



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	
School name	Torquay Girls' Grammar School
Number of pupils in school	822 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	9%
Academic years that our current Pupil Premium Strategy plan covers	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Ms Sarah Forster, Headteacher
Pupil premium lead	Mr Bob Baker, Assistant Headteacher
Trustee lead	Mr James Arnold - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,725
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 50,725

Part A: Pupil Premium Strategy Plan

Statement of intent

Torquay Girls' Grammar school selects by ability and not income; consequently, we admit students from diverse backgrounds. Our intention is to ensure that all students, irrespective of background, achieve not only academic success but also engage in extra-curricular opportunities which also extend the skills and confidence of students to pursue aspirational courses and careers on leaving school. Our admission testing does not incorporate any content that does not exist on the KS2 National Curriculum. This ensures that disadvantaged students are not impacted if they are unable to engage a tutor for the selective tests. Disadvantaged students also have the opportunity to view 10 hours of familiarisation material before the tests.

As a selective school, most of our students enter Year 7 with high prior attainment at Key Stage 2. We aim for all our students to not only continue to attain highly but also make above average progress. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of underperforming, and so our planned activities focus on supporting our vulnerable students, including those who act as carers or have a social worker, to lessen and overcome the impact of their individual challenges on their academic outcomes, especially in the EBacc subjects.

Our two key principles for funding our Pupil Premium Strategy Plan are:

1. To narrow and close any gap that may arise between these students and those who are not eligible for the Pupil Premium.
2. To provide significant impact upon the personal development and well-being of disadvantaged students.

Challenges

It is not possible to do reliable group comparisons between our disadvantaged and non-disadvantaged students within each cohort due to the small numbers of disadvantaged PP students in each year – numbers range between 11 and 17 students in 2025-2026. Consequently, most of our assessments of need are based on our observations and published research rather than data analysis.

We have identified the following key challenges:

Challenge number	Detail of challenge
1	Lower attendance: our disadvantaged students' attendance has been on average 2.5% lower over the past three years. Whilst the gap has closed since 2021, we still strive to eliminate this gap as not only will lower attendance make it more difficult for students to access the curriculum and make progress, but their ability to engage in school clubs and other activities will also be reduced.

2	Reduced wellbeing: our observations and discussions with students and their families show that there has been an increase in poor mental health amongst students, in line with the National landscape, particularly around anxiety which is having a negative impact on their ability to engage in their learning and attendance. 14% of our PP students have a SEMH need. 10% of disadvantaged students accessed counselling in 2024/2025. 100% of disadvantaged students who accessed counselling state the service supported their wellbeing in school.
3	More limited access to resources and private tutoring: Financial constraints will limit students' access to resources such as revision materials, electronic devices and their participation in extra-curricular activities.
4	Potential lack of parental engagement: Positive parental engagement has a positive impact on academic achievement.
5	Maintain the excellent academic outcomes achieved by PP students: The diverse nature of our pupil premium students and their educational experiences create challenges in order for any gaps to be closed quickly and to ensure that despite any impact of their circumstances, they maintain excellent outcomes.
6	Ensure gaps from missed learning do not impact outcomes: PP students currently miss approximately 90 lessons a year.
7	Disadvantaged students not accepting support: Some PP students display reluctance to maximise the benefit of the PP funding and strategy.
8	Manage the transition of disadvantaged students to secondary school: Ensuring that disadvantaged students have the knowledge and equipment to be ready to attend secondary school is integral in their transition.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students make above average progress in line with their peers.	There is no difference in the Progress 8 scores for disadvantaged students and those of their peers at the end of Key Stage 4. Similarly, students in other year groups on average meet or exceed their estimated Minimum Expected Grade irrespective of whether they are disadvantaged or not. The percentage of students fulfilling the requirements for the EBacc at the end of Key Stage 4 is the same disadvantaged and non-disadvantaged students.
Improved attendance of disadvantaged students.	There is no difference in the attendance of disadvantaged and non-disadvantaged students.
Close gaps in knowledge from missed learning.	Students do not have gaps in their knowledge from missed lessons, they have access to resources and the means to build on missed knowledge.
Expert support is given to disadvantaged students who have mental health issues.	Records show that all disadvantaged students in need of mental health support have appointments with one the school counsellor in the absence of a therapist organised through an external provider, e.g. CAMHS or the MHST
Disadvantaged students are encouraged and supported to access resources and	Disadvantaged students have access to the same resources as their peers.

