

Pupil premium strategy statement: Brentford School for Girls 2025- 2026

School overview

Detail	Data
Number of pupils in school	776 (inclusive of 6th form)/ 630 (not inclusive of 6th form)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Megan Croft
Governor / Trustee lead	James Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,691
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£242,691

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).

Challenges

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

Challenge number	Detail of challenge
1	KS4 achievement. 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	Attendance 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	Reading Age Data and Comprehension. 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	Study skills, Equipment and Organisation. 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	Cultural Capital & Extracurricular. Students eligible for PP funding may not take part in trips and extra curricular activities due to aspiration or financial barriers. We have identified a need for disadvantaged students to access more opportunities to increase their cultural capital as without financial support they are unlikely to access these resources to enrich the curriculum.
6	Early identification and tracking of underachievements and interventions. The monitoring of internal data to identify early intervention.

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
KS4: Improved attainment for our disadvantaged students across the Ks4 curriculum with a focus on the core subjects	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. Over time, we would want our PP student to achieve in line with our overall school average. PP students where attainment is lower to be prioritised for interventions. Training of staff to ensure the profile of PP students in Year 11 is heightened across the school.
Literacy Skills: Higher levels of literacy skills for KS3 students who are PP and a reading age that is in line with their chronological reading age.	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. Data from accelerated reader tests will demonstrate the gap between reading age and chronological age. Students who are reading below their chronological reading age will receive bespoke Ruth Miskin, or Lexia sessions. 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.
Uptake of extra curricular activities Students in Year 7-11 who are eligible for PP funding to be able to fully participate in the life of the school. Funding deployed effectively to ensure financial barriers are removed and we are investing in the development of cultural capital.	The enrichment tracker will be analysed to measure participation of PP students in extracurricular activities and steps taken to address this where uptake is low. Year groups and students will be targeted to ensure that they can partake in activities and clubs. Collaboration between the PP lead and SLT in charge of personal development will occur to

	ensure the enrichment provision is being accessed. PP budget to be used to subsidise trips that are both celebratory and academic.
Attendance To achieve and sustain improved attendance for all pupils, with a particular focus on disadvantaged students.	Sustained high attendance is demonstrated by: -overall absence rate of PP pupils being lower than non-PP -the attendance gap between PP and non-PP being reduced. -the proportion of students who are persistently absent to be reduced in line with the non-PP rate.

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	Actions	Desired outcomes and Success Criteria	Projected Spend
High Quality training for staff to improve classroom and pastoral provision	A lot of this is in-house but could include training that Kim and Gemma have just completed Additional SEND training?		
Promotion and development of a robust, academic literacy strategy to improve students' reading, vocabulary and oracy, so that they can confidently access the curriculum	Literary TLR	FTE £5869 - 50%	£2,935
	EAL Lead Salary	FTE £44,266 - 50%	£22,133
	Accelerated Reader		£5,600
	Lexia		£600
	General literacy		£5,800
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	Intervention salary costs £4,000 Refreshments £500		£4,500

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	Breakfast Club (Check register)		£1,000
Inclusion/Pastoral/Attendance team	Pastoral mentor	FTE £48,184 - 50%	£24,092
	Inclusion lead	FTE £29,668 - 50%	£14,834
	IIR	F/T £42,647 - 50%	£21,324
	PPG Lead - 20%	FTE £105154-20%	£21,031
	Attendance Manager	FTE £49,520 - 50%	£24,760
	Attendance officer	FTE £20,896 - 50%	£10,448
	Child Protection Officer	FTE £41,241 50%	£20,621
Careers Advice	Careers administrator	FTE £17,074 - 20%	£3,415
	External careers advisory service	10500 - 20%	£2,100
Support the purchase of Uniform, sports kit, equipment and travel in cases of genuine need			£4,000
Funding of alternative provision to support pupils with challenging circumstances so that they can be successful in a different educational setting	N/A		
General resources to support day to day access to the curriculum and extra-curricular activities	Rewards		£3,000
	Laptops and IT equipment		£10,000
	Extra-curricular activities/general resources/SMSC/Wellbeing		£32,000
Enrichment	Trips, Peripatetic music lessons, school plays and any other ad hoc		£8,500

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%20discourse%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>