Part A: Pupil premium strategy statement – Bingley Grammar School 2026_29

This statement details our school's use of pupil 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.

The school has updated its procedures to include the new DfE expanded and targeted banding. We are also conscious that, for a variety of external reasons, some students may not appear on the FSM register. To this end we are including POLAR 1 students as an additional group receiving support.

School overview

Detail	Data
Number of pupils in school	Y7-Y11 1601 pupils
Proportion (%) of pupil premium eligible pupils	39.9% [national average 25.7]
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)**	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2029
Statement authorised by	Luke Weston [HT]
Pupil premium lead	Paula Robinson [AHT Inclusion]
Governor / Trustee lead	Graeme Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£543,460.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0

Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 543,460.00

Part A: Pupil premium strategy plan

Statement of intent

At Bingley Grammar School, one of our guiding principles is a commitment to social justice, social mobility, and the development of the whole child. Our intention is that every student, regardless of prior attainment, need, or background, has access to high-quality provision and achieves highly, both academically and beyond the classroom. We are determined to ensure that disadvantaged students have opportunities to broaden their cultural capital through a variety of enrichment experiences. We also understand that disadvantage is not a one size fits all label and students will have individual needs.

Our Pupil Premium strategy is designed to address both common challenges and individual needs. Whilst we recognise that Pupil Premium is only a partial indicator of disadvantage, our approach combines whole-school initiatives that benefit all students with carefully targeted, personalised interventions. Alongside this, we pay close attention to the needs of vulnerable pupils, such as those with a social worker, young carers, Low POLAR households and children in care— regardless of if they are eligible for the funding. Other funding will be made available for these students.

We acknowledge that disadvantage is complex and multifaceted, so our response must be equally wide-ranging. We aim to support students' academic, social, emotional, and organisational development. This involves a collective effort: teachers, tutors, mentors, pastoral staff, SENCOs, parents, and external agencies all play a vital role. Through high expectations, strong pastoral systems, and the commitment of our Pupil Premium Champions, we work to remove barriers so that disadvantaged students can thrive in all aspects of school life as this is an opportunity for social mobility.

Our approach is rooted in the belief that an ambitious curriculum is an entitlement for every student. We do not dilute or reduce provision for disadvantaged learners; instead, we ensure all benefit from a strong curriculum design and the highest standards of teaching. Every member of staff understands their shared responsibility for disadvantaged pupils, and we are clear that quality-first teaching, through direct instruction, is the most effective way to close gaps.

We remain committed to ongoing reflection and improvement as the needs of students change and evolve over time. By continually reviewing and refining our Pupil Premium strategy, we ensure disadvantaged students are supported effectively and are never further disadvantaged whilst in our care.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The latest Education policy Institute report (Breaking down the gap, 2025) highlights student absence as a key, and growing, driver of the disadvantage gap. This correlates with our own internal data and that of the Local Authority. Attendance will therefore be our major improvement area and although the school attendance gap is in-line with the national figure, we will look to further narrow the gap by at least a 1% improvement in 26_27

Challenge number	Detail of challenge
1	**Cultural Capital** - Research shows that students eligible for the Pupil Premium often have had fewer cultural and enriching experiences than other pupils, creating barriers in language, wider understanding, and sometimes aspirations. 38%. of students live in IDACI 1-3 areas.
2	**Literacy** – Key Stage 2 data and baseline testing show that a high proportion of our disadvantaged cohort start secondary school with delayed literacy levels.
3	**Achievement** – As with the national position, there remains an in-school gap between Pupil Premium students and their peers. This gap must be reduced.
4	**Attendance** – As mentioned above, national trends show that disadvantaged students are significantly more likely to be persistently absent than their peers. This gap in attendance reduces access to learning and directly affects progress and attainment.
5	**Wellbeing** – Many disadvantaged pupils face social and emotional challenges, including anxiety, depression, and low self-esteem, which are being intensified by the cost-of-living crisis. The pastoral team identify that the number of Pupil Premium students experiencing difficulties is proportionally higher than other students.
6	**Safeguarding** - Internal data shows that over XX of our safeguarding referrals are made for disadvantaged students whist they only represent 39.9% of the school population. This can result in a large proportion of our HOYs and AHOYS (DSL) time being spent supporting disadvantaged students. This is volatile data as the needs of the cohort change every year
7	**Disadvantaged students may be less engaged with home learning and independent revision.** Our students from disadvantaged backgrounds can find it harder to complete homework due to less consistent home environments or a lack of engagement in school from their families. Homework and independent revision are important factors in ensuring that students retrieve and retain key knowledge and so if they are failing to complete their homework, they are more likely to make less progress than their peers.

