

Pupil premium strategy statement – Blackfen 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: Blackfen School for Girls	1049 (7-11)
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	16.11.2025
Date on which it will be reviewed	16.11.2026
Statement authorised by	Carrie Senior
Pupil premium lead	Nicola Hoad
Governor / Trustee lead	Bill Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£ 217,604.00
Pupil premium funding carried forward from previous years (2024-2025)	£0.00
Total budget for academic year (2022-2023)	£359 352,81
Total budget for academic year (2023-2024)	£206 580.00
Total budget for academic year (2024-2025)	£205 180.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Our Pupil Premium strategy aims to address these additional challenges. We aim to improve teaching and learning so that it becomes outstanding, address any differences in academic outcomes and improve academic behaviours such as behaviour for learning, attendance and home learning habits.

Our Pupil Premium strategy aims to address the main barriers our students face through rigorous tracking, careful planning and targeted support and intervention, so that disadvantaged students can also access opportunities to enjoy academic success.

Quality-first teaching is a key component in our approach. Our professional development of teachers focuses on the planning and delivery of challenging, effective, differentiated learning for all students. However, we recognise that some disadvantaged students require further modification to their learning, as well as supported input on behaviour for learning and the promotion of a growth mindset in order to impact on closing the disadvantage attainment gap. These strategies will also benefit the non-disadvantaged students in our school because our intention is that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is tiered, always focussing on quality-first teaching before targeted academic support and then the implementation of wider strategies. The effectiveness of this Pupil Premium funding and spending is reviewed each term and a summary report produced and accessible via our website for the previous academic year

Challenges

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

Challenge number	Detail of challenge
1	Attendance of FSM6 (PP) students is below the national average which has a significant impact on progress. Particularly in year 9 and 10 and 11.
2	Persistent absenteeism and severe absenteeism is highest amongst students eligible for PP. A significant proportion of absenteeism is due to EBSA.

3	Students who are eligible for PP exhibit a higher frequency of suspensions and behavioural incidents. Strategies deployed to support with Mental health and emotional support.
4	Progress outcomes for students, particularly in 9,10 and 11 are lower for students eligible for PP students. Early intervention in KS3 (year 7-9) implemented to reduce the likelihood of less than expect progress.
5	Reading ages are below the expected level for students who are eligible for PP and this prevents them from making good progress, especially in year 9, 10 and 11.
6	Fewer PP students attend the enrichment opportunities. Increase access to these opportunities and to extend social and cultural opportunities for all students and those eligible for PP.
7	Parental engagement.

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
Intervention by local authority educational welfare officer, who has a particular focus on our most vulnerable students	Attendance of student eligible for PP meets the school's attendance target in line with National expectation. Students eligible for PP are not disproportionately excluded from school/lessons.
Reduce persistent absenteeism and severe absenteeism	PP students to achieve their targets in line with national figures and the gap between those eligible for pp, and those not, is ameliorated. Reduced number of behaviour incidents logged for PP students, in line with average for all students. Improved parental engagement evidenced by meeting logs, including meetings with the local authority and attendance to parent and information evenings. Increased engagement is evident in classroom observations, access to the curriculum and progress
Reduced number of suspensions and behavioural incidents amongst those eligible for PP so they are in line with their peers who are identified as non-PP students. Early identification to address mental health and emotional support needs in order to reduce absenteeism and behaviour incidences amongst PP students.	Students who are eligible for PP exhibit a lower frequency of suspensions compared with last year and those not eligible for PP Strategies deployed to support with Mental health and emotional support

Progress outcomes for students, particularly in 9, 10 and 11 are lower for students eligible for PP students.	Ameliorate the gap between Y11 outcomes and national figures for 2025.
Improve access to literacy by introducing reading programmes and the implementation of the 4 key reading strategies so reading ages are at the appropriate level for all students	level for students who are eligible for PP and this prevents them from making good progress, especially in KS4.
Increase the number of students (PP) who attend DICE and have access to extracurricular opportunities to extend social and cultural opportunities.	40% of students eligible for PP attend extracurricular activities
Improve communication with families of students eligible for PP so a higher proportion of PP families attend events and are in frequent communication with the school.	Families are given the appropriate messages and advice to support the academic outcomes of their child.

