

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our pupil premium students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Tiffin Girls' School
Number of students in school	895 (Y7-11)
Proportion (%) of pupil premium eligible students	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ian Keary, Headteacher
Pupil premium lead	Kathy Kilpatrick, Assistant Headteacher
Governor / Trustee lead	Sarah Beeching, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,200
Recovery premium funding allocation this academic year	£17,388
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,395
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,983

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all our pupil premium students are given the necessary support and opportunities to achieve highly and experience the best all-round education, in line with their non-pupil premium counterparts and the school's values of Community, Love of Learning, and Character.

We will achieve this by providing:

- excellent daily teaching and learning in every subject
- high quality CPD provision for teachers based on evidence based research
- support for every department in their curriculum development
- literacy support for targeted students
- interventions to ensure that students' attendance in lessons is high
- targeted tutoring either in house or via the National Tutoring Programme (NTP)
- additional support for pupil premium students through the provision of resources, uniform, equipment, funding for trips, access to extracurricular activities, and tracking student engagement
- addressing the barriers to attainment, such as low attendance, behaviour, well-being, poor home study environments, and cultural capital
- a dialogue and closer relationship with pupil premium parents
- high quality and personalised careers advice
- pastoral support for pupil premium students through targeted interventions, including SEND or counselling, when necessary
- extra FSM provision to ensure a healthier and more substantial daily meal

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1	Our pupil premium students need support with their transition into the school and from one key stage to another, as well as with integrating themselves fully into the school community by being able to access all opportunities that the school offers. This is particularly important in relation to activities that help boost their social and cultural capital, including personalised careers education.
2	Ensuring that pupil premium students, many of whom have English as an additional language, are given sufficient support to develop their literacy levels on entry to the school and throughout KS3.

3	Our pupil premium students need teachers to deliver high quality teaching and learning which recognises the additional challenges that they face to match the progress levels of their non-PP peers. This includes providing tutoring where needed to close the disadvantage gap, and ensuring that PP students' progress is not hindered by low attendance.
4	Pupil premium students need early access to wrap around pastoral support including mental health support where required to minimise consequential disruption to learning.
5	Our pupil premium students need assistance with access to required technology and curriculum materials, to ensure that they are ready for learning.

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
1. Students are not disadvantaged when they start school, academically or pastorally, and have access to all opportunities on offer	Students have all the equipment (Chromebook), uniform and access to trips and their learning as their peers. All students participate in extracurricular activities.
2. Students are supported in developing their literacy skills throughout KS3	Students are referred to the Literacy Support Group (LSG) when they are identified as needing help with literacy. Literacy levels are seen to improve in assessments in English and other essay subjects. Students library borrowing is monitored.
3. Improved student mental health through access to a Counsellor, Education Welfare Officer (EWO), Educational Psychologist (EP), Clinical Psychologist and other trusted members of staff trained in mental health first aid	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
4. Students make improved progress through the targeted implementation of tutoring support, either via school or through the NTP	The progress gap between pupil premium students and their peers is closed.

5. Pupil premium students attend school and lessons regularly	FFT attendance data comparison nationally and locally
6. We are continuing to provide excellent teaching by providing a high quality and extensive CPD offer for staff: pedagogical, SEND, subject specific and leadership and management focused, which is in line with the Education Endowment Foundation (EEF) professional development guidance and is evidence based.	All teaching staff are required to engage with the school's evidence based CPD offer.
7. All students receive a healthy and substantial meal every day in school	Pupil premium students are taking full advantage of the extra funding provided. This includes supporting students during the holidays.