8	**Sporadic Parental Engagement** Is an increasing challenge, especially attendance to parents' evenings. Parents of disadvantaged pupils can have a positive impact on their child's progress if support and workshops are provided.

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. **Cultural Capital** - Disadvantaged students experience a range of high-quality enrichment experiences so they: - build their cultural capital - build their social capital - develop wider soft skills - can fully access and appreciate the curriculum - have clarity about their post 16 options - move onto meaningful post 16 destinations - develop their whole selves during their time at Bingley Grammar School	The proportion of disadvantaged students in extra- curricular and co-curricular opportunities at least matches the proportion of the whole school cohort. Representation of disadvantaged students on trips and visits at least matches the proportion of the whole school cohort. Specific enrichment trips for disadvantaged students run in each year group Destinations data shows all disadvantaged students have suitable post 16 pathways The curriculum enables meaningful opportunities for building cultural capital across a wide range of disciplines
2. **Literacy** – Disadvantaged students are able to access the full KS3 and KS4 curriculum without literacy being a barrier. - Students identified as needing support receive targeted interventions and make gains in their identified area of literacy development - All targeted students make gains in their identified area of literacy improvement which in turn enables them to fully access the curriculum and make accelerated progress. - Disadvantaged students develop a life-long love of reading for pleasure.	Reading assessment data shows that disadvantaged students read at a level that enables them to access the full curriculum Reading assessment data shows accelerated progress in those receiving interventions Reading assessment data shows clear gains in reading year on year DIs and Pupil Pursuits show that disadvantaged students can access the full curriculum confidently and are supported with appropriate scaffolds where needed

	Sparks Reading data indicates that disadvantaged students develop better habits of reading for pleasure than others nationally.
3. **Achievement:** - Disadvantaged students benefit from the whole school approach to teaching and learning. - Disadvantaged students achieve well in public examinations compared to national averages and go onto meaningful post 16 pathways. - Attainment gaps are narrowed between disadvantaged students and their peers. - Individual barriers to learning are removed so that the targeted disadvantaged and vulnerable students are supported in their academic growth. - All staff are aware of the Pupil Premium Strategy and their part in it, having high expectations for all students. - Review data tracking procedures	Disadvantaged students achieve as well as others nationally in BASICS and other key attainment measures. Progress and attainment gaps between disadvantaged students and their peers in school are reduced, compared to 2026 outcomes. Termly tracking data shows that interventions and mentoring time have an impact on improving attitude to learning, attendance and progress over time. Staff articulate high aspirations for disadvantaged students the importance of high-quality teaching through direct instruction.
4. **Attendance:** *Continue and enhance strategies used in 25_26* - Disadvantaged students regularly attend school, feel a sense of belonging and have positive in-school relationships with staff and peers. - The whole school attendance strategy supports disadvantaged students and their families to maintain regular attendance. - Disadvantaged students who struggle with regular attendance receive timely and targeted support from the Team Around the Year Group.	Overall attendance rate for disadvantaged students is at least at national average for others The in-school attendance gap between disadvantaged pupils and their non-disadvantaged peers is well below the national gap. The proportion of disadvantaged students who are Persistently Absent (PA) is below the level of PA for others nationally. Disadvantaged students targeted for additional support for attendance show improvement in attendance figures across the academic year.
5. **Wellbeing:** - Sustained and improved wellbeing for all pupils, with targeted support for disadvantaged students, so that they are engaged, confident, and able to make strong academic progress.	Effective programmes support students' social and emotional needs, including counselling, family support workers, Assistant Heads of Year and MHST colleagues.

