

# Pupil premium strategy statement – The Tiffin Girls’ School

This statement details our school’s use of pupil premium 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	893 (Y7-11)
Proportion (%) of pupil premium eligible students	8.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	
Date on which it will be reviewed	September 2025
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	£87,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,160
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£99,850</b>

# 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:**

- Enabling excellent daily teaching and learning in every subject through the provision of subject specialist staff
- high quality CPD provision for teachers, based on evidence-based research, both internal and external
- support for every department in their curriculum development
- literacy and numeracy support for targeted students and wider initiatives developed to support all students
- interventions to ensure that students' attendance in lessons is high
- analysing and tracking student data to provide interventions to support student progress and closing the disadvantage gap
- 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 support for 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 guidance.
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. First of all, we need to ensure the students have access to subject specialist teachers. This includes intervention and support 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 and not disadvantaged when it comes to the school developing its digital strategy.

## 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, DT & Art resources), uniform, and access to trips and their learning as their peers. All students participate in extracurricular activities Students have the resources to fully access the school's digital strategy
2. Students are supported in developing their literacy and numeracy skills throughout KS3	Students are referred to the Literacy Support Group (LSG) when they are identified as needing help with literacy Students are referred to additional support with their numeracy skills when they are identified as needing help.  Literacy levels are seen to improve in assessments in English and other essay subjects. Students access reading materials via the school or public library. Numeracy levels are seen to improve in assessments.

<p>3. Improved student mental health through access to a Counsellor, Educational Psychologist (EP), Clinical Psychologist and other trusted members of staff trained in mental health first aid</p>	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>4. Students make improved progress through the targeted implementation of intervention and wider support</p>	<p>There is no progress gap between pupil premium students and their peers. This is delivered through the recruitment of high quality subject specialist teaching staff.</p>
<p>5. Pupil premium students attend school and lessons regularly</p>	<p>Attendance data comparison nationally and across the school shows PP students' attendance is in line with their non-PP peers</p>
<p>6. We continue 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</p>	<p>All teaching staff are subject specialists and engage with the school's evidence-based CPD offer, as well as attending external CPD that enhances their development.</p>
<p>7. All students receive a healthy and substantial meal every day in school</p>	<p>Eligible students take full advantage of the extra funding provided to enhance their lunchtime food provision.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **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
<b><i>We will seek to recruit subject specialist teaching staff. We will fund the Assistant Headteacher (Professional Development &amp; Outreach) post and Teaching and Learning (T&amp;L) Action Research Leads to oversee CPD for all teaching staff. Staff will have the opportunity to engage in the National Professional Qualifications and any other relevant external CPD offer.</i></b>	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. <a href="#">EEF Guidance Report – Effective Professional Development</a>	3

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

Budgeted cost: £31,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>We will fund the Literacy Coordinator (LC), who will identify students requiring support on entry to the school and throughout KS3. Students in the Literacy Support Group (LSG) will attend weekly sessions with the LC.</i></b></p> <p><b><i>Progress of the Ex Literacy Support Group (XLSG) (Y10&amp;11) students will continue to be monitored, and subject-specific literacy support will be provided in lessons.</i></b></p> <p><b><i>We will fund the Numeracy Coordinator (NC), who will identify students requiring support on entry to the school and throughout KS3.</i></b></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><a href="#">EEF Guidance Report – Improving Literacy in Secondary Schools</a></p> <p>The Numeracy Coordinator is responsible for embedding numeracy in all subjects across the curriculum, recognising that numeracy skills are both general and subject specific.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	2
<p><b><i>Individual 1:1 support, through Head of Year (HoY) &amp; tutor meetings to monitor transition, attendance and progress - academically and pastorally. This also includes reviewing their engagement in extracurricular activities and reading. In addition, we will provide subject-targeted support consisting of lunchtime sessions, after school catch-up, school-led tutoring/intervention and peer mentoring. This is all underpinned by analysis of assessment data at key reporting points to inform the appropriate intervention.</i></b></p>	<p>Support is underpinned by analysis of assessment data at key reporting points. 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><a href="#">EEF Research – One-to-One Tuition</a></p> <p>Peer tutoring has been shown to have a positive impact on learning, with studies identifying benefits for both tutors and tutees, and for a wide range of age groups.</p> <p><a href="#">EEF Research – Peer Tutoring</a></p>	1, 2, 3

