

# Pupil premium strategy statement

This strategy has been completed in line with the DfE [‘using pupil premium’](#) guidance.

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 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
Name of School	Flixton Girls School
Number of pupils in school	940 students
Proportion (%) of pupil premium eligible pupils	17.2% (162 students)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Danielle Tedford
Pupil premium lead	Tara O’Halloran
Governor / Trustee lead	Simon Knott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£167,670

## Part A: Pupil premium strategy plan

### Statement of intent

Through our founding principles of **aspiration**, **empowerment** and **excellence** our vision is to ensure that all students, regardless of their starting point are given the opportunity to **exceed** and **excel** at Flixton Girls School. The intent of the disadvantaged strategy is to 'level the playing field' for all disadvantaged pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility.

**EXCELLENCE** - In terms of providing an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance.

**EQUITY** - In terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their wealthier counterparts.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils and support their needs, regardless of whether they are disadvantaged or not. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified

To achieve our objectives at FGS we have adopted the tiered approach recommended by the EEF which places the greatest focus on promoting high quality teaching and learning, supported by targeted academic interventions and then wider non teaching strategies to support students

We believe relationships are integral to a student's success and seek to build positive relationships between staff and students. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We believe that no student should be left behind and we will ensure this by

keeping the pupil premium agenda as a top priority in school and ensuring pupil premium is everyone's responsibility.

**Our strategy is based on the following principles:**

- Decisions and interventions should be based on evidence, research or data
- The most effective way to address disadvantage is through quality first teaching and we will focus on improving teaching and learning as advocated by the EEF
- We will ensure that we develop life skills of literacy and numeracy to provide students with the 'keys to the curriculum' and life in wider society
- We will provide high quality pastoral support and careers guidance to meet the wider needs of students
- We will ensure we robustly monitor our systems to ensure we are focused on outcomes and that we can identify the barriers to inform needs based interventions and evaluate our interventions to maximise the use of our funding
- Funding should benefit as many students as possible

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Attendance of pupil premium students</b></p> <p>Specifically the FSM cohort whilst in line with national could still be improved further this academic year. Overall attendance has improved in the last academic year however we would like to diminish the difference further between those who are PP and those who are not so that attendance for all groups is above the national average</p>
2.	<p><b>Persistent absenteeism</b></p> <p>Persistent Absenteeism is higher amongst pupil premium students in school, specifically our FSM group. Whilst lower than national and previous years, we still want to reduce the persistent absenteeism of FSM students this academic year.</p>
3	<p><b>Overall progress of disadvantaged students</b></p> <p>The gap as it stands remains at half a grade between those who are PP and those who are not. This gap has remained steady from 2019 where we saw an improvement of ¼ of a grade. Maintaining this gap despite the pandemic</p>

	indicates a strong recovery programme however we still want to diminish the difference even further this academic year.
4	<p><b>Higher suspensions for PPR in comparison to non PPR</b></p> <p>Fixed term suspensions have been higher for disadvantaged students at FGS historically. A higher percentage of our disadvantaged pupils have been suspended in comparison their non-pupil premium peers which is having a negative impact on their progress. In 2019, 2020 and 2021 suspensions for PPR students have increased and this is an area of focus for us that we are working to reduce through our pupil premium strategy</p>
5	<p><b>Reading</b></p> <p>Our aim this year is to develop opportunities to read for pleasure. As a result of the pandemic many students may have not had opportunities to develop fundamental literacy skills. From our PASS survey, it was noted that our pupil premium students read less than our non pupil premium students. As such we will be fine tuning our literacy strategy to ensure we can maximise progress and the development of literacy skills across the curriculum and beyond. Further quality assurance of designated literacy lessons within the KS3 curriculum will improve the quality of the intervention provided to students. Further monitoring and evaluation of reading levels using a number of intervention packages will be conducted and intervention provided where pupil premium reading levels fall short.</p>
6.	<p><b>Progress of disadvantaged students in mathematics</b></p> <p>Over time, pupil premium students have not performed as well in mathematics as their counterparts. Students entry to school is on average lower in mathematics than it is for English and with pupil premium students achieving at least half a grade less than their peers, it is important to focus on supporting students to achieve the strong and standard pass in mathematics at GCSE and this will be done by developing the KS3 curriculum to lay the foundations for study at KS4. We have implemented a new 'ARK' mastery curriculum at KS3 and this is in the early stages. We will be continuing to embed and develop this curriculum in years 7,8,9 tailoring it to our school context to help learners make good progress in mathematics.</p>