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 (CPD, recruitment and retention)

Budgeted cost: £10,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>We will part fund the Assistant Headteacher (Professional Development & Outreach) post and Teaching and Learning (T&L) Action Research Leads to oversee CPD for all teaching staff. Staff will have the opportunity to engage in the new National Professional Qualifications and other relevant external CPD offer.</i>	High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non- pupil premium students in our school. These approaches are clearly evidenced to have a positive impact on student attainment and align with EEF guidance. EEF Guidance Report – Effective Professional Development	3

Targeted academic support (literacy, tutoring, counselling, attendance)

Budgeted cost: £38,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>We will fund the Literacy Coordinator, who will identify students requiring support on entry to the school and throughout KS3. There will continue to be additional support for XLSG students including summer work, additional resources and a targeted Google Classroom. Heads of Department (HoDs) will discuss literacy strategies within their departments to further support these students. We will use student and teacher surveys to monitor the impact in different literacy areas.</i></p>	<p>The Literacy Coordinator is responsible for embedding literacy in all subjects across the curriculum, recognising that literacy skills are both general and subject specific. Resources are adapted to reflect students' needs and curriculum demands.</p> <p>EEF Guidance Report – Improving Literacy in Secondary Schools</p>	<p>2</p>
<p><i>Individual 1:1 support, through Head of Year (HoY) & Tutor meetings to monitor transition, attendance and progress - academically and pastorally. This also includes reviewing their engagement in extracurricular activities and reading. In addition, it is also subject targeted support: including use of the NTP, lunchtime sessions, after school catch up, school-led tutoring, peer mentoring. This is all underpinned by analysis of assessment data at key reporting points to inform the appropriate intervention.</i></p>	<p>Support is underpinned by analysis of assessment data at key reporting points to inform the appropriate intervention. 1:1 support is proven to be very effective at improving student outcomes. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Research – One-to-One Tuition</p> <p>Peer tutoring has been shown to have a positive impact on learning, with studies identifying</p>	<p>1, 2</p>

	<p>benefits for both tutors and tutees, and for a wide range of age groups.</p> <p>EEF Research – Peer Tutoring</p>	
<p><i>A Counsellor will be in school five days a week for students who are identified as needing extra pastoral support, with targeted provision for pupil premium students to develop strategies for resilience and wellbeing. Students will also have access to the EP and Educational Wellbeing Practitioner. HoYs will track PP students pastorally and academically, to facilitate personalised support</i></p>	<p>There is evidence that taking early steps to prevent and address students' mental health difficulties provides a solid base for academic achievement and mental health and wellbeing. Furthermore, ensuring students attend school in line with expectations is critical.</p> <p>EIF Report – Adolescent Mental Health</p>	4
<p><i>There will be a strong focus on attendance with additional support being given to families and students from our pastoral teams, mentoring and the EWO.</i></p>	<p>There is a strong evidence linking high levels of absence and lower attainment</p> <p>https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/</p> <p>Attendance is crucial to enhance student progress and outcomes. Attendance has been a challenge nationally since Covid and this can disproportionately impact upon pupil premium students.</p> <p>EEF Attendance Interventions</p>	3
<p><i>Pupil premium students will be prioritised for careers appointments, particularly at transition points and pupil premium students are able to access all elements of the school's careers programme</i></p>	<p>Good careers education has a positive impact on students' educational, economic and social outcomes</p> <p>EEF Research - Careers education: International literature review</p>	1

<i>Pupil premium students will be prioritised for careers appointments, particularly at transition points and pupil premium students are able to access all elements of the school's careers programme</i>	Good careers education has a positive impact on students' educational, economic and social outcomes EEF Research - Careers education: International literature review	1
<i>We will increase communication with parents, in particular at transition points to ensure support is targeted to students' individual needs.</i>	Engaging with the parents of our pupil premium students will assist us with targeting pupil premium funding where it is needed most. Evidence shows that parental engagement has a positive impact on students' learning Evidence for Learning Research – Parental Engagement	1

Wider strategies (provision of resources, equipment, trips, extra-curricular, increase of FSM provision)

Budgeted cost: = £50,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>We will purchase all pupil premium students' Chromebooks on entering the school, so that they are as equally well-equipped as their peers for lessons, homework and online learning, and access to digital technology</i>	EEF Evidence Review – Using Digital Technology to Improve Learning	1, 5
<i>We will continue to support pupil premium students by funding day trips and residentials (up to £300) and extra-curricular activities that develop cultural capital and soft skills, as well as assisting with the purchase of school uniform and PE kit so they can be confidently involved in all aspects of school life.</i>	Evidence shows that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities	1, 5

