

# Pupil premium strategy statement: Brentford School for Girls 2024- 2025

## School overview

Detail	Data
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	215
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	DHI
Pupil premium lead	JHU
Governor / Trustee lead	James Lawson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,500
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	None
<b>Total budget for this academic year</b> <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>	£260,500

# Part A: Pupil premium strategy plan

## Statement of intent

Brentford School for Girls is a place where there is equity for all so that students become confident, effective, resilient learners regardless of their socio-economic background. At our school, all staff understand the complex, varied and often chaotic lives of our Pupil Premium students and their families. All Pupil Premium students are supported by staff to overcome these barriers. The main tool we use to help students reach their potential is high quality teaching and learning. Brentford School for Girls is a place where the Pupil Premium funding is deployed effectively to holistically support the social, emotional, academic needs of our vulnerable students so that they are able to thrive and blossom regardless of their socio-economic background.

**“Better is Possible. It does not take genius. It takes diligence, it takes moral clarity. It takes ingenuity. And above all, it takes willingness to try” (Atul Gawande from *Equitable Education*-Sameena Choudry).**

### Objectives this year:

1. To support high quality teaching and learning across BSfG so that teachers know how disadvantage impacts pupils’ learning in their classroom and what factors they can control to help tackle this disadvantage.
2. To raise attainment of BSfG students from disadvantaged backgrounds in Year 11 and decrease the attainment gap at KS4.
3. To improve reading standards for all PP students so that pupils are reading at or above their chronological reading age. The aim is that students read with breadth, depth and fluency.
4. To ensure PP funding is deployed effectively so that at BSfG we are poverty proofing the curriculum and enrichment provision for all.

## Challenges

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

Challenge number	Detail of challenge
1	<b>KS4 achievement.</b> The gap between PP and non-PP students in all Ks4 measures is increasing and this has been a pattern seen in recent years.
2	<b>Attendance</b> is a significant issue for our PP cohort. Current attendance data indicates that attendance for PP students is lower than non PP across the school.
3	<b>Ready Age Data and Comprehension.</b> Through our transition work, assessments and observations at KS3, PP students have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.

4	<b>Study skills, Equipment and Organisation.</b> Many of our PP families have been disproportionately impacted by covid and the cost of living crisis. This means in lessons they can struggle to focus, be motivated to achieve academically and struggle with the challenges of independent work.
5	<b>Extra-Curricular</b> Students eligible for PP funding may not take part in trips and extra curricular activities due to aspiration or financial barriers.

## 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><b>KS4:</b> Improved attainment for our disadvantaged students across the Ks4 curriculum with a focus on the core subjects</p>	<p>By the end of this academic year, we want our whole school figure to increase with a particular focus on an increase in the numbers of Year 11 achieving a grade 5+ including English and Maths.</p> <p>Over time, we would want our PP student to achieve in line with our overall school average.</p> <p>PP students where attainment is lower to be prioritised for interventions.</p> <p>Training of staff to ensure the profile of PP students in Year 11 is heightened across the school.</p>
<p><b>Literacy Skills:</b> Higher levels of literacy skills for KS3 students who are PP and a reading age that is in line with their chronological reading age.</p>	<p>Within Year 7 and Year 8, all students have access to a library lesson and a SPAG lesson where literacy skills are explicitly taught by English teachers.</p> <p>Data from accelerated reader tests will demonstrate the gap between reading age and chronological age.</p> <p>Students who are reading below their chronological reading age will receive bespoke Ruth Miskin, or Lexia sessions.</p> <p>All students have an explicit literacy session taught in the extended tutor programme. Year 7 and 8 have extract booklets. Year 9 and Year 10 have launched a form time reading project.</p>
<p><b>Uptake of extra curricular activities</b> Students in Year 7-11 who are eligible for PP funding to be able to fully participate in the life of the</p>	<p>The enrichment tracker will be analysed to measure participation of PP students in</p>