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: £ 113 447.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. TLC focus on the key strategies supporting the progress of all learners.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	4
Phoenix centre is led by a dedicated member of staff to support the most vulnerable learners who have an appropriately tailored curriculum offer	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	3, 4
Literacy Lead promotes literacy, provides staff CPD and monitors and supports reading interventions.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	5
Dedicated Raising Attainment Coordinator	Named member of staff who has overall responsibility for the academic progress of all students. Research approaches are applied	4

	from the Education Endowment Foundation and additional research to plan for a coherent intervention programme. Students with a significant 'gap to target' will access high-quality tuition. Targeting the most disadvantaged students over the academic year, ensuring that disadvantaged students accelerate their academic progress and building bridges between them and their more affluent peers.	
Delivering well-evidenced numeracy/literacy teaching assistant interventions for pupils that require additional support.	Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:	5

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

Budgeted cost: £ 89 424.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevate and innerscope seminars: KS3 <ul style="list-style-type: none"> • Learner Types • learner choices • Time Management • Study Skills Kickstart • Memory Mnemonics KS4 <ul style="list-style-type: none"> • Study Sensai. How to do effective study • Ace your exams • Time Management • Finishing Line • Student Elevate 	EEF "There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement."	4,5,6
Peer mentor programme in place for Year 7 and 8s	Peer Tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress	4

	within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.”	
Licenses and Software e.g., Bedrock, ART and Sparx	Software that identifies learning gaps as well as supports a strong home learning ethos	4,5
Boosters and Revision sessions	Extended Learning opportunities prior to PPE’s, in Feb half term and Easter will support students eligible for PP funding and raise confidence in the build up to exams. This intervention was very successful last year and led to improved self-esteem, self-confidence, attendance and outcomes for those who participated.	4,5
Pupil Premium Academic Mentoring	“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring.	4,5,6
Pupil Premium Academic Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition Teaching and Learning Toolkit EEF</u> And in small groups. <u>Small group tuition Teaching and Learning Toolkit EEF</u>	4,5,6

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

Budgeted cost: £ 14,732.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework support available after school through the library	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”	4
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance.	1,2
Mental Health Support Worker as part of Wellbeing. Wider support working with families	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. ‘Parental engagement has a positive impact on average of 4 months additional progress.’ The EEF Teacher Toolkit.	1,2,3, 7
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer. Attendance Officer and TLR post-holders/Year Barriers to attending school are identified and a personal attendance plan is put in place in liaison with the relevant Raising Attainment Coordinator	Poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Relationships as drivers of human development: Positive supportive contexts Osher et al, 2019.	1,2,3, 7

Total budgeted cost: £ 217,604.00

Part B: Review of the previous academic year AY 2024-25

Outcomes for disadvantaged pupils

Disadvantaged students performed less well against those not eligible for pupil premium as indicated by a higher attainment 8 score. The attainment data below has been compared to other institutions around the country (collaborative data column).

Cohort Summary				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Cohort	All	228	100	0.0 %
	PP No (DC: Other - Not Disadvantaged)	199	87.3	16.8 %
	PP Yes (DC: Disadvantaged)	29	12.7	-16.8 %
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Average Total Attainment 8	All	44.05		-2.1
	PP No (DC: Other - Not Disadvantaged)	46.41		-3.3
	PP Yes (DC: Disadvantaged)	27.88		-9.76
Basics 9-7				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Students Achieving 9-7 in English and Maths	All	12	5.3	-6.9 %
	PP No (DC: Other - Not Disadvantaged)	12	6	-8.9 %
	PP Yes (DC: Disadvantaged)	0	0	-5.9 %
Students Achieving 9-7 in English	All	42	18.4	-4.6 %
	PP No (DC: Other - Not Disadvantaged)	40	20.1	-6.8 %
	PP Yes (DC: Disadvantaged)	2	6.9	-7.0 %
Students Achieving 9-7 in Maths	All	29	12.7	-6.4 %
	PP No (DC: Other - Not Disadvantaged)	28	14.1	-8.9 %
	PP Yes (DC: Disadvantaged)	1	3.4	-6.5 %
Basics 9-5				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Students Achieving 9-5 in English and Maths	All	88	38.6	-5.9 %