## 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	Improve student outcomes at GCSE	<ul style="list-style-type: none"> <li>Outcomes at KS4 P8 scores are on (or better than) track to reach P8=0</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrate improved attainment 8 and improved average point scores for disadvantaged students in comparison to 2019 validated results by 2024</li> <li>• Consistency in performance of pupil premium students across their subjects</li> <li>• KS3 internal data shows improved outcomes and small gap between PP and non PP</li> </ul>
2	Improve the quality of teaching and learning with 'quality first teaching' in all classrooms	<ul style="list-style-type: none"> <li>• Coaching visits, book looks and departmental reviews identify that the student experiences in lessons enables them to make at least good progress</li> <li>• Results indicate that learning experiences over time have improved (KS4 validated results comparison 2019-2024)</li> </ul>
3	Improve the attendance of PP students To reduce persistent absenteeism of PP students	<ul style="list-style-type: none"> <li>• Attendance for PPR is in line with peers and national by 2024</li> <li>• Persistent absenteeism has reduced and is in line with peers and national by 2024 (comparison to 2019)</li> <li>• The rate of persistent absenteeism has reduced amongst all pupils but particularly amongst disadvantaged students where the gap has diminished.</li> </ul>
4	Reduction in suspensions of PP students.	<ul style="list-style-type: none"> <li>• Increased engagement in extracurricular activity from figures</li> <li>• Reduction in suspension figures for PP students</li> </ul>
5	Literacy	<ul style="list-style-type: none"> <li>• Reading ages of PPR students at KS3 to be in line with non PPR students by 2024</li> <li>• More students reading for pleasure (PASS survey)</li> <li>• Well developed literacy strategy to address literacy gaps</li> <li>• An embedded literacy programme demonstrates improved literacy levels through the various testing and assessment systems in place within school</li> </ul>
6	Outcomes in mathematics	<ul style="list-style-type: none"> <li>• Maths progress 8 score for vulnerable learners improves (KS4 validated results comparison 2019-2024)</li> <li>• Comparison of KS3 data (Year 10 vs 7-9) to measure impact of the new mastery curriculum in place</li> <li>• Quality assurance data from learning walks, book looks and student voice to provide picture of learning</li> </ul>

## 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. Activities identified are in line with the menu of approaches as suggested by the DfE updated guidance 2022-2023

**Budgeted cost: £**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of the KS3 maths curriculum (ARC mastery programme) Quality assurance of the delivery and implementation of the curriculum will be ongoing to measure the impact of the new model.</p> <p>Continue to review and enhance our maths curriculum in line with DFE KS3 and EEF guidance to support disadvantaged students.</p> <p>CPD- Teacher release to embed key elements in school- Maths Hub resources and CPD offers including teaching for mastery training.</p> <p>Internal CPD sessions within the maths team to embed the 6 principles for excellent teaching and learning- weekly briefing as a team and dedicated training time to develop subject specialism</p> <p>Development of schemes of learning and lesson materials to improve our KS3 offer (5 year plan) to ensure there is consistency in the teaching and delivery of mathematics.</p>	<p>The DfE non- statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1,2,6
<p>Develop further links with primary schools within the trust to work closely on KS2/KS3 maths curriculum cross over- this will ensure stretch and challenge in Year 7 and build upon any knowledge gaps that arise from primary school</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. (EEF)</p>	1,2,6
<p>Embed a rigorous homework programme in mathematics which tracks the engagement and progress of vulnerable learners to maximise their potential.</p>	<p>Homework and feedback have a significant impact on student outcomes (EEF)</p>	1,2,6
<p>Ensure we have a robust quality assurance framework in place that specifically tracks the progress of vulnerable learners (Book looks, pupil voice, learning walks) and that</p>	<p>The best available evidence indicates that great teaching is the most</p>	1,2,6

<p>this data is acted upon so that teaching and learning can improve our practice</p>	<p>important lever schools have to improve pupil attainment. (EEF)</p>	
<p>Complete a whole school review of the literacy strategy to ensure it is meeting the needs of all learners, particularly disadvantaged students. Meeting with leaders in the trust to develop strategy (Sharing expertise) and developing CPD to train staff on how to effectively deliver on this strategy. Review of QA of literacy strategies already in place to enable us to assess the impact of what is already working and what is not.</p> <p>There will be a whole school initiative to drive forward improvements in disciplinary literacy as well as reading comprehension, vocabulary and other key skills.</p> <p>Delivery of literacy CPD programme for all staff to embed strategy across the curriculum</p>	<p>Improving literacy across the curriculum is essential in line with EEF recommendations.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>3,5</p>
<p>Delivery of a high quality CPD programme focused on the 6 principles of expert teaching to run throughout the academic year. CPD to focus on the EEF recommended strategies to improve progress in the classroom for pupil premium students.</p>	<p>EEF strategies are evidence based and are shown to have an impact. We will particularly focus on the development of feedback, metacognition, reading and comprehension, collaborative group work and one to one tuition.</p>	<p>3,5,6</p>
<p>Mentoring and coaching  Establish a mentoring programme to support disadvantaged students with academic targets.'WOW' mentoring to be embedded with a continuation of the 'philosophy for children' mentoring approach.</p> <p>Monitor and track performance of PPR students with mentors for impact. Regular staff/ student meeting slots to support academic progress.</p>	<p>Approach identified by DfE in the teaching and learning 'menu of approaches' to supporting pupil premium</p> <p>Mentoring and coaching seen as an effective tool to aid academic performance</p>	<p>1,2,3,4,5,6</p>
<p>Recruitment and retention of good teachers to aid academic performance in the classroom for disadvantaged students.</p>	<p>Approach identified by DfE in the teaching and learning 'menu of approaches' to supporting pupil premium</p>	<p>1,2,3,</p>