participate in extra-curricular opportunities	There is no difference in the attendance of disadvantaged students at extra-curricular activities.
Disadvantaged students receive careers guidance which follows the 8 Gatsby benchmarks.	Disadvantaged students in Years 9 and 11 select GCSE and A level courses which will enable them to successfully progress to their next stage of education or employment. Subjects are chosen which will enable them to follow their preferred career path or are broad to maintain choice.
Disadvantaged students are given choice over the use of funding.	Some disadvantaged students have been reluctant to accept support. Giving them choice over how they spend part of their funding will give them a voice in shaping the personal impact of their funding in their best interest.
Disadvantaged students transition successfully to TGGS	Stepping up to Secondary school is a big step for all students. Disadvantaged students will transition and settle into TGGS successfully, have a strong attendance and be aware of the support available to them.

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: £ 195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing ambassadors in place to broaden peer support for students.	This will support the growing national picture of mental health concerns in schools and the already embedded pastoral support in the school.	2,3,8

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

Budgeted cost: £2,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hold Intervention Meetings attended by pastoral and SEND teams. Disadvantaged students are prioritised and individual targeted support agreed based on data and staff	<p>Due to small numbers of disadvantaged students in each cohort, individual needs are discussed, and action points agreed. NFER research shows that personalised plans for students which focus on a smaller number of intervention strategies has a positive impact.</p> <p>HOYs liaise with teaching staff to put in place interventions to meet the needs of individual students. Although not as</p>	1, 2, 3, 4,5,6,7,8

observation. Where greater support is required, HUB referrals are made and disadvantaged students prioritised. HoDs/Teaching staff will analyse academic progress data as it is published and ensure appropriate intervention is put in place at a departmental level.	effective as small group or one to one tuition, it is possible to target the approach to the individual student to build resilience and character. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Social and emotional learning EEF	
Providing opportunities for peer-tutoring through the school's Hub scheme. Sixth Form students provide students in Years 7 -11 with subject-specific support following guidance from teachers. Year 10 Academic Leaders provide support for lower years.	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 within one academic year. Peer tutoring EEF	1, 4. 6.
Providing subject-specific resources in subjects where underperformance and gaps in knowledge have been identified inclusive of online platform, Seneca learning and TEAMS. Inclusive of bespoke independent learning resources.	Financial assistance is needed to ensure all students have the opportunity to access the same resources when required irrespective of family finances. Students have access to online learning platforms for retrieval and lesson resources to build knowledge. Homework EEF Retrieval, interleaving, spacing and visual cues as ways to improve independent learning outcomes at scale Summary of recommendations poster 2021-10-27-151056 qiiz 2021-10-29-074723 miux.pdf Metacognition and self-regulation EEF	4,5,6,7

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

Budgeted cost: £48,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Referrals to the school counselling service and anxiety workshops where students are	In the absence of good mental health, students will face difficulties in accessing the full curriculum on offer. There is also evidence that girls are more likely to experience mental health problems than boys (cited in DfE paper, 2021). There also evidence that disadvantaged, high achieving children are more likely to be admitted to hospital. Schools play an important role in supporting the mental health and wellbeing of children (DfE, 2018). Staff are	1, 2, 3.

