



# BRENTFORD SCHOOL FOR GIRLS

## BRENTFORD 6<sup>th</sup> FORM

VISION | CREATIVITY | EXCELLENCE

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### Pupil Premium Allocation 2023-2024

| Barrier to be addressed   | Chosen action/ approach  | What is the evidence and rationale for this choice?  | How will impact be measured?   |
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| <p>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>  | <p>Provide opportunities for students who are not meeting age related expectations in literacy to receive additional support through the following interventions:</p> <ul style="list-style-type: none"> <li>Assess the reading ages of all students in Year 7 and utilise the software programmes of Accelerated Reader, Ruth Miskin Fresh Start and Lexia comprehension to ensure that pupils with low reading ages reach the same reading age of their peers by Y8.</li> <li>Appointment of a Literacy Lead teacher to deliver on our whole school literacy strategy.</li> <li>Use of Sparx maths programme in year 7 shows that numeracy gap narrows or closes by the end of year 7</li> <li>At KS3 and KS4, students who have low literacy levels or who are learners new to the country, are withdrawn from certain lessons and are timetabled for bespoke support and teaching from a trained EAL teacher.</li> </ul>   | <p>To improve students' literacy skills to a level where they are able to access the full curriculum to an appropriate standard</p> <p>The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Low progress 8 score in GCSE maths attributed to low starting points in maths for students in Y7.</p> <p>There is a high number of mid-year admission students who cannot access the curriculum due to language barriers</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 8.</p> <p>Learning walks, book looks and lesson observations show that teachers are taking opportunities to develop literacy and numeracy skills wherever possible.</p> |
| <p>Total Budgeted Cost: £28000</p>  |  |  |  |
| <p><b>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.</b></p>   | <p>Strategic timetabling ensures that all students in core subjects have access to smaller class sizes where deliberate and bespoke support can be implemented depending on need</p> <ul style="list-style-type: none"> <li>Additional staffing in maths, English and science to allow for 7 sets this year instead of 6 – larger cohort</li> <li>Study support classes in Maths and English run at Key Stage 4 for students requiring additional support.</li> <li>SEN withdrawal interventions for a small group of students who struggle with a mainstream curriculum.</li> </ul> <p>More able PP students also to be targeted through the provision of well researched, high quality revision resources</p> <ul style="list-style-type: none"> <li>Motivational talks and visits for high attaining PP students to raise aspiration</li> <li>Work with organisations such as Debate Mate and the Brilliant Club to prepare for entry to Russell Group universities.</li> </ul> | <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>Over time, improvement looked at following each data capture,</p> <p>Reduction in the achievement gap.</p>  |
| <p>Total Budgeted Cost: £68665</p>  |  |  |  |
| <p>C: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> | <ul style="list-style-type: none"> <li>Appointment of a PP coordinator to meet with and identify students specific needs and barriers to learning</li> <li>Use of 6<sup>th</sup> form students as peer mentors both in and out of lessons to support PP students</li> <li>Due to significant mental health difficulties for some of our students, which for some were exacerbated by the Covid lockdowns, continuing to provide counselling and psychotherapy services is an essential part of our PP strategy including the ongoing use of GROW.</li> <li>Pass Survey conducted twice in the academic year to ascertain Pupils Attitudes to School and Self and diagnose specific social, emotional and mental health needs of students</li> </ul>  | <p>EEF research shows that peer tutoring can add 5 months progress</p> <p><i>Supporting the attainment of disadvantaged students: success and good practice (2015)</i> cites that social and emotional support is a commonly used successful strategy.</p> <p>We recognise that an important part of education is through increasing cultural capital and widening horizons.</p>   | <p>Qualitative data from student voice, student and parent surveys (including PASS survey) and teacher observations</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>PP mapping will be analysed to measure</p>   |

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|  | <ul style="list-style-type: none"> <li>• Provide strong support for behaviour in school through deployment of non-teaching pastoral manager and through head of year.</li> <li>• Provide additional mentoring for KS3 and KS4 students through designated academic mentors in school.</li> <li>• 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 or may feel anxious owing to gaps in their own learning</li> <li>• Deliberate steps taken to ensure a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Training and CPD for staff (safeguarding team in the first instance) on working with disengaged parents and trauma informed practice.</li> <li>• PP mapping will be analysed to measure to ensure that all students can participate in at least one educational trip or visit each year or take up extra-curricular activities that incur a charge eg music lessons</li> <li>• Provide bespoke careers advice through individual careers interview with a qualified Careers Adviser for all Year 11 students.</li> </ul> | <p>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.</p>   | <p>participation and steps taken to address this where uptake is low</p> <p>Analysis of student destinations will be undertaken each year.</p>   |
| <p>Total Budgeted Cost: £85000</p>   |  |  |  |
| <p><b>D. Difficulty learning independently during two Covid 19 lockdowns. Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in knowledge gaps resulting in pupils falling further behind age related expectations</b></p> | <p>Provide a comprehensive programme of revision classes throughout the year including after school, on Saturdays and during the holidays for all subjects.</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 also in part through the Covid Catch Up funding</p> <p>Issue laptops to students in KS3 and KS4 who did not receive one during the roll out of the government's scheme to provide students with laptops. This is so that all students have access to materials used in lessons and are able to complete homework that is set on google classroom primarily in many subjects.</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 of this revision time particularly in the Spring term and Easter holidays.</p> <p>The Education Endowment Foundation cites studies showing that the impact of homework, on average, is five months' additional progress.</p> <p>The emotional wellbeing of students can have a huge impact on their ability to engage with lessons and become effective learners.</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>Informal discussions with pupils and student evaluations regarding the impact of sessions</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> |