	<p>This opportunity is critical to the development of cultural capital, positive mental health and the development of character</p> <p>EEF Guidance – Life skills and enrichment</p>	
<p><i>We will increase the FSM daily allowance to cover an additional healthy snack to enhance the students' nutrition, as well as supporting students with meal vouchers during school holidays.</i></p>	<p>Evidence shows that a healthy diet enhances cognitive development in children</p> <p>Frontiers in Human Neuroscience: Role of Nutrition Review</p>	1, 5

Total budgeted cost: £98,983

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

We have analysed the performance of our school's pupil premium students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our pupil premium students continue to perform exceptionally well compared to non-pupil premium students nationally. The Progress 8 score for Pupil Premium is +0.91 (unvalidated) compared to +0.17 for non-pupil premium nationally. In addition, 63% of pupil premium students enter the EBacc compared to 43% for non pupil premium students nationally achieving outcomes far in excess of those nationally.

We have also drawn on school data and observations to assess wider issues impacting pupil premium students' performance, including attendance, behaviour and wellbeing. Overall attendance for the pupil premium group was 93% which is above the attendance for non pupil premium students nationally and the behaviour of pupil premium students is excellent across all year groups.

Based on all the information in this report, the performance of our pupil premium students continues to exceed national expectations, and we are at present on course to gain the outcomes that we set out to achieve over the course of our current pupil premium strategy.

Our evaluation of the approaches delivered last academic year indicates that the strategy is highly effective. In particular, the high quality of teaching and learning that students receive through an exceptional curriculum. Alongside this, the engagement with the national tutoring programme for students in Year 11 was a driver for thorough preparation for the exam series. Students across all year groups receive excellent pastoral care and also wrap-around support at a higher level when required.

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year. More specifically in relation to each of our intended outcomes:

1. Students are not disadvantaged when they start school, academically or pastorally, and have access to all opportunities on offer:

All new Y7 PP students were provided with a Chromebook and all pupil premium students were bought essential curriculum resources

Pupil premium students in Y10 and Y11 were prioritised for careers interviews and Y11 PP students were offered assistance to secure work experience placements

All pupil premium students were issued with targets for the year after conversations with parents, much of this relating to funding participation in extracurricular activities such as music lessons, DofE, trips and sports clubs, and student leadership positions

This helped ensure that no pupil premium student was disadvantaged in accessing the opportunities offered by the school. Form tutors and HoYs tracked pupil premium student involvement in extracurricular activities and monitored their reading through their library borrowing.

We will be enhancing our provision for Services children this year by developing a more bespoke mentoring package to support these students, including the offer of counselling when there is a deployment within the family.

2. Students are supported in developing their literacy skills throughout KS3:

The school has created a bespoke literacy intervention group for students who have been identified as requiring additional literacy support. Thirteen pupil premium students have received support from this longitudinal intervention that supports students across all of key stage three. There is also a whole school learning and teaching focus on literacy and marking for literacy to ensure that all students are supported to improve their literacy.

Form tutors and HoYs monitored their reading through their library borrowing.

3. Improved student mental health through access to a Counsellor, Education Welfare Officer (EWO), Educational Psychologist (EP), Clinical Psychologist and other trusted members of staff trained in mental health first aid:

Supporting students with their mental health continued to be a priority and pupil premium students were supported with counsellor sessions and by our ELSA-trained pastoral staff. This is in addition to the ongoing support provided by the DSL, HoY and form tutor teams.

4. Students make improved progress through the targeted implementation of tutoring support, either via school or through the NTP:

Pupil premium students' progress data was regularly tracked by classroom teachers, HoYs and SLT. In-class interventions enabled students to benefit from targeted 1:1 guidance when needed. Students were also supported by subject specific peer mentors outside of lessons. We supported ten pupil premium students in Years 9-11 last year with intervention tutoring through a mix of school-led and external online tutoring.

