

# 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	899 (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> )	2025-2028
Date this statement was published	9 December 2025
Date on which it will be reviewed	September 2026
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	£91,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,535
<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>£94,470</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:

- quality first teaching 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
- analysis and tracking of 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 and priority opportunities for work experience
- 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 trips, extracurricular activities and 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 and numeracy levels on entry to the school and throughout KS3.

3	Delivering quality first teaching for our pupil premium students, recognising 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 and AI 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	Where possible, students have all the equipment (Chromebook, DT & Art resources), uniform, and access to trips and their learning as do their non-PP peers. All students participate in extracurricular activities. Students have the resources to fully access the school's Digital & AI strategy
2. Students are supported in developing their literacy and numeracy skills throughout KS3	<p>Students are referred to the Literacy Support Group (LSG) when they are identified as needing help with literacy</p> <p>Students are referred to the Numeracy Support Group (NSG) when they are identified as needing help with the numeracy.</p> <p>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> <p>Students engage in the Tiffin100 reading programme in KS3 and regularly use the school's Library.</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	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 intervention and wider support	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, quality first teaching, a tailored CPD provision for staff, targeted support and access to high quality resources.
5. Pupil premium students attend school and lessons regularly	Attendance data comparison nationally and across the school shows PP students' attendance is in line with their non-PP peers.
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	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.
7. All students receive a healthy and substantial meal every day in school	Eligible students take full advantage of the extra funding provided to enhance their lunchtime food provision.

## 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: £13,200

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>	Quality first 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: £39,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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> <b><i>Progress of the Ex-Literacy Support Group (XLSG) (Years 10 &amp; 11) students will continue to be monitored, and subject-specific literacy support will be provided in lessons.</i></b>	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. <a href="#">EEF Guidance Report – Improving Literacy in Secondary Schools</a>  The Numeracy Coordinator is responsible for embedding numeracy in all subjects across	2

<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 curriculum, recognising that numeracy skills are both general and subject specific.  <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>	
<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/intervention is beneficial.  <a href="#">EEF Research – One-to-One Tuition</a>  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.  <a href="#">EEF Research – Peer Tutoring</a></p>	<p>1, 2, 3</p>
<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.  <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  <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>  Attendance is crucial to enhance student progress and outcomes. Attendance is a challenge</p>	<p>3</p>

	nationally and this can disproportionately impact upon PP students. <a href="#">EEF Attendance Interventions</a>	
<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>	Good careers education has a positive impact on students' educational, economic and social outcomes <a href="#">EEF Research - Careers education: International literature review</a>	1
<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>	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 <a href="#">Evidence for Learning Research – Parental Engagement</a>	1, 5

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

**Budgeted cost: = £41,668**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>	Technology can offer a means for disadvantaged young people to access intensive support and catch up with their peers. This also ensures there isn't a digital divide. <a href="#">EEF Evidence Review – Using Digital Technology to Improve Learning</a>	1, 5

<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: £94,470**

## Part B: Review of the 2024-25 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 2024-25 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 (PP) students were provided with a Chromebook, and parents used PP funding to buy school uniform and other equipment. All PP students were able to access funding to contribute towards the cost of residential and day trips, and PP students in all year groups were bought essential curriculum resources, such as Art and DT supplies.

97% of PP students in Years 7-10 participated in extracurricular activities in school or externally. PP funding was also used in certain instances to pay for music lessons and other activities that incurred a cost. PP participation in the Duke of Edinburgh's Award was in line with their non-PP peers (86% at Bronze, and 63% at Silver).

Pupil premium students in Years 10 and 11 were prioritised for careers interviews, and Year 11 PP students received assistance to secure work experience placements, where needed.

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

The Literacy Coordinator (LC) continued to lead the LSG (KS3), providing identified students with weekly targeted support aimed at improving their written expression, grammar, spelling, and reading. LSG students engaged in tailored activities with their Year 10 mentors to enhance their overall literacy development. The LC also oversaw the XLSG (KS4) groups and regularly sought staff feedback on student progress, managed group membership and tracked students who exited the programme to ensure they continued to make expected progress. Students in the XLSG continued to receive resources and direct support from the LC, especially in preparation for key assessments.