Staff retention is key in aiding academic performance
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct a review of the literacy strategy and identify bespoke literacy interventions suitable to target PP students. Embed a targeted reading intervention programme for disadvantaged students to address vocabulary gaps via the literacy coordinator	EEF recommended strategy – comprehension has a positive impact on a student’s experience of the wider curriculum  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 5,
Literacy and numeracy interventions to be tracked and monitored for impact and reviewed if not working  Regular reviews of the intervention data - reporting and sharing with stakeholders. Intervention lists adapted and updated whilst considering the data.	EEF recommended strategy – has a positive impact on a student’s experience of the wider curriculum	3,5,6
Establish a reading mentors programme (older students mentoring and listening to younger students read every week)	EEF recommended strategy – has a positive impact on a student’s experience of the wider curriculum	3,5,
Embed trust level literacy packages and evaluate impact on PP students	EEF recommended strategy – has a positive impact on a student’s experience of the wider curriculum	3,5,6
Provide small group intervention for students identified as below target (via NTP, 1-2-1 teaching assistant support  Evaluate teaching assistant support in English and Maths to ensure PP and those with SEN are making good progress. Training CPD with teaching assistants to enable them to work with small groups of students in core subjects	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Activity and resources to meet the specific needs of disadvantaged pupils with SEND- Identified in menu of approaches from DfE	3, 5, 6



<p>Small group tutoring for highly able PPR students in English and Maths through form- time intervention programme. Morning interventions run every week - students targeted and progress measured during common assessment week. Leaders to discuss progress at 'Progress and Monitoring' meetings each half term</p> <p>Review entries of higher/ foundation students in Maths and Science and the % of PP students include in this. Maths development plan to outline strategy to increase the numbers of PP students accessing higher level maths to increase P8, Attainment 8 and 9-7 achievements</p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Increasing aspiration of PP students - Merton- Self fulfilling prophecy, Dweck - growth mindset, Rosenthal pygmalion effect</p>	<p>3, 5, 6</p>
<p>KS3 curriculum review of Year 9 curriculum to ensure there is breadth and depth to prepare students for GCSE success, particularly PP students. Curriculum review meetings to take a forensic look at the Year 9 curriculum in English, Maths and Science to explore the levels of challenge, depth and breadth and secure knowledge of the curriculum before the key stage ends</p> <p>The review will be based on current attainment data in conjunction with progress and monitoring meetings</p> <p>Assessment reviews for Year 9 and performance to date</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. (EEF) This needs to go hand in hand with a strong curriculum model which enables all students to make good progress</p>	<p>3,5,6</p>
<p>Department intervention plans in place to support disadvantaged students</p> <p><b>In class intervention- 'Adaptive and responsive teaching'</b> to aid progress (students identified in PAM meetings)</p> <p>Departmental led strategies to support the most disadvantaged- to promote consistency across teams</p> <p>Department CPD to identify consistent intervention strategies to improve student progress. Responsive teaching and intervention focused on the six principles for excellent teaching: Modelling, feedback, scaffolding, explanation, challenge and questioning</p>	<p>Targeted support can be an effective method of supporting underachieving students.</p> <p>Responsive teaching allows teachers to target areas of weakness with students.</p> <p>Early intervention is crucial to improve progress</p>	<p>3, 5</p> <p>3, 5</p>

Brilliant Club- Scholars programme. Small group tuition x 2 groups of PP students will access the programme this academic year. Led by OVS- English teacher, selection of higher ability PP students to engage with the programme - Impact report provided at the end. The aim is to increase aspiration and confidence around attending University.	It is a programme that places university researchers (PhD Tutors) in schools. Raises aspirations to attend university amongst disadvantaged students as well as improving metacognition and self-regulation	3, 5

