



Pupil Premium Expenditure Report – 2018/2019

Total number of pupils on roll at census	853
Total number of pupils on roll KS3 & KS4 at census	728
Total number of pupils eligible for PPG	293
Amount of PPG received per pupil	£935
Total amount of PPG for	£273.955

Achievement of Disadvantaged Students

Our disadvantaged students at Brentford School for Girls always achieve well in terms of the progress that they make compared to other students across the country (both those who are disadvantaged as well as those who are not). The data below shows the achievement of disadvantaged students at Brentford over the last three years compared to other groups nationally. Despite their achievements, it is important that we always bear in mind the common barriers to learning that our disadvantaged students experience and work to overcome these so that these difficulties do not hinder the progress of our disadvantaged students. Some of these barriers include

- Financial difficulties which can make it difficult for students to have all the necessary resources to fully access the curriculum
- Low levels of literacy and numeracy upon entry to secondary school
- Low aspirations about what they are able to achieve
- Limited opportunities to develop their cultural capital and social skills

Data

Progress 8 Score	Disadvantaged (BSfG)	Disadvantaged (Nationally)	Non-Disadvantaged (Nationally)
2017	+0.56	+0.11	-0.03
2018	+0.64	+0.13	-0.02
2019	+0.14	+0.13	-0.03

Spend	Amount	Impact
<p>Staffing– additional staff recruited in English, maths and science have allowed for smaller class sizes especially in lower sets for those subjects where students are streamed. This has also allowed for additional in-class support in English and maths.</p> <p>Appointment of house leaders to run house activities and house competitions to develop resilience and instil the school values and vision.</p>	£220000	<p>Surplus staffing in these areas have allowed for small group interventions and withdrawals where students are able to work in Wave 2 intervention groups in maths and science. Additional study support lessons have been timetabled for Priority 1 students (who are both disadvantaged and have SEN) so that they can have booster lessons in English and maths to supplement the work done in lessons in these subjects.</p> <p>Both English and maths had positive progress 8 scores in the 2019 exam series with the percentage of disadvantaged students who achieved a L4+ in English being significantly higher than the national average.</p>
<p>After school and holiday intervention classes – these were run throughout the Spring term and over both the Easter and May holidays. Refreshments were provided for students; staff were paid for sessions delivered over the holidays and all resources for the sessions were purchased/photocopied for departments from a central budget.</p>	£10000	<p>Registers taken during the intervention classes show on average 70% attendance to the sessions across all subjects and that 50% of all the cohorts targeted for intervention were disadvantaged students.</p> <p>The progress achieved by our disadvantaged students in the 2019 exams was +0.14 and higher than the progress made by all other students nationally.</p>
<p>Revision resources Maths workbooks, ActiveLearn Software, GCSEpod, consolidation cards, science revision guides, past exam paper photocopying, PiXL student conferences were provided and paid for for our disadvantaged students.</p>	£15000	<p>GCSE Pod website has been very successful with 96% of all students in Y11 using it – 8500 revision videos have been downloaded since January 2019. Pupil premium and EAL students were amongst the highest users. The use of the GCSEpod streams allows students to have tuition similar to what they would receive as if it were a 1:1 session. Student feedback has reported that they found the videos useful in understanding the more difficult concepts that are explained more slowly and clearly.</p>
<p>Tuition for LAC in Year 11 who was on a reduced timetable and received 1:1 maths and English tuition at home.</p>	£1000	<p>Monthly report from tutor indicated that student was making progress in maths and English and on track to achieve her data targets. Impact of this will be measured in the summer results.</p>

<p>Pinpoint Learning Software – Maths Following an assessment, students’ results are input, and the programme generates another exam paper based solely around those areas in which students failed to achieve marks.</p>	<p>£400</p>	<p>Student feedback reported that they found the software useful in helping diagnose their areas for development in maths and exam papers produced from the software enabled them to further practice questions in these areas. The Education Endowment Foundation lists feedback of this type as being most effective in promoting excellent progress for students. The progress of students in maths last year was above the national average. For our disadvantaged students it provided them with exam practice papers that some of them may find difficult to access without having a computer/internet/printer.</p>
<p>Ski -trip subsidy for Pupil Premium students who attended the school led ski trip in February 2019</p>	<p>£1005</p>	<p>Feedback from students was overwhelmingly positive. This is an experience that many disadvantaged students would not have been able to experience without the subsidy and enabled these students to develop their confidence and social skills in a trip abroad. As a school we seek to ensure that our disadvantaged students enjoy the same opportunities affordable to other students</p>
<p>Uniform grant – for Pupil Premium funded students to be able to purchase the correct school uniform.</p>	<p>£1000</p>	<p>Disadvantaged students eligible for pupil premium have received assistance with purchasing the school uniform so that they have the correct attire to attend lessons and are not subject to sanctions for not being in correct school uniform.</p>
<p>Rewards and Incentives High street vouchers, ‘pupil of the week’ pens and badges, Home run rewards, attendance incentives, rewards for celebration assemblies, vouchers for praising effort.</p>	<p>£2500</p>	<p>The rewards offered as a means of reinforcing expectations has had a positive impact on students’ attendance and behaviour, which in turn influences their achievement and attendance to interventions. Each HoY is allocated a budget of £500 to use as incentives and rewards for students so that they feel valued, have a positive attitude and in the case of some students, re-engage with the school. As a result of this, the percentage absence of our disadvantaged students last year was 6.2% which is lower than the national average of 8.1%. The exclusions figure for our disadvantaged students was 0 last year.</p>
<p>Additional Literacy and Numeracy intervention using software programmes such as Lexia to develop student’s knowledge of phonics and improve their reading skills as well as Accelerated Reader and Accelerated Maths to diagnose students’ literacy and numeracy needs.</p>	<p>£6000</p>	<p>We know that students in year 7, especially disadvantaged students arrive at secondary school with low levels of numeracy and literacy. Through allocating additional time in the curriculum to these subjects and the use of tailored programmes such as AR and AM students can practice examples and improve their skills in these areas. A comparison of</p>

<p>Extra-curricular activities / Resilience Building– Boxing Club, Snapback group, House Competitions, Year 11 Societies, School Drama performance, trip to Woodrow High House, subsidised trips for PP students in activities week</p>	<p>£5500</p>	<p>The extracurricular activities on offer form part of the school's wider initiative to develop the students' resilience, cultural capital and students' perceptions of themselves. Feedback collected from students after the various activities on offer is always collated and analysis shows an improvement in students' attitude to self and school which positively impacts their attendance and efforts in the classroom. The percentage of our disadvantaged students who go on to sixth form/college is in line with the national average and has been for the last three years.</p>
<p>External agencies, Pedagogical partnerships and Staff CPD Harrow Collegiate, The Princes Institute, PiXL, Woodbridge Park, SSAT, Optimus Education</p>	<p>£10000</p>	<p>Through networking and collaborating with these different organisations staff have received quality professional development which impacts on their performance in the classroom. Strategies shared at by organisations such as PiXL and the SSAT have been implemented in our school policies to raise achievement at KS3 and KS4.</p>
<p>Motivational speakers /Careers education, information and guidance to build aspiration in both staff and students and help students understand progression routes available to them after GCSEs.</p>	<p>£1500</p>	<p>Guest speakers have been invited to address staff during INSET days about being able to use Growth Mindset ideologies to develop aspiration and resilience in our students. Students have also had motivational speakers address them during careers fairs, assemblies and lunch time talks focussing on specific careers. The percentage of disadvantaged pupils staying in education or entering employment after key stage 4 for our school in 2018 was 96% which is in line with the national average. (ASP 2019)</p>