The Progress 8 score for pupil premium is +0.91 (unvalidated) compared to +0.17 for non pupil premium nationally. The in-school non pupil premium score is +0.96 (unvalidated), demonstrating how minimal the gap between the pupil premium and non pupil premium students is in school.

5. Pupil premium students attend school and lessons regularly:

Pupil premium students' attendance is monitored by tutors, heads of year, the attendance officer, senior leadership and the education welfare office. Attendance for pupil premium students exceeded the attendance averages when compared to all students nationally. Overall attendance for the pupil premium group was 93%.

The school has been placed in the top 10% for attendance nationally by the FFT in both the Autumn and Spring Terms, and we've yet to receive the Summer Term information. The Spring Term FFT attendance data showed the FSM6 students on 94.1% against a national figure of 85.6%. Interestingly, national non FSM6 attendance was 92.7%, so our attendance figures exceeded that metric.

6. We are continuing to provide excellent teaching by providing a high quality and extensive CPD offer for staff: pedagogical, SEND, subject specific and leadership and management focused, which is in line with the Education Endowment Foundation (EEF) professional development guidance and is evidence based:

Two Teaching & Learning (T&L) Action Research Leads are driving the T&L agenda in school in relation to these 5 areas: Inquiry, Assessment and feedback review, EDI

curriculum, Leading CPD, and Diving into theory. The school received an accreditation from the SSAT for transforming practice in 'culture of reflection' as part of its Framework for Exceptional Education. There are two members of staff that are doing NPQ courses, three have just completed their final assessments and await results, and last year one member of staff completed the NPQH. Last year we also had one member of staff complete the SSAT Leadership Legacy Programme and we have one signed up for this year.

There were ten T&L lunchtime group sessions throughout the year; two quality assurance windows in each department, where staff observe each other for professional development, and we held two open-door fortnights in the autumn and summer terms. The T&L Action Research Leads delivered a Teaching and Learning evening for parents, and launched a parent T&L newsletter last year, providing tips and guidance on how to support their child with learning. The T&L Action Research leads also oversee student 'Love of Learning Reps', who have a responsibility for sharing study skills to their peers once a half term, contribute to a termly T&L assembly and produce a student T&L digest.

The school has been working with the Institute for Educational & Social Equity (IESE) to audit certain subjects' curriculum to ensure they are inclusive. Both History and Biology have been awarded Gold by the IESE for the quality of their curriculum offer, which means that EDI is embedded and mainstreamed in their curriculum.

7. All students receive a healthy and substantial meal every day in school:

We have increased the daily financial allocation for students so that they can select a healthy snack during the day.

Additional Activities

Our pupil premium strategy will be supplemented by additional actions that are not being funded by pupil premium or recovery premium. These will include:

- The school's admissions policy gives the highest priority to pupil premium children: those who are looked after children or previously looked after children, and those in the catchment area who qualify for receipt of pupil premium or service premium funding. A 10% leeway will be applied to the test marks of these children
- Continued improvement in the learning environment at the school including the facilities and equipment available for learners. A £3.5m Sports Hall was opened last year, which was co-funded by the school and the DfE
- Facilitating students to access the new 'Education Support Fund', <https://www.tiffingirls.org/our-community/education-support-fund/>, initiated by the Support Tiffin Girls' School Company (STGSC), the charitable company set up to oversee the donations made to the school by parents. This is providing extra assistance for curriculum trips & activities, uniform, equipment and exceptional travel requirements
- Utilising outside agencies to support students, including from our local Mental Health Support Team who support students with mild to moderate mental health and wellbeing issues
- Empowering our learners to make a difference by taking on leadership roles, taking part in our outreach programme and offering a range of high- quality extra-curricular activities and clubs to develop character and ensure that students are fully included in the school community

School overview

In reviewing our current pupil premium strategy, we have evaluated actions that we have been taking to best support pupil premium students. We triangulated evidence from multiple sources including exams and internal assessments, conversations with families, students and teachers in order to identify the challenges faced by pupil premium students.

We have used research to understand how best to use pupil premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also considered studies about the impact of the pandemic on pupil premium students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our strategy.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.