- Students requiring additional support receive a bespoke offer of targeted support from skilled professionals, which positively impacts their wellbeing.	Qualitative data shows that disadvantaged pupils report and are observed to have improved well-being, engagement, confidence, resilience, at-tendance, behaviour, and academic progress. Disadvantaged students who are targeted for SEMH interventions show better self-regulation, better relationships with staff and peers, better motivation and higher grades in internal reporting Students requiring it, have access to high quality alternative provision and are thriving there.
6. **Safeguarding** - Disadvantaged students receive timely, consistent, and effective safeguarding support. - Strong in-school Early Help offer supports disadvantaged students and their families. - Regularly signposting to outside agencies and community projects to support families in need. - Referrals for additional support are targeted and purposeful to ensure families can access the help they need.	All staff consistently identify and make safeguarding referrals, with disadvantaged students' referrals addressed promptly and accurately logged. Tailored support plans implemented within agreed timeframes, leading to observable improvements in disadvantaged students' wellbeing, attendance, and engagement.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *249,991*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD time and training so that across all subjects there is high-quality teaching through Direct Instruction.	The best strategy for reducing the gap is quality-first teaching through direct instruction. High-quality teaching | EEF (educationendowmentfoundation.org.uk) Effective Professional Development | EEF	2,3
Provide CPD time and training so that across all subjects there is strong curriculum design ensuring that each subject curriculum is inclusive, with a multiple focus on language, metacognition & key vocabulary being explicitly taught.	Subject leads use evidence from cognitive science, metacognition and literacy to shape the curriculum. An evidence-informed approach to… | Durrington Research School Teaching metacognitive strategies is an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation | Teaching and Learning Toolkit | EEF Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2,3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. *We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).*	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2	1,3

	and 3	
Purchase baseline diagnostic reading software so that data is used regularly to identify those needing extra support and to monitor their progress over time. Teachers use reading ages data to inform planning and use scaffolds for support	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups, leading to improving outcomes. Diagnostic assessment | EEF	2,3

Invest in a team of teacher educators equipped with knowledge and skills to embed evidence informed practice across the school.	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention ultimately improving student outcomes. Research Agenda theme: Teacher Recruitment and Retention | EEF	2,3
Provide sufficient CPD time to ensure that every staff member understands their role in supporting disadvantaged students and to foster a unified approach across the school.	Sharing values around the unique strengths and needs of your pupils will unite your school community around what is being put in place to support the children in your setting. The EEF Guide to the Pupil Premium | EEF	All
Additional Period 6 lessons in Year 11 provide a supportive, teacher-led environment for disadvantaged students to complete hey revision activities.	Extending school time can lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. Extending school time | EEF	2,3
Overstaffing in key subjects to enable smaller class sizes and intervention sessions to be run	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small Group Tuition | EEF Reducing Class Size | EEF	3

Ensure that there are rigorous yet supportive quality assurance processes in place to monitor and ensure that the quality of education is high.	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. The EEF Guide to the Pupil Premium | EEF	3
Create a new Inclusion Team under the leadership of a dedicated AHT with only disadvantaged and Inclusion on their portfolio to allow specialisation	Actively enhancing inclusion for disadvantaged students will increase a sense of belonging. That sense of belonging will improve student attendance and engagement	3,4,5

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

Budgeted cost: £ *146.734*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The PP Champions & Assistant PP champions roles continue to be funded. *Termly tracking data is used to identify cohorts of disadvantaged students at risk of underachieving.* *PP Champions & Assistant PP champions mentor their identified cohort, setting targets and providing bespoke interventions.*	Closing the disadvantage gap - One to one and small group mentoring offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. One to one tuition | EEF High quality interventions have a big impact on the outcomes of struggling pupil premium students. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	All
Targeted reading interventions are provided for struggling readers, including small group withdrawal with specialist reading development mentors	Targeted support matched to individual pupil needs can be employed to help boost literacy Teaching and Learning Toolkit | EEF	2,3

