

Pupil premium strategy statement – Bradford Girls’ Grammar School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	40.65%
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)	Autumn 2025
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Caroline Foster (Headteacher)
Pupil premium lead	Nigat Ali (Deputy Headteacher)
Governor / Trustee lead	Christine Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,750.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£416,000.00

Part A: Pupil premium strategy plan

Statement of intent

- *Bradford Girls' Grammar School has an evolving community and intake. 52% of Year 7 students are in receipt of the pupil premium compared to 36% of Year 11 students.*
- *It is the ambition of leaders and staff in the school that disadvantaged students thrive in every aspect of their schooling. We understand that children only have one chance at an excellent education and want to make success inevitable for all our students, including those who are disadvantaged.*
- *We understand that many disadvantaged students must overcome additional barriers compared to their non-disadvantaged peers. We endeavour to support students to overcome these and achieve success both academically and socially.*
- *Our pupil premium strategy plan identifies the main barriers that students at Bradford Girls' Grammar school face and we endeavour to give them the best experience possible in order for them to leave with the best possible outcomes and improved life chances.*
- *Our approach takes into account research from the EEF to overcome both national and contextual barriers for disadvantaged students.*
- *The staff of Bradford Girls' Grammar School are committed to work relentlessly, and use the pupil premium grant, to ensure that the disadvantaged students who attend our school get the very best education.*
- *Our aim is to continue to develop a culture where no child is invisible, and every child has access to an excellent educational experience.*

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students do not attend as regularly as their non-disadvantaged counterparts.
2	A number of disadvantaged students struggle to self-regulate and require enhanced pastoral support.
3	Disadvantaged students do not always achieve as well as their non-disadvantaged counterparts.

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
Disadvantaged students to attend school as all students nationally.	<ul style="list-style-type: none"> ✓ Disadvantaged students' attendance will be at or above national figures. ✓ Persistent absence amongst disadvantaged students will be at or below national figures.
Barriers to learning will be removed so that disadvantaged students can thrive academically and socially. Disadvantaged girls will have high aspirations.	<ul style="list-style-type: none"> ✓ Disadvantaged students will display positive behaviours in school. ✓ Disadvantaged students will be positive communicators and have high aspirations. ✓ Disadvantaged students will be equipped with the appropriate tools to enable them to access school and revision. ✓ Disadvantaged students will have high aspirations and will be equipped for the next stage of their education or employment.
Disadvantaged students will achieve excellent outcomes.	<ul style="list-style-type: none"> ✓ Disadvantaged students will attain grades in line with or above other students nationally. ✓ Disadvantaged students will gain qualifications to support them in the next stage of their education or employment.
Disadvantaged pupils feel better prepared for further education, employment or training.	<ul style="list-style-type: none"> ✓ All disadvantaged students can access high quality careers mentoring. ✓ By the end of 2024/25, disadvantaged pupils are progressing to higher education in the same proportions as their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ✓ qualitative data from pupil and parent feedback, staff observations, ✓ incidents recorded on CPOMs for disadvantaged pupils evidence appropriate support in a timely manner, ✓ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 267,485.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD relating to quality first teaching with a focus on in-class interventions and metacognition. To facilitate this there has been recruitment of directors of Maths, English and Science to closely track the progress of disadvantaged students and put in additional interventions where required. They will also provide subject specific CPD to colleagues in their areas.</p>	<p>EEF Teaching and Learning Toolkit: <i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i></p>	<p>1, 2 and 3</p>
<p>Disadvantaged students who are underachieving will receive enhanced feedback on their work in lessons and on their books. This will go above and beyond our normal policy.</p>	<p>EEF Teaching and Learning Toolkit: <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</i></p>	<p>3</p>
<p>Additional adults in the classroom will give high quality support to disadvantaged students with particular SEND needs,</p>	<p>EEF Teaching and Learning Toolkit: <i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday</i></p>	<p>3</p>

	<i>classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</i>	
Disadvantaged students will be prioritised for music lessons, securing greater engagement in music	EEF Teaching and Learning Toolkit: <i>Evidence suggests that as well as being valuable for wider development outcomes, music participation can have a positive impact on education</i>	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 42685.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in Maths and English to support disadvantaged students.	EEF Teaching and Learning Toolkit: <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</i>	3
Reading interventions, including the opportunity to read 1-2-1. An adult will be provided to support disadvantaged students who are significantly below their reading age.	EEF Teaching and Learning Toolkit: <i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i>	3
Oracy interventions will support disadvantaged students to help them to become better and more confident communicators.	EEF Teaching and Learning Toolkit: <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer</i>	3

