

## Review of Pupil Premium Grant Expenditure 2017-18 and Plans for 2018-2019 Spending

Total number of pupils on roll at census	796
Total number of pupils on roll KS3 & KS4 at census	662
Total number of pupils eligible for PPG	284
Amount of PPG received per pupil	£935
Total amount of PPG for 2017/18	£265,540.00

### External Data 2018

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	0.64	0.13
Attainment 8 score average	47.58	50.14
% of students achieving Level 5+ in English and maths	35%	50%

Initiative	Expenditure	Impact of spending	2018-2019 Update
<b>Additional staffing in the core subjects</b> - Smaller class sizes allow teachers to focus on disadvantaged students, especially those who also have SEN so that they have individualised teaching, well differentiated resources, high quality feedback and support with metacognitive and organisational strategies.	£185,513.00	The reasons for the smaller class sizes (ie.individualised teaching, quality feedback and metacognition) are all recommended by the Education Endowment Foundation (EEF) for their positive impact on learning which research has show can be up to + 8months. Our data over the last three years shows that our disadvantaged students make excellent progress in the core subjects of maths, English and science and across the curriculum as a whole.	We have decided to retain the additional staffing needed to facilitate smaller class sizes in core subjects as we are confident that for all of the reasons associated with smaller teaching groups our disadvantaged students have overcome their barriers to learning and the difficulty of the new more challenging GCSEs to achieve especially well in English, maths and science.

<p><b>Raising Achievement</b> - this encompasses a host of strategies as part of our commitment to improve outcomes. This includes our membership to various 'good practice' networks which include PIXL, SSAT, Harrow Collegiate. Also includes photocopying of exam practice papers, paying for external tutors, providing students with free access to educational trips, online learning platforms and refreshments during intervention sessions and exams.</p>	<p>46,500</p>	<p>Ensures that as a school we are most up to date with strategies and nationwide initiatives which impact student outcomes. Provides a platform for sharing excellent practice, much of which we have embedded in our policies.</p>	<p>This year we will continue to be a part of PiXL, SSAT and the Harrow Collegiate. We will also replicate many of the measures taken last year to secure the fantastic results achieved by the 2018 cohort. (see list in column 1)</p>
<p><b>Pupil subsidy</b> to support students with having the appropriate uniform, purchase revision guides and being able to attend school trips</p>	<p>£8,000.00</p>	<p>Builds cultural capital in students who would not ordinarily have the opportunity to attend these trips / events. More PP students on trips</p>	<p>This will continue this year to ensure that gaps in achievement and opportunities are closed.</p>
<p><b>Virtual Learning Environment - FROG.</b> Use of a virtual learning environment means that students can learn independently when they are not at school. It enables students to consolidate their learning and catch up when they have been off school.</p>	<p>£4,290.00</p>	<p>Excellent tool and has been used by staff for sharing good practice but also by students for their own independent learning and accessing material at home.</p>	<p>This will continue this year and there will be a greater push for staff to use this resource for its intended purpose and to promote our agenda for independent learning.</p>
<p><b>Rewards</b> are used to motivate students and this is celebrated through out the year in assemblies etc. awarding high street vouchers, certificates and stickers, celebration lunches or something as simple as an alarm clock to emphasise the importance of being on time for school.</p>	<p>£4,000.00</p>	<p>Behaviour and attendance across the school has improved for most groups of students. Participation rates in extracurricular clubs has increased.</p>	<p>We will continue to build on our excellent practice from last year of rewarding students for exemplary behaviour and achievement.</p>
<p><b>Each HOY was allocated £500</b> - total £3500. Head of Years have, this year, used this money for interventions that are helping to ensure that all students, regardless of any barriers to learning, are able to meet their target grades.</p>	<p>£3,500.00</p>	<p>Money has been used for rewards and incentives within each year group. Gaps still exist in some of the years but the money has allowed HoY to be creative with their intervention to narrow these gaps</p>	<p>One example of how it was used - HoY was able to advertise a prize draw for all students whose parents attended the parents evening - we had a 94% attendance from parents on the night.</p>