The wider SEND team work with pupil premium students who are new to English.	Targeted support matched to individual pupil needs can be employed to help boost language development & oracy. Teaching and Learning Toolkit | EEF	2,3
Reading is promoted through universal tutor time read aloud sessions	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English Reading comprehension strategies | EEF word-gap.pdf	2,3
Homework completion of disadvantaged students is closely monitored, and homework support groups are offered for those identified as struggling with completion.	Making a Difference with Effective Tutoring | EEF	2,3
Purchase additional Educational Psychology provision if required	Disadvantaged students with SEND require excellent teaching and specialist support the most. Special Educational Needs in Mainstream Schools | EEF	3

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

Budgeted cost: £ *146.734*

Activity	Evidence that supports this approach	Challenge number(s) addressed

NHS mental health surveys to enable identification of students requiring additional support *Layers of support for students' mental health to allow them to develop a healthy self-esteem and mental health and improve their emotional wellbeing:-* - *Team Around the year Group support for struggling disadvantaged students* - *Full time qualified on-site counsellor*	Mental health & safeguarding concerns negatively affect the education and readiness to engage with education of pupil premium students. Using pupil premium guidance for school leaders	5

All disadvantaged students receive a one-to-one careers meeting, a mock interview and are supported with college applications.	High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes. Poorer young people more likely to have career aspirations that… | EEF	1
Enrichment trips and experiences are subsidised for disadvantaged students & specific enrichment trips for disadvantaged students run in each year group	Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers. Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)	1
Disadvantaged students at risk of becoming PA supported by tutors, year teams and the attendance team. *Attendance team develop strong relationships with hard-to-reach families of disadvantaged students, including supporting with transport to school as needed*	Supporting attendance | EEF	4,5
Breakfast club offered to disadvantaged students and encouraged where punctuality and attendance are a concern	Breakfast clubs | Evidence into Action TES, How to Build an Effective Breakfast Club: What the Research Says	5,6
Drama and dance activities delivered through extra-curricular clubs and cultural trips	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation | Teaching and Learning	1

	Toolkit | EEF	
Parental engagement and home learning.	Embed quality of home communication and home learning. Parental engagement | EEF 'Parental engagement has a positive impact on average of 4 months additional progress' EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement_0	8
Contingency fund for acute issues.	Based on our experiences, 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: £ *438,000*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes [Pre-IDSR Update. FFT 09.26]

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcome 1 Achievement:

25_26 achievement data has been obtained from DfE national statistics releases and FFT early results analysis.

2024_2025 Target:
Closing the P8 gap between PP and NPP students at GCSE.
2024_2025 Outcomes
• Y11 Attainment is higher than all national attainment measures [e.g. overall attainment 8 3.8 against 3.7].

Outcome 2 Reading & Communication:

2024_2025 Target:
Read Aloud Programme at KS3. Literacy Programmes in Maths
2024_2025 Outcomes

Outcome 3 Cultural Capital:

2024_2025 Target:
To widen and improve the cultural and social capital opportunities for disadvantaged pupils.
2024_2025 Outcomes
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Outcome 4 Wellbeing:

2024_2025 Target:
Reduce levels of anxiety and mental health issues in year groups Y8 to Y11 which pupils highlighted as causes of concern to pastoral teams.
2024_2025 Outcomes

Challenge 5 Attendance:

2024_2025 Target:
Pupil Premium Attendance above the national average for Pupil Premium students.
2024_2025 Outcomes

- IDSR highlights FSM attendance as follows. The 25_26 data represents the latest DfE data release for the whole academic year.

- The 25_26 national 'gap' is between FSM and non-FSM attendance is 5.61. BGS has reduced the school gap to 4.9% which is less than the national gap.

- 2025_26 FSM attendance is 86.0% against non-FSM 92.4%. Gap is 6.4%. National gap 5.61%. We need to reduce gap further by at least 1.0% in academic year 26_27

Year	School %	Nat%	Distribution banding	School trend v national
25_26	86.0	89.13	Close to average	Relative improvement
24_25	85.9	86.8	Close to average	Relative decline
23_24	87.6	86.0	Close to average	Relative improvement

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