	<i>behavioural issues following work on oral language.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 138,146.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLRs for Key Stage Leaders to focus on behaviour and attendance interventions for disadvantaged students.	EEF Teaching and Learning Toolkit: <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	1 and 2
Appointment of an attendance and Safeguarding officer to support disadvantaged students and their families.	EEF Teaching and Learning Toolkit: <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	1 and 2
Disadvantaged students with specific needs (e.g. SEMH) will receive targeted interventions through referrals to the SEND department and counselling service.	EEF Teaching and Learning Toolkit: <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	2
Disadvantaged students will be targeted for rewards and enrichment opportunities in line with the school policy.	EEF Teaching and Learning Toolkit: <i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i>	2
Disadvantaged students will be prioritised for enhanced careers advice to improve	EEF Teaching and Learning Toolkit: <i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations</i>	2

aspirations and motivation.	<i>of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i>	
Subsidy of curriculum enhancement opportunities both within and outside of school day.	Physical Activity EEF <i>Physical activity and Creative Arts has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities and creative arts may increase pupil attendance and retention.</i>	2
Parent Workshops Regular opportunities for parents to develop their understanding of how and what their children will be learning so that they can support effectively at home.	Parental Engagement EEF The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.	1,2,3,4
Celebration and Recognition reward events	BtC5 Recognising Achievement, Profiling and Reporting Recognising achievement increases self-esteem, improves motivation and keeps students engaged in learning.	1.2.3

Total budgeted cost: £421,901.60

Breakdown of Costs:

Amount	%	Full Cost	Cost
Additional Safeguarding and Attendance Improvement Officer (SO1)	100%	£31,000	£31,000
Lead Intervention Teacher – Mathematics	100%	£61,850	£61,850
Lead Intervention Teacher – Science	100%	£61,850	£61,850
Lead Intervention Teacher – English	100%	£61,850	£61,850
Rewards allocation specifically for disadvantaged students	100%	£10,000	£10,000
Teaching materials (laptops, revision books)	100%	£10,000	£10,000
Trips specifically for disadvantaged students	100%	£10,000	£10,000
Uniform specifically for disadvantaged students	100%	£7,500	£7,500
Holiday Revision Classes - Staffing and Resources	100%	£3,000	£3,000
Director of Mathematics	40%	£65,779	£26,311.60
Director of English	40%	£65,779	£26,311.60
Director of Science	40%	£65,779	£26,311.60
Additional Teacher of Mathematics	40%	£53,357	£21,342.80
Additional Teacher of English	40%	£53,357	£21,342.80
KS3 Leader TLR	40%	£58,039	£23,215.60
KS4 Leader TLR	40%	£58,039	£23,215.60
Additional Careers advisor	40%	£12,000	£4,800
Total		£689,179	£429,901.60

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below gives a summary of the progress made towards the targets set last year and the evidence to ...

Target	Was the objective met?	Evidence
<i>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</i>	Improved progress of disadvantage students in History, French and English Language.	<p>When comparing results in History from 2023, there has been an increase in the percentage of disadvantaged students achieving 9-4 of 1.7%. An improved attainment is evident in students achieving grades 9-4 in History in 2024, with a disadvantage gap of +14.4.</p> <p>A significant improvement in the attainment of disadvantage students achieving a grade 9-4 in English language from 2023 to 2024. In 2023, the disadvantage gap in English Language was -6.4, compared to the disadvantage gap of +6.2 in 2024.</p> <p>Significant improvement in students achieving grades 9-4 in French with a disadvantage gap of +5.3 in 2024, compared to the disadvantage gap of -24.6 in 2023.</p>
<i>Improved progress of disadvantaged pupils at KS4</i>	Improved progress of disadvantage students in Art	Significant improvement in the gap of progress in Art between disadvantaged and non-disadvantaged students. In 2023 there was a -0.62 gap, this