The LC delivered presentations to the Academic and Pastoral Leadership Groups to distribute responsibility more widely within the middle leadership. The LC held subject-specific discussions with HoDs in support of developing disciplinary literacy practices. The LC regularly provided updates on LSG/XLSG students and shared strategies for staff to support them in the classroom. The LC also created vocabulary-focused literacy activities for KS3 tutor time.

The Y7 tutor time reading programme was extended to Year 10 to encourage reading for pleasure. For the second year, we set a summer transition book for incoming Year 7

students, and copies of the text were purchased for all incoming PP students.

The LC delivered training sessions to new staff, Early Career Teachers (ECTs), Initial Teacher Trainees (ITTs), and the Teaching and Learning Group on effectively supporting XLSG students in lessons.

In line with school library borrowing generally, PP borrowing was higher in Y7 & 8 (80% & 67% of the PP cohort respectively across the year, compared with 82% and 72% non-PP in these year groups), decreasing as students move up through the school. 25% of PP students in Y11 borrowed from the library last year, compared with 21% non-PP. The English department worked on embedding follow-up with those PP students who were not borrowing from the LRC into their support for PP students and promoted the 'Tiffin 100' reading challenge to all students in KS3. Evidence of engagement shows that at least 85% of PP in KS3 students read at least one book from the list last year.

The school appointed a Numeracy Coordinator (NC) in January 2025. The NC provides identified students with weekly targeted support aimed at correcting misconceptions carried forward from primary school and reinforcing key skills.

The NC worked with other departments to support teachers to address numeracy misconceptions in their lessons.

### **Outcome 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.**

Supporting students with their mental health continued to be a priority and PP students were supported by our ELSA-trained pastoral staff and with counsellor sessions, 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 intervention and wider support**

PP students' progress data was regularly tracked by teachers, HoYs and SLT. HoYs had one-to-one discussions with PP students requiring additional support and put in place measures such as study skills sessions and referrals to subject and group support sessions.

Subject associates provided peer support for students – predominantly Year 12 supporting younger students on a 1:1 basis. Staff provided intervention and support sessions in most subject areas at lunchtimes or after school. Prior to GCSEs, staff also provided detailed revision materials for Year 11 on Google Drive.

The provisional GCSE Attainment 8 score of 84.7 for the Year 11 PP students in the summer of 2025, was on a par with that of the year group as a whole 85.1

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

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

The school's PP student attendance was comparable to non-PP attendance for 2024-25: 97.0% PP compared with 97.1% non PP. This compares extremely favourably with national non PP, which was 92.3%, and national PP, which was 88.2%. This demonstrates that PP students have a strong sense of belonging at the school.

### **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.**

We funded two Acting Associate Assistant Headteacher roles to cover the AHT (Professional Development and Outreach) parental leave, until Easter 2025. One of these roles was also Teaching and Learning Action Research Lead, and a further lead was newly appointed in December 2024. There were four after-school sessions delivering CPD in Quality Assurance (QA) and digital literacy, including training on our new Management Information System (MIS).

The Teaching and Learning Group have held two CPD sessions per term: literacy, sensory challenges, sustainability, invisible assessment, digital tools and SEND.

We held one open-door fortnight to provide staff with the opportunity to observe lessons delivered by different departments and share best practice. In line with our new QA framework, all teaching staff were observed three times throughout the year. Staff also had the opportunity to attend CPD sessions linking to each aspect of the QA framework.

In the spring term, we focussed on supporting all students to develop effective strategies for their end-of-year exams. The purpose of this initiative was to help students feel more confident and prepared, regardless of their year group or prior experience with exams. We continued to communicate with parents through regular Teaching and Learning, and Digital bulletins. The student Love of Learning reps supported this by using relevant information from '*Outsmart Your Brain*', to share practical strategies via whole school presentations and form time activities. They also produced a Love of Learning Digest in May, to support students' learning strategies.

In 2024-25, one member of staff completed the NPQSL, a further four staff were undertaking NPQ courses and one completed the SSAT Leadership Legacy Course. We continued to add to our library of books on aspects of educational research.

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

We continued to add an additional daily financial allocation of £1.25 per day, to cover the increased cost of a hot meal as well as a healthy snack, and a top-up to cover the Christmas lunch