

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bexley Grammar School
Number of pupils in school	993 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	5% of the Y7-11 cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan covering Sep 2025 - Aug 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hugh Gilmore, Headteacher
Pupil premium lead	Adam Skinner, Assistant Headteacher
Governor / Trustee lead	Eileen Stagg Link Governor for Disadvantaged / PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,988

Part A: Pupil premium strategy plan

Statement of intent

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.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils and the activity we have outlined in this statement is intended to support their needs too, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach as this is proven to 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' progress will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs.

Challenges

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

Challenge number	Detail of challenge
1 GCSE Academic Progress & Attainment	<p>National GCSE progress data suggests that Year 11 disadvantaged students make less progress, relative to KS2 baselines, than their peers. In 2024, in line with this national trend, BGS disadvantaged students gained a P8 score of +0.36 compared to a BGS cohort average of +0.51, equating to a gap of -0.15. In 2025, unvalidated data based on MidYIS baseline data (in the national absence of KS2 data) suggests a P8 score of +0.50 for BGS disadvantaged students compared to a cohort average of +0.35, equating to a gap of +0.15. This would be a major achievement for our disadvantaged students to not only match but exceed our cohort average.</p> <p><u>2024</u></p> <p>P8 for PP students of +0.36 versus P8 of +0.51 for all students Progress gap of -0.15 for a cohort of 13 disadvantaged students A8 for PP students of 71.62 compared to a cohort average of 74.95 (gap of 3.33)</p> <p><u>2025</u></p> <p>P8 (based on MidYIS baselines and 4Matrix analysis) for PP students of +0.50 versus P8 of +0.35 for all students. Progress gap of +0.15 for a cohort of 11 disadvantaged students A8 for PP students of 76.91 compared to a cohort average of 74.84 (gap of +2.07)</p>

	We remain committed to a continued focus on boosting the attainment and progress of our disadvantaged students via high quality teaching, targeted intervention and excellent pastoral support, to further reduce any identified gaps.
2 Literacy	Although Year 7 reading age assessments do not appear to suggest that disadvantaged KS3 students have lower levels of reading comprehension than their peers, the MidYIS vocabulary scores gained by disadvantaged students are below those gained by their peers in many year groups. Although this gap is small, we remain committed to a whole school focus on disciplinary literacy and are aware of the correlation between reading ages and GCSE attainment across all subjects.
3 Wellbeing	In line with national trends, a number of our students struggle with wellbeing and mental health challenges. These challenges affect a number of our disadvantaged students and clearly have a potential impact on attainment and progress.

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
To deliver high quality teaching and learning that reduces the attainment and progress gaps between disadvantaged students and their peers.	Lesson observations provide evidence of the use of high impact approaches that successfully support the progress of disadvantaged students and their peers. 2027/28 GCSE outcomes demonstrate that disadvantaged pupils achieve, on average, Attainment 8 and Progress 8 scores in line with their peers.
To deliver a programme that supports the literacy skills of all students.	Departmental curriculum planning and lesson observations provide evidence for the impact of Disciplinary Literacy training completed by BGS staff. 2027/28 GCSE outcomes generate an average English Progress 8 score in the second or first quintile for both disadvantaged students and their peers.
To deliver interventions that meet the needs of disadvantaged students.	Disadvantaged students participate in enrichment opportunities, such as school visits and extracurricular activities. All students access a PSHCE curriculum with stakeholder feedback demonstrating the positive impact of this program.

	2027/28 GCSE outcomes demonstrate that disadvantaged pupils achieve Attainment 8 and Progress 8 scores in line with their peers.
To deliver a universal wellbeing curriculum and, where needed, provide targeted support for individuals.	Positive levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

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 Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate staff professional development that supports the delivery of high-quality teaching and learning, with a focus on successful approaches such as Rosenshine’s principles of instruction, metacognition and self-regulation approaches and effective questioning in the classroom.</p> <p>Provide the mechanism for every teacher to develop contextual information for each of their classes.</p> <p>(£8,000)</p>	<p>Effective Professional Development (EEF)</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Rosenhine’s Principles of Instruction</p>	1
<p>Employ a Literacy Lead, to oversee a programme that supports the development of student literacy skills. Continue to develop the library as a vibrant and engaging resource for all. Support the delivery of Disciplinary Literacy in all curriculum subjects.</p> <p>(£5,000)</p>	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2

Wider strategies

Budgeted cost: £39,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-fund the cost of having qualified school counsellors as a member of our support team. (£7,500)</p> <p>Recruit, train, and supervise a team of sixth form peer mentors able to deliver wellbeing support to younger peers. (£500)</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>The mental Health of Children and Young People in England (Public Health England)</p>	<p>3</p>
<p>Ensure that disadvantaged students experience no financial impediments to attending visits and extracurricular activities. (£8,000)</p>	<p>An Unequal Playing Field (Social Mobility Commission)</p>	<p>1 & 3</p>
<p>Deliver whole-school support for disadvantaged and vulnerable groups of students via our enrichment courses and the school's 5 'Power' days which are days devoted to broader issues of learning including careers and study skills among other PSHCE topics (£2,000)</p>	<p>Personal, social, health and economic (PSHE) education: a review of impact and effective practice (DfE)</p>	<p>1 & 3</p>
<p>Fund a new two course lunch menu with the option of mains, sides, desserts and a drink. This is to ensure pupils receive food and a nutritional hot meal during the school day. Evidence shows that providing a healthy school meal during the school day can contribute to improved readiness to learn, increased concentration,</p>	<p>https://www.nutrition.org.uk/nutrition-for/children/</p>	<p>3</p>

and improved wellbeing and behaviour. (£20,500)		
Contingency fund for acute issues. (£1,488)	Based on our experiences and those of similar schools, 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: £52,988

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 last three academic years.

In **2023**, our cohort of disadvantaged students achieved an average Attainment 8 score of 71.1 compared to the cohort average of 74.5. Disadvantaged students gained a Progress 8 score of +0.52 compared to the cohort average of +0.62, which equates to an average progress gap of -0.10. For information, out of the nine individual P8 scores obtained by our disadvantaged students in 2023, six were positive Progress 8 scores and of those, four were greater than 1. In the majority of cases, these scores represent an improvement on those predicted by teachers earlier on in the GCSE course and prior to the completion of targeted tuition and intervention.

In **2024**, our cohort of disadvantaged pupils achieved an average Attainment 8 score of 71.6 compared to a cohort average of 75.0 with a Progress 8 score of +0.36 for the 2024 disadvantaged cohort compared to a projected cohort average of +0.51, equating to an average progress gap of -0.15. For information, seven out of the twelve individuals achieved a positive Progress 8 score, three of which were greater than +1. In virtually all cases this is an improvement on those predicted by teachers earlier on in the GCSE course and prior to completion of any targeted tuition and interventions.

In **2025**, our cohort of disadvantaged pupils achieved an average Attainment 8 score of 76.9 (unvalidated) compared to a cohort average of 74.8 with a projected Progress 8 score of +0.50 for the 2025 disadvantaged cohort compared to a projected cohort average of +0.35, equating to an average progress gap of +0.15. (MidYIS baselines and 4Matrix analysis). For information, five out of the eleven individuals achieved an Attainment 8 score which was greater than the overall cohort average. Four of which were greater than 80. In every one of these cases this is an improvement on those predicted by teachers earlier on in the GCSE course and prior to completion of any interventions.

We hence remain confident that our planned actions and interventions are effective in boosting the attainment and progress of disadvantaged students and their non-disadvantaged peers.