	PP No (DC: Other - Not Disadvantaged)	84	42.2	-9.0 %
	PP Yes (DC: Disadvantaged)	4	13.8	-14.7 %
Students Achieving 9-5 in English	All	130	57	-3.7 %
	PP No (DC: Other - Not Disadvantaged)	123	61.8	-5.3 %
	PP Yes (DC: Disadvantaged)	7	24.1	-21.2 %
Students Achieving 9-5 in Maths	All	98	43	-7.6 %
	PP No (DC: Other - Not Disadvantaged)	92	46.2	-11.4 %
	PP Yes (DC: Disadvantaged)	6	20.7	-13.2 %
Basics 9-4				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Students Achieving 9-4 in English and Maths	All	139	61	-4.2 %
	PP No (DC: Other - Not Disadvantaged)	131	65.8	-6.6 %
	PP Yes (DC: Disadvantaged)	8	27.6	-20.4 %
Students Achieving 9-4 in English	All	169	74.1	-1.6 %
	PP No (DC: Other - Not Disadvantaged)	157	78.9	-2.7 %
	PP Yes (DC: Disadvantaged)	12	41.4	-20.2 %
Students Achieving 9-4 in Maths	All	150	65.8	-4.6 %
	PP No (DC: Other - Not Disadvantaged)	140	70.4	-6.8 %
	PP Yes (DC: Disadvantaged)	10	34.5	-19.5 %
KS4 Results				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Students achieving 5 Standard Passes inc EM ?	All	136	59.6	-0.8 %
	PP No (DC: Other - Not Disadvantaged)	128	64.3	-3.5 %
	PP Yes (DC: Disadvantaged)	8	27.6	-15.0 %
Students achieving 5 Strong Passes inc EM ?	All	87	38.2	-2.9 %
	PP No (DC: Other - Not Disadvantaged)	83	41.7	-6.0 %
	PP Yes (DC: Disadvantaged)	4	13.8	-11.6 %
Students entered and achieving 99-44 in Combined Science	All	104	54.7	-2.1 %
	PP No (DC: Other - Not Disadvantaged)	98	58.7	-4.4 %
	PP Yes (DC: Disadvantaged)	6	26.1	-16.9 %
Students entered and achieving 99-55 in Combined Science	All	66	34.7	-0.9 %

	PP No (DC: Other - Not Disadvantaged)	61	36.5	-4.4 %
	PP Yes (DC: Disadvantaged)	5	21.7	-2.3 %
Students entered and achieving 99-77 in Combined Science	All	9	4.7	-3.3 %
	PP No (DC: Other - Not Disadvantaged)	9	5.4	-4.2 %
	PP Yes (DC: Disadvantaged)	0	0	-4.7 %
EBacc Total Measure				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Students in COHORT Achieving the EBacc (Standard Pass)	All	33	14.5	-9.3 %
	PP No (DC: Other - Not Disadvantaged)	31	15.6	-12.1 %
	PP Yes (DC: Disadvantaged)	2	6.9	-7.4 %
Students in COHORT Achieving the EBacc (Strong Pass)	All	21	9.2	-7.4 %
	PP No (DC: Other - Not Disadvantaged)	19	9.5	-10.4 %
	PP Yes (DC: Disadvantaged)	2	6.9	-2.0 %
EBacc Elements - Languages				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Students ENTERED and Achieving the Languages Element (Standard Pass)	All	56	77.8	6.7 %
	PP No (DC: Other - Not Disadvantaged)	52	77.6	3.4 %
	PP Yes (DC: Disadvantaged)	4	80	18.8 %
Students ENTERED and Achieving the Languages Element (Strong Pass)	All	45	62.5	4.4 %
	PP No (DC: Other - Not Disadvantaged)	41	61.2	0.1 %
	PP Yes (DC: Disadvantaged)	4	80	31.8 %
Attainment - English				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Average English Attainment 8	All	9.32		-0.58
	PP No (DC: Other - Not Disadvantaged)	9.76		-0.78
	PP Yes (DC: Disadvantaged)	6.34		-2.03
Attainment - EBacc				
Measure	Pupil Premium	Total	%	Exams vs. Data Collab. (Diff)
Average EBacc Attainment 8	All	12.09		-1.41
	PP No (DC: Other - Not Disadvantaged)	12.81		-1.81

	PP Yes (DC: Disadvantaged)	7.14		-3.67
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Externally provided programmes.

Programme	Provider
Educake- Secondary Science and Geography	Educake
Sparx limited	Sparx learning
Bedrock learning	Bedrock
Flash academy	Learning labs
ART	Hodder