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

#### Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Attendance/support officer will be trained to improve attendance working alongside the Heads of House, Assistant Heads of House, Assistant Headteacher Pastoral through a distributed leadership model</p> <p>Weekly attendance strategy meeting to review whole school attendance including vulnerable groups and identify next steps and actions / interventions</p> <p>Interventions in place to support poor attendance- EBSNA toolkit, assistant head of House support, attendance rewards and communication strategy to improve attendance to school</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3,5,6
Improve attendance and punctuality through a breakfast club provision for disadvantaged students	EEF- impact of relationships and understanding the unique barriers each student faces can improve young people's social and emotional skills and increase engagement with school	1,2,3

<p>Increase funding allowance for students on free school meals to encourage good attendance and health and well being</p> <p>Tracking and monitoring of attendance to this for impact</p>		
<p>Embed pupil premium spotlights- further understand disadvantage population and their needs/ barriers to learning/ school</p>	<p>EEF- impact of relationships and understanding the unique barriers each student faces rather than referring to them as a homogenous group. This can improve young people's social and emotional skills and increase engagement with school life.</p>	<p>1,2,3,5,</p>
<p>Track and monitor engagement with extra curricular activities, trips, clubs, events at school to widen participation</p> <p>Curriculum enhancement leader to share impact reports on pupil premium engagement with wider activities vs academic progress and achievement</p>	<p>EEF- impact of relationships and understanding the unique barriers each student faces rather than referring to them as a homogenous group. This can improve young people's social and emotional skills and increase engagement with school life.</p>	<p>1,2,3,5,</p>
<p>Review of exclusions to date of PPR students.</p> <p>Embed an 'early intervention' programme to reduce exclusion of vulnerable learners including 'alternative provision.</p> <p>Health and Well Being provision in place to support social and emotional well-being of students including counselling, pastoral small group intervention with assistant Heads of House and one to one work with Heads of House.</p> <p>Health and Well being referrals will be monitored by vulnerable groups and targeted personalised interventions will be put in place to support students emotional health</p> <p>Continuous professional development around reducing exclusions implemented.</p>	<p>Improved life chances of young people if exclusions are reduced.</p> <p>EIFs report on adolescent mental health suggests early interventions support young people's social and emotional skills</p>	<p>ALL</p>
<p>Regular communication with and supporting parents via our communication strategy</p>	<p>Good communication is recommended as part of the wider intervention strategies to support disadvantaged families Good communication is recommended as part of the wider</p>	<p>ALL</p>

Targeted communications with disadvantaged students regarding breakfast provision, NTP tutoring and academic mentors	intervention strategies to support disadvantaged families	
Summer school provision offered - targeting disadvantaged students and supporting transition to secondary school.  SLT link to oversee summer school and provide impact report on students each year	Recommended DfE menu of activity to support disadvantaged students	1,2, 3, 6, 7
Funding for arising issues	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

### Total budgeted cost:

**Overall budget £167,570.00**

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 pupils in the 2022 to 2023 academic year.

#### Progress of disadvantaged pupils 2022

The gap between disadvantaged and non disadvantaged students remains in line with 2019 performance which we are continually striving to improve.

	2017/ 2018	2018/2019	2022/23
PPR	-0.73	-0.50	-0.54

Performance of our disadvantaged students in comparison to other schools within the local authority is very good. The average gap for FSM students in Trafford is -18.2 compared to our gap of -9.8.

- English outperformed other local schools disadvantaged students by 9% for 9-4 grades

and 13% higher for the 9-5 grades in English

- English outcomes - top Trafford High School for 4+, 5+ and PP outcomes
- PPR attainment has improved for the five standard and strong pass (including English and Maths) an area we are especially proud of. Continuous professional development work around quality first teaching and targeted feedback in English and Maths has enabled us to improve in these areas.

PPR	2017/ 2018	2018/2019	2022/23
Standard	39%	43%	45%
Strong	7%	20%	24%

Attendance and persistent absenteeism is an area we have improved upon for our disadvantaged cohort and this has increased in comparison to our three year trend where numbers of students persistently absent has decreased and overall attendance is above national. We believe this is as a result of our strategic work around attendance where no child is left behind. Targeted and timely interventions have been crucial in improving the attendance of our most vulnerable learners.

Overall, since implementing the positive pathways intervention programme, we have seen an increasing number of 'health and well being' referrals made to both internal and external services to support young people. This has been particularly high for pupil premium students and we hope to see the on going benefits of such work with a reduction in suspensions, increase sense of well being and improved attendance to school leading to overall better outcomes for students.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p>2</p>	<p>We had two service children in school last year.</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed. The assistant Head of house completed regular mentoring sessions with these students</p> <p>Students are offered access to small group tuition for Maths and English when they are identified as underperforming.</p> <p>Health and Well Being referrals are made via our pastoral team and students have access to six weekly interventions on a number of issues that may impact them such as bullying, anxiety, stress, managing workload along with a number of</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Our service children had excellent attendance, punctuality, work ethic, behaviour and made good progress last year</p>