

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	802 (Nov 25)
Proportion (%) of pupil premium eligible pupils	17.7% (Nov 25)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024 to July 2026
Date this statement was published	Dec 2025 (reviewed)
Date on which it will be reviewed	Nov 2026
Statement authorised by	Simon Underdown Head teacher
Pupil premium lead	Donna Roughton Deputy Headteacher
Governor / Trustee lead	Rachel Will Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103440
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>	£103440

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 the barriers that prevent pupils from making the best possible progress in their studies and supporting each student to overcome any such barriers. 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.

High-quality teaching, effective diagnostic assessment of current attainment and 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 cost-of-living crisis and the ongoing long-term effects 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 require 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 cost-of-living crisis and the disruption caused by Covid which is still ongoing for some families.

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 2024-2025. Progress measures for Key Stage 3 and for Key Stage 4 (Progress 8 and/or APS) 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. This can impact on outcomes, attendance and behaviour.	Qualitative data from student voice, the PULSE, student and parent surveys and teacher observation, will show no difference in attendance rates of PP and Non-PP pupils. AIC contacts PP parents as a priority when absent. HOY to monitor reward, sanction, attendance, participation of extracurricular offer and academic records of PP against non-PP students identify and address gaps, trend etc. PP parents are contacted if appointments for parents evening are not made to encourage engagement
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.

<p>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.</p>	<p>Ensure that there are no barriers to disadvantaged pupils from attending these events and aspiring to go onto further education.</p>
--	---

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: **£ 18,920**

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Activity	Menu of Approaches (use updated list and provide ref no)	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and administration of standardised diagnostic assessments for reading. (BEDROCK)</p> <p>Development of the role of a Reading lead and reading ambassadors to identify and support students in Key Stage 3</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 or reading support.</p> <p>EEF Publications EvidenceBrief ReadingAtTheTransition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.</p> <p>Reading Programmes for Secondary Students Evidence Review</p>	1

with weak literacy skills.		.pdf (d2tic4wvo1iusb.cloudfront.net)	
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>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 Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £ 35,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of 1:1 and small group tuition and peer mentoring to targeted groups of pupils from teachers at PHSG	<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	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.	1
One-to-one staff mentoring programme from PHSG staff, focussed on metacognition and metamemory, to support the independent learning habits of disadvantaged students who are not making good progress. Develop the metacognitive and study skills / techniques in all pupils	Teaching metacognitive and metamemory strategies to students can be an inexpensive method to help students become more independent learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF. Pupil voice and feedback from pupil and parents' surveys have also suggested this is an effective strategy.	1
Staff to support students in lessons to make the best progress possible	<ul style="list-style-type: none"> • Seating plans • Buddying students in lessons • Identification of students for compulsory attendance at revision sessions • Questioning • Support in lessons • Quality Feedback 	1

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

Budgeted cost: £ 48,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to Embed the House Structure	The EEF menu of approaches indicates that participation in extra-	2,2,4

<p>in all aspects of school life, ensuring disadvantaged students are supported to experience leadership opportunities.</p> <p>Ensure that the full range of extra-curricular trips and activities is open to disadvantaged pupils.</p>	<p>curricular activities and opportunities supports the development and progress of disadvantaged students.</p> <p>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.</p> <p>Tracking of who attends trips and clubs and takes part in house activities.</p>	
<p>Ensure that disadvantaged pupils have access to all the resources and items to allow them to fully engage (this includes uniform technology, sports kit, and transport to school)</p>	<p>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.</p>	<p>1,2,3,4</p>

Total budgeted cost: £103,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress and outcomes for disadvantaged (PP) pupils in 2025 was lower compared to their non-PP peers, with an average point score of 4.9 for PP pupils versus 6.55 for non-PP pupils. This comparison is based on a small cohort of nine students, which should be considered when interpreting the data. While the gap indicates that PP pupils last year, did not perform as well in terms of progress and outcomes, the small sample size means that individual circumstances may have had a disproportionate impact on the overall figures.

In 2024 the GCSE results of our PP students in 2024 showed considerable variation, with P8 scores ranging from -2.22 to +1.48. The progress gap between our 16 disadvantaged pupils, who's average P8 score was -0.41 and the whole-cohort P8 average of +0.22 is an issue that we would close with the strategies that are outlined in this document.

However, in 2023 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, who's average P8 score was +0.45 and the whole-cohort P8 average of +0.17 is not an issue.

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 tuition.

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