 2023. Provision has been put in place for those disadvantaged students who are identified as being at Risk of becoming NEET.

	Year 10 disadvantaged students have had access to an accelerated post-16 program.
--	---

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: £108k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide opportunities within the timetable for students who are not making enough progress in literacy to receive additional support via 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>Students using Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Results from CAT4 enable our teachers to adapt their teaching approaches, materials, emphasis and pace in the classroom to meet the needs of individual students ensuring QFT (underpinned by our Teaching and Learning essentials)</p>	<p>1, 2</p>

<p>Provide a flexible timetable that enables students to access both smaller class sizes where needed and targeted intervention:</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. 	<p>Putting this curriculum model in historically has shown improved outcomes for PP students which have been well above national outcomes across the curriculum.</p> <p>EEF - Reducing class size</p> <p>Strategies for disadvantaged students can be seen as overlapping circles of intersectional need where individuals receive targeted support. SecEd Best Practice</p>	<p>1, 2</p>
<p>Quality First Teaching: further training will be provided to support teachers to deliver Quality First Teaching with a specific focus on:</p> <ul style="list-style-type: none"> ● Teaching and Learning essentials (drawn from Rosenshine’s principles) ● Developing a shared understanding of metacognition and cognitive load ● Retrieval Practice 	<p>Evidence shows that high quality teaching is key to improving the outcomes for disadvantaged students. Understanding the gaps that make progress for disadvantaged students difficult is needed to close the gap in academic attainment.</p> <p>Having a curriculum that meets the needs of all learners, is key to academic attainment and progress to post-16 courses and careers.</p> <p>EEF - Pupil Premium Guide</p>	<p>1, 2</p>

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

Budgeted cost: £100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a comprehensive programme of revision classes throughout the year via AC lessons and where needed outside of school 'Wave 3' intervention</p> <p>Provide students with an appropriate space and support and resources to complete homework, coursework, revision and independent study at KS4.</p>	<p>The Education Endowment Foundation cites studies showing that the impact of homework, on average, is five months' additional progress.</p> <p>In addition to providing a quiet space dedicated to homework, TAs are employed to support students with organisation and completion of independent learning tasks</p>	2, 3
<p>Students who are not making progress in line with their peers receive additional support to allow them to make accelerated progress and 'close the gap'.</p> <p>The school adopted two routes of tutoring with the NTP:</p> <ul style="list-style-type: none"> ● tuition partner (online) ● school led tutoring (in school) 	<p>The tutoring programme will target specific needs and knowledge gaps of disadvantaged students and those who have fallen behind.</p> <p>The tuition will be in small groups or one-to-one.</p> <p>One to one tuition: one to one tuition</p> <p>In small groups: small group tuition</p>	1, 2, 3

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

Budgeted cost: £100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Working together to improve school attendance - September 22 advice in the daily intervention and support being provided.</p> <p>Heads of year and attendance officer to work with students who are frequently absent, particularly PP students with persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4, 6, 2

Rewards issued for students with outstanding attendance rates.	Students who do not attend quickly become disengaged and cannot fully partake in their timetabled lessons or the wider life of the school.	
<p>Provide strong support for behaviour in school through deployment of non-teaching attendance manager and experienced Heads of Year.</p> <p>Use of external agencies such as the GROW therapeutic service and the creative therapist to work with students whose mental health may be a barrier to school attendance / engagement with learning.</p> <p>Use of tutoring companies, or where appropriate alternative provision, to provide academic tuition to students who may be school refusers or on a reduced timetable or on fixed term exclusions</p>	<p>The emotional wellbeing of students can have a huge impact on their ability to engage with lessons and become effective learners. 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>EEF states effective behaviour interventions and universal approaches can have a positive overall impact (+4 months).</p>	4, 6, 2
Provide bespoke careers advice through individual careers interview with a qualified Careers Adviser for all Year 11 students.	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p>GATSBY - Good Career Guidance</p>	7, 2
<p>Ensure that all students can participate in at least one educational trip or visit each year.</p> <p>Enable all students to participate in additional extracurricular classes if they wish to especially those that incur a charge e.g. music lessons</p>	<p>We recognise that an important part of education is through increasing cultural capital, raising aspiration and widening horizons.</p> <p>“Most children will have their first experience of music at school. It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most.” DFE - The Importance of Music</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF - Arts Participation</p>	5, 2

<p>The provision of a chromebook for all KS5 students provides disadvantaged students with an appropriate digital device to support online and home learning.</p> <p>The provision of subject specific resources (reading books, revision materials, etc.) provides disadvantaged students with appropriate materials to support home learning.</p> <p>A supervised daily homework club ensures all students have access to remote technologies</p>	<p>Students without a digital device and internet connection find it much harder to keep up with their learning from home and the attainment gap can widen.</p> <p>Sutton Trust research states there is a digital divide between disadvantaged students and their peers.</p>	<p>3, 2</p>
<p>The school has significantly increased the number of extracurricular activities which take place for all year groups. There is a particular focus on the provision available to year 9 students in recognition of the schools three year KS4 curriculum model.</p>	<p>Research has shown participation in extracurricular activities can also affect students' academic performance and plays a critical part when applying for jobs, apprenticeships and Universities.</p> <p>The Social Mobility Commissions' report states a young person will miss out on some valuable experiences in life through extracurricular activities simply because of their social background.</p>	<p>5, 2</p>

Total budgeted cost: £ final amount to be confirmed prior to December '22 publication (Spend may exceed total provision of PP and Recovery Premiums)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are delighted with the progress made by our students in August 2022. The progress of disadvantaged learners serves to evidence the impact of the strategies deployed to support learners at throughout their KS3 and 4 curriculum during a period in which they will have been impacted by school closure and ongoing covid related uncertainty relating both to both their in school (structure of their examinations etc.) and outside of school (emotional wellbeing) experiences.

	BSfG All students (2022)	BSfG Disadvantaged students 2022	National Average (All students) 2022	BSfG Disadvantaged students 2019
No. of pupils (Y11)	146	52		
P8 Score	1.05	0.79	0.15	0.09
A8 Score	56.1	48.8	52.6	
Eng & Maths at grade 5+	60%	42%	57%	
Eng & Maths at grade 4+	69%	48%	76%	
Ebacc at grade 5+	32%	21%	24%	
Ebacc at grade 4+	38%	29%	31%	
Entering Ebacc	42%	35%	43%	

In drawing comparison to 2019 data we are able to demonstrate significant impact in relation to the progress of disadvantaged learners towards their target grades and the reduction in the gap to their non disadvantaged peers (despite non disadvantaged learners also making significant strides in their progress to target).

We have significantly increased the proportion of our disadvantaged cohort who are enrolling on to appropriate post 16 provision within the 6th form with 33% of the current year 12 cohort eligible for pupil premium funding.

We recognise that there is an ongoing body of work to ensure that disadvantaged learners are not disproportionately represented within our behaviour data - with engagement in learning a key driver to further sustained academic progress.

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