guided in CBT when appropriate.	<p>trained and aware that poor mental health could be the sign of abuse as per KCSIE 2025 guidance.</p> <p>Research and analysis: Education, schooling and health summary DfE, 2021</p> <p>Socio-economic differences in self-harm (resulting in hospital admission) amongst high achieving children - FFT Education Datalab</p> <p>Social and emotional skills : Mentally Healthy Schools</p>	
Pastoral support from Head of Year and attendance officer which includes monitoring attendance and early intervention to support families of disadvantaged students when issues arise.	<p>Our Heads of Year, pastoral support assistant and full time non – teaching DDSL are available to provide appropriate and timely support.</p> <p>Data shows that student attainment and progress is negatively impacted by low attendance. School attendance can also impact on children's mental health (DfE March 2025).</p> <p>Pastoral SLT meet regularly on a student panel to identify students who require intervention.</p> <p>The PP SLT lead and Heads of Year work closely with the parents of PP students to ensure they are aware of the support available.</p> <p>Hattie's analysis (updated from 2018 but still includes attendance as major factor) and reports such as <i>NFER's</i> guide to Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children show that positive parental engagement has a positive impact on academic outcomes and so should be encouraged.</p> <p>Parental engagement EEF</p>	All
Financial support given to those in receipt of FSM to meet the costs of music tuition, some minor extra-curricular activities and school uniform.	<p>Children from poorer backgrounds are less likely to participate in extra-curricular activities which have been shown to have a positive effect on both education and career outcomes</p> <p>Education Policy Institute February 2024 (EC-and-outcomes-final-1.pdf)</p> <p>(Sutton Trust Report Brief 2014) https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf</p> <p>Physical activity EEF</p> <p>Arts participation EEF</p>	1,2, 4.
Careers programme has a particular focus on disadvantaged students who have priority careers meetings and are prioritised for work experience placement support.	<p>Gatsby research indicates that the good careers guidance is a vehicle for social justice: those students without social capital or home support suffer most from poor careers guidance</p> <p>1073 gatsby toolkit for colleges final.pdf</p> <p>Gatsby Benchmarks Good Career Guidance Gatsby Education</p>	3,5,7
PP students allocated funding to give them a choice and voice in	<p>Research shows that students who have a voice in schools are seven times more likely to be academically motivated than those who do not (Quaglia Institute for School Voice and Aspirations, 2016).</p>	7

how this can support them.	https://centerontransition.org/publications/download.cfm?id=61	
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Total budgeted cost: £ 50,725

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details our evaluation of our pupil premium activity and its impact on the outcomes of disadvantaged students in the 2022 - 2023 academic year.

STUDENT OUTCOMES

	2022		2023		2024		2025	
	Students with prior attainment	All students	Students with prior attainment	All students	PP Students with prior attainment	All students	PP Students	All students
Number of students	3	145	5	146	15	155	10	156
Progress 8 (95% Confidence Interval)	Both the 2021-22 and 2022-23 Year 11 cohorts had an extremely low number of PP students, and so these results are not published in line with DfE guidance				0.45	0.35	N/A	
P8 English					0.74	0.39		
P8 Maths					0	0.02		
P8 EBacc					0.48	0.51		
P8 Open element					0.52	0.39		

No P8 Data available

	2022		2023		2024		2025	
	Pupil Pre- mium	Non - Pupil Pre- mium	Pupil Pre- mium	Non - Pupil Pre- mium	Pupil Pre- mium	Non - Pupil Pre- mium	Pupil Pre- mium	Non - Pupil Pre- mium
Number of students	3	142	7	139	15	140	10	146
Mean GCSE Grade	Both the 2021-22 and 2022-23 Year 11 cohorts had an extremely low number of PP students, and so these results are not published in line with DfE guidance				6.54	6.67	4.8	6.81

Summary

There is no progress data available for this year as students did not complete KS2 SATs.

The mean GCSE grade is lower this year than last year. Last year the gap between PP students and non-PP students was just over a 10th of a grade different. This year the gap is 2 grades different. This year 30% of PP students were also SEND, a 23% increase on last year. 50% PP students outcomes were negatively impacted by their attendance, however significant intervention evidences some positive performance in individual cases.