<b>Environment for learning</b> to support additional resources and text for students to use for revision to enhance student learning, outside and inside the classroom and school environment	£3,000.00	Has helped staff with the delivery of the new specifications as it provides standardised material to be used in lessons. Has also helped with engagement of low ability students due to the nature of the material.	This will continue this year with a focus on CPD and resources to improve outcomes in the sixth form.
<b>SMSC funding</b> has been used to purchase and develop resources for the teaching of SMSC across the school. We feel it is critical to develop the whole child and as part of tutor time students discuss a big question related to the SMSC curriculum.	£2,945	Resilience and student wellbeing are key focus areas for us and a large part of this has been addressed through the SMSC curriculum and through the running of groups which address the social and emotional aspects of learning (SEAL)	Priority 1 students are a key focus for the school again this year and it is hard to close the attainment gap for this group unless we are able to work around their resilience and aspirations.
<b>Teaching and learning</b> - intervention for exam classes including revision guides, payment for staff leading intervention at weekends, flashcards, motivational speakers, refreshments for after school classes and weekends	£2,854.00	Students felt more confident with the new specifications due to the after school interventions. Refreshments meant students were more inclined to attend the intervention sessions	This will continue again this year. The current year 11 cohort are more disengaged compared to last year and will need greater motivation and inspiration.
<b>Vulnerable student subsidy</b> supports students such as LAC or homeless students who need financial support for a short period of time	£1,800.00	Money used to support students with lunch in the canteen, travel etc. - vital for the attendance of year 11 vulnerable students.	There will be a need this year to subsidise lunch and travel to school for a small cohort of students especially during exams and PPEs.
<b>Community events</b> - photocopying and refreshments for events which enable us to support our most vulnerable families	£1,638.00	Has helped to engage some of the parents of our more vulnerable students so that we can work together to raise attainment of these students.	The money this year will be mostly spent on producing revision aids to enable parents to support their daughters esp. in Year 11.
<b>School Play</b> : to support students in being able to participate in the school production by assisting with purchasing costumes etc.	£1,500.00	Increased number of students who participated in the school production this year. Resources in the drama department being used for teaching in lessons.	We will pledge a similar amount this year to the play as we view it as valuable in terms of engaging students from all groups and as excellent publicity for the school.

£265,540.00

**Catch up funding**

Brentford School for Girls received £8325.00 Year 7 Catch up funding for the academic year 2017/18. This money was used to support students who arrive at the school with low KS2 scaled scores. Literacy is a key focus for these students so that they can access the secondary school curriculum. Students were supported through an online reading programme call Lexia which they accessed regularly through the school year. Students were also withdrawn from MFL so that they could focus further on improving their literacy. Some of the funding was used to support the SEN department so that small intervention groups could run giving more individualised support to students and enabling them to make accelerated progress to catch up.

This year we have invested in Accelerated Maths and allocated an extra lesson of maths to all year 7 students . The software diagnoses students gaps in understanding and offers short tutorials before they take a test again. This has enabled us to close the gap in maths attainment for Year 7 by the time they start year 8.

**Key Findings - Our pupil premium grant is used**

- Through discussions with students and information held by Heads of Year, we are able to accurately identify the financial issues that make it difficult for some of our students to access the curriculum and deploy our pupil premium grant accordingly to ensure that no single difficulty or barrier hinders the progress of our disadvantaged students.
- Our disadvantaged students make excellent progress and our external data for disadvantaged students has put us in the top 20% of schools nationally for the last two years.
- National data shows that the percentage of our disadvantaged students who progress onto level 3 courses is higher than the national picture.
- In many subjects our disadvantaged students perform better than all 'other' students nationally.
- Every year we evaluate each of the strategies so that we can refine our list to those that have the most impact with a greater focus on developing the key skills of literacy and numeracy.