<p><b><i>A Counsellor will be in school four 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></b></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><a href="#">EIF Report – Adolescent Mental Health</a></p>	<p>3</p>
<p><b><i>There will be a strong focus on attendance with additional support being given to families and students from our pastoral teams and through mentoring.</i></b></p>	<p>There is a strong evidence linking high levels of absence and lower attainment</p> <p><a href="https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/">https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/</a></p> <p>Attendance is crucial to enhance student progress and outcomes. Attendance is a challenge nationally and this can disproportionately impact upon PP students.</p> <p><a href="#">EEF Attendance Interventions</a></p>	<p>3</p>
<p><b><i>Pupil premium students will be prioritised for careers appointments, particularly at transition points, and PP students are able to access all elements of the school's careers programme.</i></b></p>	<p>Good careers education has a positive impact on students' educational, economic and social outcomes</p> <p><a href="#">EEF Research - Careers education: International literature review</a></p>	<p>1</p>
<p><b><i>We will increase communication with parents of PP students, in particular at transition points, to ensure support is targeted to students' individual needs.</i></b></p>	<p>Engaging with the parents of our PP students will assist us with targeting PP funding where it is needed most. Evidence shows that parental engagement has a positive impact on students' learning</p> <p><a href="#">Evidence for Learning Research – Parental Engagement</a></p>	<p>1, 5</p>

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

**Budgeted cost: = £57,979**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>We will purchase all Pupil Premium students Chromebooks on entering the school, so that they are as well-equipped as their peers for lessons, homework and online learning, and access to digital technology in support of the school's digital strategy</i></b></p>	<p><a href="#">EEF Evidence Review – Using Digital Technology to Improve Learning</a></p>	<p>1, 5</p>
<p><b><i>We will continue to support Pupil Premium students by funding day trips and contributing to the cost of residential 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></b></p>	<p>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.</p> <p>This opportunity is critical to the development of cultural capital, positive mental health and the development of character</p> <p><a href="#">EEF Guidance – Life skills and enrichment</a></p>	<p>1, 5</p>
<p><b><i>We will increase the FSM daily allowance to cover the increased cost of a hot meal and an additional healthy snack, to enhance the students' nutrition.</i></b></p>	<p>Evidence shows that a healthy diet enhances cognitive development in children</p> <p><a href="#">Frontiers in Human Neuroscience: Role of Nutrition Review</a></p>	<p>1, 5</p>

**Total budgeted cost: £99,850**



## Part B: Review of the 2023-24 academic year

### Outcomes for disadvantaged students

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. Our evaluation of the approaches delivered last academic year indicates that the strategy is highly effective.

Detailed below is the impact that our pupil premium activity had on students in the 2023-24 academic year, in relation to the intended outcomes –

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

All new Y7 Pupil Premium students were provided with a Chromebook, and parents, in particular those of new Y7 students, used PP funding to buy school uniform and equipment. PP students in all year groups were bought essential curriculum resources, such as Art and DT supplies.

All PP students were able to access funding to contribute to the cost of residential and day trips.

Heads of Year had conversations with Pupil Premium parents at the start of the year, to discuss individuals' progress and targets for the year, which included participation in extracurricular activities and taking on leadership positions. Approx. 93% of PP students in Y7-10 participated in either in-school or external extracurricular activities, and PP funding was used to pay for music lessons and other externally-provided activities, across all year groups. Participation was lower in Y11 due to the lead up to GCSEs. PP participation in the Duke of Edinburgh's Award was in line with non-PP participation, at 100% for Bronze level and 65% for Silver.

Pupil premium students in Y10 and Y11 were prioritised for careers interviews, and Y11 PP students were provided with assistance to secure work experience placements, where needed.

PP students' reading was monitored through their school library borrowing. In line with library borrowing across the school, this was higher in Y7 and Y8 (88% and 62% respectively over the year), decreasing as students move up through the school. English teachers encouraged students with low borrowing levels to make more use of the resource.

We surveyed parents of Services children in February 2024, and now have a greater understanding of the individual circumstances of each Service family and the support needed by our Service students.

#### **Outcome 2 - Students are supported in developing their literacy skills throughout KS3.**

The Literacy Support Group (LSG) continued to run 3 sessions a week, providing students with additional support with their quality of written expression, grammar, spelling and reading. 18 PP students participated in LSG during 2023-24. During the course of 2023-24 academic year, 31 students transitioned from the group as a result

of progress made.

LSG students, and PP students who were WT (working towards) in English and need additional literacy support were supported with summer holiday transition resources. Relevant texts were bought for PP students. New Y7 students were set a summer transition book in preparation for their first English lesson, with the text bought for all new PP students.

XLSG students (Years 10 & 11) continued to receive Google Classroom resources and emails from the Literacy Coordinator (LC) before key assessments.

The LC provided guidance for teachers on increasing participation of LSG students in lessons. As part of the Assessment Point analyses, HoDs reported on specific support provided for LSG students.

The LC piloted a Y7 tutor time reading programme, which received positive feedback and has been extended to the whole year group from September 2024, using the EMC Diverse Shorts book to provide students with high-quality, challenging texts.