OTHER COHORTS

Attainment *	2023				2024				2025			
	PP students		Non-PP Students		PP Students		Non-PP students		PP Students		Non PP students	
	No.	Mean Grade	No.	Mean Grade	No.	Mean Grade	No.	Mean Grade	No.	Mean Grade	No.	Mean Grade
10	15	7.18	142	7.31	9	5.66	147	6.92	10	6.38	145	6.86
9	11	6.45	148	7.19	11	6.75	146	6.06	13	7.06	145	7.26
8	13	7.02	146	7.17	14	7.02	147	7.21	11	6.78	149	7.2
7	14	6.88	146	7.2	10	6.75	152	7.12	18	6.95	142	7.09

* Attainment is the average grade from the Summer Progress

Progress*	2023				2024				2025			
	PP Students		Non-PP Students		PP Students		Non-PP Students		PP Students		Non-PP Students	
Year in	No.	Mean deviation from MEG	No.	Mean deviation from MEG	No.	Mean deviation from MEG	No.	Mean deviation from MEG	No.	Mean deviation from MEG	No.	Mean deviation from MEG
10	15	0.25	142	0.2	9	-1.23	147	-0.54	10	-0.52	145	-0.37
9	11	-0.59	148	-0.07	11	-0.32	146	-1.44	13	-0.17	145	0.21
8	13	0.02	146	-0.06	14	-0.05	147	0.19	11	-0.31	149	0.03
7	14	0.02	146	0.31	10	-0.15	152	-0.11	18	-0.11	142	-0.03

* The difference between Mean Attainment Grade and the estimated Alps 3 Minimum Expected Grade (MEG) has been calculated.

Summary

Trends in the data show that over time the grades of PP students in Y10 have dropped slightly more than non-PP students and PP students have made less progress than their peers. For PP students in Year 9, average grades have been improving faster than the non-PP peers, however as the number of PP students has reduced slightly in Year 9, these students have not made as much progress as their non-PP peers. The number of pupil premium students in Y8 has slightly increased and these students are not progressing as well as non-PP students. Average grades are increasing but grades of non-PP students are increasing more. In teaching and learning reviews, all quality assurance reviewing teaching completed by heads of department and the SLT identified no significant gaps between PP and non-PP students. There was more variation within a group than between them.

2024-25 Student Support Strategies

Hub: Year 12 students volunteered as subject-specific mentors to younger students in Years 7 to 11. Records show that 68 students self-referred requesting support from the HUB, up from 50 students the previous year. 5 of these were PP students.

Other Hub activities have included:

- Year 7 to 10 Study Skills assemblies;
- Lunchtime revision workshops in English, Maths and Science leading up to Year 7 to 10 examinations with additional language, History and Business Studies sessions for Year 10;

Pupil Premium Plans – All PP students were met 3 times by their HOY and/or the SLT in charge of PP. Personal plans and targets were created and shared with all staff via Classcharts / Arbor

School Trips: 15% of FSM students had trips partially or fully funded to enable PP students to participate and remove financial barriers

Attendance to extra-curricular clubs: On average 9% more PP students attended at least one club in 2024/25 than non-PP students.

Music Lessons: Musical lessons were provided for one student.

Uniform: Full uniform given to one student including PE kit.

Resources : Curriculum audit evidence identifies that all subject departments consistently provide resources inclusive of revision guides and bespoke resources to PP students. 1 student was provided with a school laptop, 1 student was provided with a printer, resources including reading books, stationery, and calculators were all provided where needed.

Careers: All Year 10 and Year 11 PP students continue to receive priority early careers appointments with the school's careers advisor.

STUDENT ATTENDANCE

Year	No of PP students	Mean % attendance of PP students	Mean % attendance of non-PP students
2021-2022	49	87.8	92.7
2022-2023	63	91.6	93.9
2023-2024	62	91.1	93.8
2024-2025	62	91.9	94.4

Summary

The gap between PP students and non-PP students was 2.5% in 2024/25. The gap between PP students and non-PP students was at 2.7% in 2023/24 so the gap has again reduced. PP students at TGGs attend school significantly above the national and local averages of attendance for PP students. Last published National Average for FSM students for Summer Term is 86.4% compared to TGGs Summer Term of 90.7 for FSM (View Your Data: DfE Summer 2024/25).

DESTINATIONS

	2022				2023				2024				2025			
	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %
PP students	6	4	2	66.7	8	7	1	85.7	15	8	6	53	11	6	5	54.5
non-PP students	141	84	57	59.6	138	98	40	71.0	140	99	31	71	146	102	44	69.9

Summary

The retention of PP reduced this year in comparison to a sustained retention of non-PP students. Destination data shows geographical location and students wanting to study a different pathway to those courses available at TGGS post-16 had an impact on this.