Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year, 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stratford Girls' Grammar School
Number of pupils in school (Y7-13)	842
Proportion (%) of pupil premium eligible pupils (Y7-11)	5.32% (32 students) (Oct '26)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024 – 2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Jacqui Cornell Headteacher
Pupil premium lead	Jon Blackwall Deputy Headteacher
Governor / Trustee lead	Clare Nicklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 28,950

Part A: Pupil premium strategy plan

Statement of intent

At SGGS we aim to secure the ambitions and aspirations of all our students. We promote a love of learning and a passion for the subject, which results in excellent progress and attainment for all students. We have a strong, traditional academic curriculum alongside a wide and varied enrichment offer; both of which introduce a breadth of experiences and exposure to leadership and careers opportunities. Underpinning all of this is a very strong pastoral programme that ensures the social and emotional needs of the students are met.

Through our ethos, values, and curriculum, we aim to develop students as lifelong learners who are confident, aspirational young people able to progress onto their choice of high-quality destinations. This enables students to be persistent in the face of the challenges ahead.

Students who are eligible for Pupil Premium funding at SGGS do not follow the national trend in terms of prior attainment or rates of progress. Extensive analysis of both pastoral, attainment and progress data shows no consistent, significant patterns emerging for our PP students. There is no clear link between SEND and PP students either. With our lower numbers, support is based on individual need. The cohort in each Year Group is almost always in single figures, therefore, drawing conclusions about the needs of the cohort is statistically more difficult and should be avoided.

Using the last three years of published data for GCSEs, PP students achieved a P8 score of +0.75, a gap of -0.23 compared to the wider cohort. Nationally the gap between PP and non-disadvantaged students is -0.73. In 2024, nine Y11 PP students achieved a P8 figure of 1.00. Attendance over 3 years is in line with the wider school attendance, (0.3% below) (see Challenge No 2). Over three years our FSM Ever 6 PA figure was 30.4%, 10% below the national figure. Our belief, therefore, is to focus on the things we can influence most: the quality of the daily learning environment for the students and developing their sense of belonging to our community.

However, the changing profile of the school, particularly in Y7 & 8, means that some disadvantaged pupils enter SGGS from different starting points within the selective range. We will identify individual strengths, gaps and barriers early and ensure teaching and support respond appropriately. With a small but growing cohort of PP students, capacity is built to support them on an individual basis where needed, alongside ensuring the school's quality assurance processes and development plans incorporate PP students. PP students are prioritised in the provision of enrichment activities, educational opportunities and resources. They are also routinely included in our student focus groups and student leadership opportunities. Their feedback on which interventions offer them the most support is vital to our success.

We use a range of strategies to identify the different layers of need of our students where there is a gap in attainment, and to identify the reasons for that gap. These include, but are not restricted to, regular diagnostic data analysis, and Atom learning resources which are free for PP students in preparation for the 11+ are promoted and made available through the SGGS website) and later in preparation for GCSEs, tracking of pastoral issues and our knowledge of a

student's individual circumstances, financial or otherwise. Teaching staff are involved in the analysis of data to identify strengths and targets for students; underachievement at all levels is analysed, not just lower attainment. Staff are made aware of who our PP students are, through clearly identified data tracking.

We adopt a learning-led rather than label-led approach to supporting our PP students (as with our SEND students). The long-term approach of this statement mirrors that of our School Improvement and Development Plan (SIDP) and our CPD plans.

For some years, an evidenced based approach to CPD has been applied including (but not exclusively using) Barak Rosenshine's Principles of Instruction, assorted research from the Education Endowment Foundation, Ambition Institute and the Oracy Framework through Voice 21.

Where possible the PP strategy draws from elements of the SIDP 2024 - 2027

Challenges

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

Challenge number	Detail of challenge
1	Quality First Teaching (QFT) including adaptive teaching for disadvantaged pupils, including effective formative assessment, adaptive practice, appropriate challenge and timely classroom intervention. Provision should be learning-led rather than label-led.
2	Students' emotional needs, including attendance, which may be potentially caused by their social disadvantage, need to be identified and addressed promptly.
3	Removing financial, practical and technological barriers to full participation in learning.
4	Maintain high engagement of disadvantaged pupils in enrichment, careers, leadership and wider personal development opportunities, removing financial and other barriers where they arise
5	Early identification and response to any emerging gaps, ensuring all students are challenged in their curriculum in a supportive environment and build resilience as a result

Intended outcomes Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027-28**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Sustained attendance amongst PP students, in line with school target of 96% and always above National Averages.	Narrow any gaps between whole school and PP attendance so that PP student persistent absence is in line with whole school figures and overall attendance does not drop below the school average. This may also result in reduced numbers of students requesting an adapted curriculum.
To ensure that students have access to appropriate mental health support when it is required, supporting attendance and engagement.	Appropriate support through services within school, including Lifespace and Young Minds Matter, and other support through the Pastoral Team
To ensure that all students receive appropriate targeted support (including 1:1) where necessary including in CIAG and subject based intervention.	PP students will achieve a positive Progress 8 score, having received appropriate levels of support in the process.
To ensure that all students, regardless of back-ground, can access leadership opportunities, careers programme, the full extra-curricular and enrichment programme	Extra- and super-curricular opportunities are vital to our ethos. Ensuring funding is available for all PP students to engage fully with our Personal Development programme is important. Decisions will be made on an individual basis at the discretion of the Headteacher. (Gatsby Benchmark 3, 4 and 5). Use of student voice.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *7,237 (25% of PP funding)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement challenge in the curriculum Training led by AHT for all staff to ensure the needs of all individuals are met in lessons.	Our own in house developed CPD programme that focuses on knowing the students in front of you, in addition The Learning Pit resources and Adaptive Practice led by Sue Cowley	1
Diagnostic testing for students. All staff will know the students in front of them, with regular updates in pastoral and academic briefings, based on current progress and pastoral overviews. Analysis of data and sharing outcomes with staff to ensure assessments are interpreted and used correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Student Progress | Education Endowment Foundation | EEF PP students will be included in the new reading programme, carefully monitored in baseline testing and data tracking (academic and pastoral).	1,3,5
Effective revision: Staff training and collaboration. Parent communication of effective techniques, student workshops and resources.	An area of focus to ensure the students are using their time effectively. This builds on work done previously on Sweller's cognitive load theory and metacognition. Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners, and should be taught in conjunction with subject specific content, therefore delivering skills through and in collaboration with subject teachers is essential. This will include the effective use of AI to support revision.	1,3,5
Ongoing technology training for staff (e.g. on MIS and 365 software), alongside time saving feedback methods. Increase access to resources for all students and improve the effectiveness of communication.	The EEF Guide to Student Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending. Training is central to our Digital Strategy including efficient use of data for improved identification and subsequent planning of intervention	3,5