Other literacy support has included super-curricular transition work, provision of resources specifically to support SPaG and literacy skills, discussions on how to promote literacy in individual subject departments, and training sessions for new staff, ECTs, ITTs and Teaching and Learning Group.

**Outcome 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 PP students were supported with counsellor sessions and by our ELSA-trained pastoral staff, where needed. This was in addition to the ongoing support provided by the DSL, HoY and form tutor teams.

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

PP students' progress data was regularly tracked by teachers, HoYs and SLT. In-class interventions enabled students to benefit from targeted 1:1 guidance when needed, including study skills sessions, referrals to subject support sessions, and power planning sessions for Y7 & Y8. Students were also supported by subject-specific peer mentors outside of lessons.

Staff provided intervention and optional support sessions in most subject areas at lunchtimes or after school. Prior to GCSEs, staff provided revision materials for Y11 on Google Drive. Due to limited DfE funding in 2023-24, no external tutoring took place.

Recent changes to the admissions policy, designed to enable more disadvantaged students to enter the school, have led to an increase in PP numbers in years 7 & 8, with some entering the school having benefited from a 10% leeway in the admissions

tests. We have adapted and broadened our intervention to give these students additional support to reach the level of their non-PP peers, depending upon their individual needs.

There is insufficient prior data available for a meaningful Progress 8 calculation for the 2023/24 Y11 PP cohort as a whole. The average unvalidated P8 of those for whom data is available is +1.75, compared with +1.12 for the non-PP cohort. Y11 mock GCSE data demonstrated that PP progress was in line with non-PP progress in that year group.

Summer AP data showed that Y9 and Y10 students were performing slightly below their non-PP peers (Y9 PP at 2.98 vs 3.12 for non-PP, and Y10 average PP grade of 6.85 vs. 7.29 for non-PP.) For Y10 the PP average is skewed by 2 of the 11 PP students achieving significantly below average at this assessment point.

Spring AP data showed a slightly greater gap between the cohorts in Y7 & Y8. The 21 Y8 PP students were on average performing below the non-PP cohort (2.92 vs 3.18), and there was a similar disparity in the Y7 cohort of 17 PP students (2.78 vs 3.19).

### Outcome 5 - Pupil premium students attend school and lessons regularly.

We aligned attendance monitoring across all key stages and provided support for persistent absentees, where attendance fell below 95% and 90%. Students were referred to the EWO where appropriate. Letters were also sent home to parents of students with attendance at 95% and above to encourage students/parents to maintain a high attendance level.

Weekly attendance reports were generated to enable HoYs and SLT to monitor attendance across all student groups, including Pupil Premium.

The table below shows that the school's PP student attendance was broadly in line with non-PP attendance for 2023-24:

<b>YEAR GROUP (No of PP students)</b>	<b>Non-PP%</b>	<b>PP %</b>
<b>Y7 (17)</b>	97.83%	97.15%
<b>Y8 (21)</b>	96.68%	95.8%
<b>Y9 (8)</b>	96.24%	96.69%
<b>Y10 (11)</b>	95.22%	94.61%
<b>Y11 (6)</b>	85.5%	86.16%
<b>Overall Y7-11</b>	<b>94.29%</b>	<b>94.08%</b>

Government data shows that the national attendance rate across the academic year 2023-24 for all students was 92.8%. The attendance rate of our PP students exceeded this.

**Outcome 6 - We continue 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 T&L Action Research Leads drove the T&L agenda in school in relation to these 4 areas: Inquiry/Leading CPD, Assessment and Feedback, Curriculum EDI, and Diving into theory. There were 4 after-school sessions delivering CPD in these areas.

We held two open-door fortnights to provide staff with the opportunity to observe lessons delivered by different departments and share best practice.

There were 2 T&L group lunchtime sessions each term, in collaboration with the SENCO, to ensure that staff gained more opportunities to develop their knowledge in this area. The T&L group led 'Love of Learning' (LoL) student reps, and focussed on students 'Maximising learning, working smarter'. The LoL reps led form-time activities on revision techniques, and there were 2 staff-led T&L assemblies and 1 student-led assembly which focused on the use of AI within school.

We worked on improving our communication with parents, through a termly T&L newsletter and we also hosted T&L focus evenings for parents, sharing ways of supporting their child's learning from home.

In 2023-24, 4 members of staff completed their NPQs (3 x NPQSL & 1 x NPQLL), and a further 3 members of staff are currently completing NPQ courses. More books on pedagogy were purchased for the library for staff.

A student survey in December 2023, determined that 89% of students strongly agreed or agreed that they were taught well in school. A recent parent survey, June 2024, determined that 87% of parents strongly agreed or agreed that their children were taught well in school.

**Outcome 7 - All students receive a healthy and substantial meal every day in school.**

We increased the daily financial allocation for FSM students so that they can select a healthy snack each day and cover the increased cost of a hot meal.