		has improved to a 0.47 gap in 2024.
<i>Improved reading comprehension for disadvantaged students.</i>	<p>Improved reading comprehension demonstrated in the English Language and Literature GCSE.</p> <p>Reading interventions in Year 7 demonstrated positive progress. NHS</p>	<p>81% of students with a reading age below expectations achieved grades 9-4 in English Language. Interestingly, 23% of students with a reading age significantly below expectations achieving a grade 9-4 In English Language.</p> <p>71% of students with a reading age below expectations achieved a grade 9-4 in English Literature. 38%of students with a reading age significantly below expectations achieving a grade 9-4 In English Literature.</p> <p>88% of students with a reading age significantly below expectations involved in reading interventions made progress.</p>
<i>To achieve and sustain improved wellbeing for all pupils including those who are disadvantaged.</i>	<i>The PSHCE lead has planned a well sequenced and tailored PSHCE program, delivered by experienced staff across the academy. There are now designated 'weeks' across the school year where daily assemblies are delivered on issues such as equality, illegal activity, bullying, and healthy relationships</i>	<p>In 2023-24 32 PP students were supported by the Mental Health Support Team or Youth in Mind provision in school. 49 PP students received wellbeing/mental health support from the mental health support worker in school.</p> <p>In the recent pupil wellbeing survey 82% of PP students reported that they enjoy attending BGGs and that they feel happy in school. 80% of PP students responded that the PSHCE program was important to their future. 88% of PP students responded that mental health and wellbeing are</p>

		discussed and supported in school.
<i>To achieve and sustain improved attendance for all pupils including those who are disadvantaged.</i>	<i>A robust attendance strategy is now in place with the appointment of an AVP and attendance officer taking the central lead on attendance across the school</i>	<p>In 2023-24, the overall absence rate was 9.2%. However, disadvantaged pupils had an absence rate of 11.5%, slightly above the national FSM rate of 10.6% (DfE Autumn/Spring term 2023/24).</p> <p>During 2023-24 BGGs worked closely with the local authority attendance team to promote attendance. Over the year 146 students received local authority intervention, 32 parent/carer meetings took place, 17 penalty warning letters were issued, and Stage 2 prosecution was pursued for 2 families.</p>
<i>Improve oral skills and vocabulary among disadvantaged pupils</i>	<p><i>Through the use of ongoing formative assessment, engagement in lessons, work scrutiny and outcomes, improved oral language among disadvantaged pupils can be evidenced throughout.</i></p> <p><i>Y9 students are offered the chance to take part in the Big Ideas programme which includes developing presentation skills, with the chance of presenting to peers and industry experts both regionally and nationally.</i></p> <p><i>Enrichment/ opportunities to build teamwork and oracy skills</i></p>	<p>In 2024 the number of disadvantage students achieving a merit in their Spoken Language Endorsement is in line with non-disadvantage pupils.</p> <p>In 23-24 45% of the students taking part in the Big Ideas programme were disadvantaged. Of the team that made it to the national final, presenting at the Science Museum in London, 60% were disadvantaged and they came runners up out of 120 entries across the country.</p> <p>The school took part in a number of activities throughout the year with other schools within and beyond the Trust.</p>

		<p>43% of the students were disadvantaged. Students had a range of opportunities which included: working in small groups with students from other schools; producing radio programmes; leading and supporting a Bradford Citizens Delegates Assembly involving 23 other schools and leading on the delivery of workshops for BDAT events.</p>
<p><i>Improve metacognition and self-regulatory skills among disadvantaged students in all subjects</i></p>	<p><i>Teachers reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</i></p> <p><i>There was a significant reduction in the number of Fixed-term suspensions (FTS) and number of students in Reset (Internal Isolation).</i></p>	<p>The findings are supported by homework completion rates across all classes and subjects.</p> <p>There has been a consistent downward trend from January 2024, despite the expected standards of behaviour increasing. Reduction in FTS and Reset from March 2024 evidencing increased self-regulation.</p> <p>In February 2024, on average of 10 students a week received a FTS, by June 2024, this was 2 students a week.</p> <p>In February 2024, there was an average of 60 students in Reset and this had reduced to on average 12 students a week in June 2024.</p> <p>In February 2024, students who self-exited lessons peaked at 148 incidents in a week and in June 2024, there were 28 incidents in a week.</p>

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.