Quality First SEND provision and for those with Additional Needs including autism and ADHD Whole Staff training and lunch time sessions, including Adaptive Teaching training (Jan '26)	The EEF Guide to Student Premium Autumn 2021 recommends professional development to support high-quality teaching as a top priority for Pupil Premium spending	3,5

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

Budgeted cost: £ *14,476(50% of PP funding)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentoring and use of subject ambassadors to support younger students.	The EEF Toolkit mentoring by older peers as a moderately positive impact strategy, including within the reading strategy.	2,4,5
One-to-one academic support sessions: Review of data after each data point, to determine the need for relevant interventions in line with staff capacity and best fit model for our students	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, One to one tuition | EEF Where necessary Learning Passports written with the SENDCo to support the needs of individuals.	2,3,5
One to one careers interviews prioritised for PP students in Y9-11	EEF Toolkit analysis and engagement in personal development programme of the school. Knowledge of options and future aspirations developed.	2,3,4
Music/ LAMDA tuition available for those that want it.	The EEF Toolkit recommends arts participation as a moderate impact strategy. This also helps our PP students feel part of the school community	2,3,4
Priority provision of academic curriculum resources, such calculators, art or technology materials, laptops, text books, or revision materials as required.	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources, which may restrict a student's access to the curriculum. Increasingly, this could include technology.	3,4

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

Budgeted cost: £ *7,237(25% of PP funding)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities such as DofE, Enrichment week/ EL Day. For disadvantaged students, we subsidise core enrichment activities from which we wish all students to benefit. These include: Core curriculum trips e.g. Y7 PGL or Geography fieldwork. Curriculum enrichment experiences in school e.g. Theatre trips or workshops etc	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "*By providing physical activities free of charge, schools give students access to benefits and opportunities that might not otherwise be available to them*." "*There is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education*" It also reflects our values of offering a strong, broad and well-rounded curriculum offer given the ability of our students. Fundamentally, it will help ensure our students feel they are part of the school community and may help reduce instances of Behaviour Points being issued. Maintain engagement within the enrichment programme at least in line with the wider school average.	3,4,5
Targeted support through Lifespace/ Flourish and trained Mental Health First Aiders.	DfE guidance on Mental Health in schools suggests that "*Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Student Premium*". Many studies report the increase in mental health problems associated with school closures and loss of school networks.	2,3
Contingency fund for acute issues (including wider access to IT, reviews of marking etc)	Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Review of PP engagement and the universal offer	Evidenced based outcomes will inform future provision and our universal offer. Advice on best practice for staff to be shared, enabling full integration into our school community	2,4,5

Total budgeted cost: £ *28,950*

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 2025 to 2026 academic year.

Note we had 0 PP students in Y11 in 2025 26.

PP attendance up to May 2026 (before Y11 study leave) was 93.9%. Whole school Y7-11 attendance up to the same point was 96.3%. The gap is 2.4%, whereas the gap nationally is 4%. Attendance remains a priority.

The latest ISDR shows FSM6 attendance to be 94.0% against 86.8% nationally in 2024/25 (17 pupils). Persistent Absence was significantly below national at 11.8% versus 39.2%.

Financial support helped support access for PP students to participate in activities and enrichment opportunities, including enrichment planned for the end of the summer term, trips including Y7 PGL, LAMDA and DofE through to the Gold award. 2026 enrichment analysis indicated substantial school-club participation among PP students, with 90% of PP students attending one or more school clubs, above the whole school rate

In 2024-25, the last year of published results, Y11 PP students (3) average A8 score was 7.93, 0.16 above their target. The Y11 cohort achieved 0.06 below their target, maintaining the trend of our PP students achieving significantly above national picture. Nationally the gap between PP and Non-PP A8 scores is -15.4 points. At SGGS, the gap was just -1.6 in 2024-25

In 2025 26, in general PP students received similar levels of recognition through the merit system (44 per student vs 47) and in received similar levels of behaviour points. Half of our PP students had no behaviour points at all. 0 PP students were suspended in 2025-26

KS4 PP students are offered initial careers meetings in addition to the one-to-one meetings all other students receive.

PP students were more likely to access additional mentoring through Lifespace/ Flourish. 10% of all Lifespace referrals were for PP students, but they represent 2.7% of the school population in Y7-11.

Following analysis of the universal offer and ensuring that all students belong to our community, the PP population remained stable in 2025 26.

Use of our free ATOM Learning resources was also accessed by six primary school aged students considering applying to our school, and five students in GCSE years.

We continue to support, as appropriate, PP students as part of the reading programme focus but will look to increase engagement where necessary.