

Pupil premium strategy statement – Plymouth High School for Girls

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	825
Proportion (%) of pupil premium eligible pupils	12.61%
Academic year/years that our current pupil premium strategy plan covers	Sept 2023 to July 2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	Simon Underdown Head teacher
Pupil premium lead	Donna Roughton Deputy Headteacher
Governor / Trustee lead	Roger Burnett Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,500.00
Recovery premium funding allocation this academic year	£18,298.80
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
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>	£112,798.80

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, irrespective of their background or the challenges they face, make excellent academic progress, achieve high attainment across the curriculum, and have access to the full range of extra-curricular activities and experiences offered by the school.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The strategy is based on early identification of pupils needs. This strategy works alongside wider school plans for educational support at both Key Stage 3 and Key Stage 4, for example in additional targeted support carried out by teaching staff or through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

High-quality teaching, effective diagnostic assessment of current attainment and the barriers to learning, and the tracking of outcomes are at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our aim is that all pupils have full access to a broad, ambitious and challenging curriculum and have an equal opportunity to make academic progress.

Implicit in the intended outcomes detailed below, is the intention that some of measures funded by the pupil premium and aimed at disadvantaged pupils will also have a positive impact on non-disadvantaged pupils' attainment and progress.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring of attainment and progress data from Year 7 to Year 11 has identified a relatively low proportion of disadvantaged pupils with progress and attainment gaps across the curriculum compared to their non-disadvantaged peers.
2	Our assessments and observations over the past 18 months have identified that the impact of Covid on mental health and social and emotional well-being - such as anxiety, depression and low self-esteem – has affected large numbers of pupils. These have impacted

	disadvantaged pupils to a greater extent than their non-disadvantaged peers.
3	Due to financial constraints, disadvantaged pupils need more support and encouragement to engage with the full range of extra-curricular activities and trips offered by the school. This situation has been compounded by the disruption caused by Covid to the normal extra-curricular provision.
4	A higher-than-normal proportion of our disadvantaged pupils come from families with a limited experience of post-16 education or of the choices and pathways that will enable them to access the further education courses and careers they aspire to.

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
Improved average attainment scores across all subjects for disadvantaged pupils in Years 7-11 and reduced gaps for attainment and progress for disadvantaged pupils in these year-groups.	Average attainment grades will show that pupil premium pupils in Years 7-11 have improved scores compared with 2023-2024 Progress measures for Key Stage 3 (performance within CAT band) and for Key Stage 4 (Progress 8) will indicate a reduced gap between disadvantaged pupils and their peers
Improved identification, monitoring and support for disadvantaged pupils whose mental health, social and emotional well-being has been impacted by Covid.	Qualitative data from student voice, the PULSE, student and parent surveys and teacher observation.
Increased involvement of disadvantaged pupils in the wider life of the school, such as co-curricular activities and trips	An increase in participation in co-curricular activities by disadvantaged pupils. No gap in the rate of participation of disadvantaged pupils and that of their non-disadvantaged peers.
Improve the proportion of disadvantaged pupils who attend experiences offered by the school of post-16 education or of the choices and pathways that will enable them to access the further education courses and careers they aspire to.	Ensure that there are no barriers to disadvantaged pupils from attending these events and aspiring to go onto further education.

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: £ 16,160

Activity		Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and administration of standardised diagnostic assessments.</p> <p>Development of the role of a Reading lead and reading ambassadors to identify and support students in Key Stage 3 with weak literacy skills.</p>		<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject</p>	1
<p>Development and training of staff to improve the implementation of our curriculum (in particular, through the development of retrieval practice) to encourage more effective learning</p>		<p>Effective and frequent retrieval activities in lessons have been shown to improve pupils' ability to move skills and knowledge into the long-term memory. This is also supported by the current Ofsted framework.</p> <p>Metacognition and self-regulation Toolkit Strand </p>	1

		Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 74,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of 1:1 and small group tuition (including engagement with the National Tutoring Programme) and peer mentoring to targeted groups of pupils	<p>There is a considerable body of academic research, including research by the EEF that suggests 1:1 and small group tuition has a significant impact on pupil performance.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support students who are not making good progress, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Provision of study and revision resources to help pupils close the attainment gap and/or prepare more effectively for public exams	<p>We know from previous pupil and parent voice and feedback from teachers and Heads of Year that many of our disadvantaged pupils struggle to afford revision guides and materials that are routinely used by their non-disadvantaged peers.</p>	1
One-to-one staff mentoring programme, focussed on metacognition and metamemory, to support the independent learning habits of disadvantaged	<p>Teaching metacognitive and metamemory strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF.</p>	1

students who are not making good progress. Develop the metacognitive and study skills / techniques in all pupils	Pupil voice and feedback from pupil and parents surveys has also suggested this is an effective strategy.	
Staff to support students in lessons to make the best progress possible	<ul style="list-style-type: none"> • Seating plans • Questioning • Support in lessons • Quality Feedback 	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to Embed the House Structure in all aspects of school life, ensuring disadvantaged students are supported to experience leadership opportunities. Ensure that the full range of extra curricular trips and activities is open to disadvantaged pupils.	The EEF menu of approaches indicates that participation in extra-curricular activities and opportunities supports the development and progress of disadvantaged students. Student and parent voice, survey data and feedback from teachers suggests that participation in co-curricular activities and trips has a positive impact on pupil engagement and well-being. This is often reflected in improved engagement within the classroom as well. Without financial support, many of our disadvantaged pupils would struggle to access all the opportunities the school offers.	2,2,4
Ensure that disadvantaged pupils have access to all the resources and items to allow them to fully engage (this includes technology, sports kit, and transport to school)	There are many day-to-day barriers some of our disadvantaged pupils face even before they set foot in a classroom, but which have a significant impact on their academic outcomes. These need to be addressed so that they can maintain their focus and engagement in lessons.	1,2,3,4

Total budgeted cost: £ 108,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The GCSE results of our PP students in 2023 showed considerable variation, with P8 scores ranging from -0.72 to +1.69

The progress gap between our 14 disadvantaged pupils, whose average P8 score was +0.45 and the whole-cohort P8 average of +0.17 is not an issue.

This gap has decreased and reversed since the last 'official' DfE Progress 8 scores were generated from the last set of actual public exams in 2019. Data-drops during the year had allowed us to identify PP students who were struggling and to put extra support in place, including provision of revision guides and textbooks, the offer of places with online tuition.

This last strategy was extended significantly in 2022-23, both through PP funds and the additional funding provided by the School-Led tutoring grant. Four of our Year 11 PP students received after-school tutoring online. The tutoring had a clear effect on top-line attainment, with them achieving an average P8 value of +0.26

Between the December mocks and the summer exams, the average grade of pupils who received tutoring rose by 0.57 compared with a rise of 0.73 a grade for pupils who did not receive tutoring, both improved and the tutoring was successful within the subject areas being covered in the extra supportive sessions. The outcomes for progress, however, were mixed across the PP students. Eleven of our Year 11 PP students returned positive P8 scores in their GCSEs, the lowest P8 for a disadvantaged pupil was -0.72 compared to the student with the most negative P8 score of -3.33 within the school.

Since joining TSAT, the School has prioritised metamemory and metacognition strategies to support all learners, and in particular disadvantaged students. Thinking Tools, including Thinking Maps and Thinking Keys, are becoming increasingly embedded across all key stages and subjects – as are retrieval-based starters. In addition, there is a medium-term plan to embed the effective use of Knowledge Banks and self-quizzing.

Strategies were put in place to support communication and the sharing of information between the pastoral and student support teams, including Watchlists and scheduled meetings. Counselling and mentoring sessions were triaged through this group, with Pupil Premium students prioritised for support. Middle Leaders have received ongoing support with the effective use of data and interventions are now more targeted and forensic in approach.

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