<p>school. Funding deployed effectively to ensure financial barriers are removed and we are investing in the development of cultural capital.</p>	<p>extracurricular activities and steps taken to address this where uptake is low.</p> <p>Year groups and students will be targeted to ensure that they can partake in activities and clubs.</p> <p>Collaboration between the PP lead and SLT in charge of personal development will occur to ensure the enrichment provision is being accessed.</p> <p>PP budget to be used to subsidise trips that are both celebratory and academic.</p>
<p><b>Attendance</b> To achieve and sustain improved attendance for all pupils, with a particular focus on disadvantaged students.</p>	<p>Sustained high attendance is demonstrated by:</p> <ul style="list-style-type: none"> <li>-overall absence rate of PP pupils being lower than non-PP</li> <li>-the attendance gap between PP and non-PP being reduced.</li> <li>-the proportion of students who are persistently absent to be reduced in line with the non-PP rate.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Item/project	Details	Desired Outcome	Projected Spend
High Quality training for staff to improve classroom and pastoral provision	Teaching and Learning budget	To ensure PP students receive high quality teaching and learning in every classroom.	£3500
Promotion and development of a robust, academic literacy strategy to improve students' reading, vocabulary and oracy, so that they can confidently access the curriculum.	Literacy TLR	To ensure a robust reading intervention programme is an embedded part of BSFG. To ensure all students with PP have access to extra support where there is a need so that students are reading at their chronological age.	£5,643
	Literacy teacher		£43,800
	Librarian		£55,700
	Accelerated Reader		£6,800
	Lexia		£500

Core Revision packages and sessions provided within KS4 for key students to ensure disadvantaged students have access to necessary resources and have the skills to revise effectively in preparation for their exams	Staff Intervention salary costs	To support PP students achievement at KS4 so the gap between PP and None PP students is decreasing.	£4,000
	Refreshments		£500
Mental Health and wellbeing interventions to support students for whom life presents a daily struggle, so that they may feel safe in school and achieve well.	East to West Therapy	To support mental health where there is need so all pupils can attend school safely.	£29,00
	Breakfast Club	To ensure all students are fuelled and ready to learn.	£1,000
	Pastoral mentor salary (80% from PP budget)	To support students with behavioural needs so that they can access learning.	£36,135
	Inclusion mentor salary (80% salary)	To support students with behavioural needs so that they can access learning.	£34,240
	SLT for PP and literacy (20% salary)	To have a strategic overview of PP so that the BSFG PP vision can be achieved. To increase the profile of PP students and equip staff to tackle barriers in the classroom.	£16,541
Support the purchase of Uniform, sports kit, equipment and travel in cases of genuine need.		To ensure all students are clothed and equipped for learning so they can meaningfully participate in the everyday life of BSFG.	£9,515
Funding of alternative provision to support pupils with challenging circumstances so that	External Education Provision	To provide bespoke support for PP students where there is need.	£8,200

they can be successful in a different educational setting.			
Attendance Officer to ensure all students attend school and therefore can make the most of educational opportunities.	Attendance lead	To ensure families are supported and students are in school every day.	£46,800
	Attendance officer		£10,500
General resources to support day to day access to the curriculum and extra-curricular activities.	Rewards	To celebrate achievement and ensure PP students have access to culturally enriching opportunities.	£6250
	Extra-curricular activities/general resources/SMSC/Well being		£11,630
Trips and Peripatetic music lessons and any other ad hoc where there is need.		To ensure all PP students have access to opportunities offered by BsFG and to ensure finance is not a barrier/	£6,045
<b>Total = £260,500</b>			

Research used to inform the above PP strategy:

1. <https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premiu>
2. <https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom#:~:text=1%201.%20Remove%20the%20deficit%20di%20course%20around%20disadvantage,disadvantaged%20pupils%20and%20their%20families.%20...%20More%20items>
3. <https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/>
4. <https://www.johncattbookshop.com/products/equity-in-the-classroom-levelling-the-playing-field-of-learning-a-practical-guide-for-teachers>