

Pupil Premium Strategy Statement 2025 –2028

School overview

School overview Detail	Data
School name	Reading Girls’ School
Number of pupils in school	905
Proportion (%) of pupil premium eligible pupils	28.3 (256)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2029
Statement authorised by	Marika Farrugia, Principal
Pupil premium lead	Lisa McCarthy Assistant Principal
Governor / Trustee lead	Sharon Richardson, Trustee Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£274,815

Statement of intent

At Reading Girls’ School, our intention is that all pupils—irrespective of background—are empowered to make strong progress and achieve highly. Our ethos of empowerment; kindness and respect; and excellence underpins every aspect of our approach. We are committed to providing high-quality teaching that nurtures not only academic success but also personal development and the growth of character, ensuring pupils develop the resilience, aspiration, and cultural capital needed to thrive.

Our Pupil Premium strategy is data-informed and responsive, rooted in robust diagnostic assessment and ongoing evaluation. In line with the EEF’s tiered model, we prioritise high-quality teaching, targeted academic support, and wider strategies that remove barriers to learning and promote equity.

Reading Girls’ School will:

- Ensure that disadvantaged pupils receive consistently challenging and responsive teaching, enabling them to meet ambitious academic and personal outcomes.
- Implement timely, evidence-based interventions, informed by assessment, so additional needs are addressed swiftly to prevent gaps from widening.
- Embed a whole-school culture of accountability and respect, where every member of staff takes responsibility for the progress, wellbeing, and character development of disadvantaged pupils, maintaining high expectations of what they can achieve.

Challenges

Challenge	Description	Number
Study & Planning Skills	Low study and planning skills among disadvantaged pupils.	1
Reading Development	The reading gap widens from Year 8 onwards	2
Attendance & Wellbeing	Persistent absence and increased mental health concerns post-pandemic.	3
Cultural Capital	Limited cultural capital and reduced access to real-life experiences.	4
Access to Resources	Access to ICT and learning resources impacted by the cost-of-living crisis.	5
SEMH & Safeguarding	National trend showing increased SEMH needs and more complex safeguarding cases.	6
Parental Engagement	Digital divide contributing to reduced parental engagement nationally	7

Intended outcomes

Intended Outcome	Success Criteria
Improved independent study habits and effective planning routines.	<ul style="list-style-type: none"> Disadvantaged pupils use planners and revision tools consistently. Improved submission rates for homework and assessments. Reduction in repeat incidents of incomplete work.
Narrow the reading gap through targeted literacy intervention.	<ul style="list-style-type: none"> Reading age data shows accelerated progress for disadvantaged pupils. Increased engagement with reading

	<p>programmes.</p> <ul style="list-style-type: none"> • Fewer pupils flagged as below ARE in reading by Year 9.
Improved attendance and earlier identification of wellbeing needs.	<ul style="list-style-type: none"> • Reduction in PA among disadvantaged pupils. • Increased uptake of pastoral and SEMH support. • Attendance improves in line with or above national benchmarks
Enhanced access to enrichment, cultural experiences, and curriculum-linked opportunities	<ul style="list-style-type: none"> • All disadvantaged pupils access at least one enrichment activity per term. • Increased participation in trips, clubs and leadership roles. • Positive pupil voice feedback on aspiration and engagement.
Ensure access to digital tools and learning materials.	<ul style="list-style-type: none"> • All disadvantaged pupils have access to devices and essential learning equipment. • Reduced number of ICT-related barriers reported by pupils or parents. • Improved engagement with digital learning platforms.
Strengthened SEMH and safeguarding provision for early intervention and support.	<ul style="list-style-type: none"> • Reduction in repeated SEMH referrals. • Increased parental engagement with early help pathways. • Timely completion of interventions with measurable impact recorded.
Improved parental engagement through blended communication approaches.	<ul style="list-style-type: none"> • Increased attendance at parent events (online and in-person). • Higher response rates to communications and surveys. • Families report improved access to school information and support.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention) – Budget Costs-
£122,881.82

Activity	Evidence that Supports the Approach	Challenge number
Consistent implementation of high-quality teaching through whole-school CPD programme (instructional coaching, adaptive teaching, explicit modelling)	EEF: Developing High Quality Teaching—effective CPD linked to improved pupil outcomes; Explicit Instruction and Feedback proven to enhance progress	1, 2,6
Curriculum development ensuring clarity, progression, and vocabulary-rich content across subjects	EEF: Oral Language Interventions (+6 months); cognitive science approaches promote retention and access to academic language	1,2,4
Recruitment and retention of high-quality teachers through mentoring, support for ECTs, and workload-reducing strategies Strong evidence that teacher quality has the greatest in-school impact on pupil outcomes;	EEF stresses prioritising staff development to support disadvantaged learners	1,6
Embedding robust formative assessment practices (quizzes, responsive teaching, live marking) central to identifying misconceptions early	EEF: Feedback (+6 months) shown to significantly accelerate progress; formative assessment	1,2
Universal behaviour and routines training for staff (clear expectations, positive framing, consistent systems)	EEF: Behaviour Interventions (+4 months); consistency improves learning time and teacher efficacy	2,4

high-quality adaptive teaching strategies to ensure access for all learners without lowering expectations	EEF: Special Educational Needs in Mainstream Schools—adaptations within high-quality teaching improve access and outcomes	1,2,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)- – Budget Costs- £63,467.80

Activity	Evidence that Supports the Approach	Challenge number
Targeted literacy intervention (small-group reading, Spelling)	EEF: Small Group Tuition (+4 months); Reading Comprehension Strategies (+6 months)	2
After-school tutoring (English/Maths/Science)	EEF: One-to-One Tuition (+5 months), Small Group Tuition (+4 months)	1
Homework club and supervised study support	EEF: Homework (Secondary) (+5 months when well-structured)	1,4,5
Standardised diagnostic assessments	EEF: Standardised Tests Guidance	2,3
In-class TA support (targeted deployment aligned to teacher instruction)	EEF: Teaching Assistant Interventions (+4 months when structured); EEF: Making Best Use of Teaching Assistants Guidance	1,2

Wider strategies (for example, related to attendance, behavior, wellbeing)- – Budget Costs- £88,201.20

Activity	Evidence that Supports the Approach	Challenge number
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Embedding principles of good practice from DfE’s Improving School Attendance advice (including PA bus & Attendance Officer) support plans & early help referrals	DfE: Improving School Attendance Guidance (2022); Guidance informed by schools that significantly reduced persistent absence; EEF: Behaviour Interventions (+3 months)	3,4,7
SEMH interventions such as ELSA, counselling, and coaching	EEF: SEL Programmes (+4 months); DfE Mental Health in Schools Guidance	3,6,7
Breakfast club provision	EEF: Extending School Time (positive impacts when linked to pastoral support and readiness to learn)	3,6
Cultural capital enhancement (trips, workshops, guest speakers, careers pathways)	Ofsted EIF: Personal Development; EEF evidence on Enrichment (non-academic benefits with links to motivation/aspiration)	3,4,6,7
Parental engagement programme (workshops, online webinars, translation support)	EEF: Parental Engagement (+4 months)	3,5,7`
ICT access support (loaned laptops, learning platforms, digital help sessions)	EEF: Digital Technology (+4 months), especially when linked to structured tasks	1,4,5
Increased deployment of pastoral team, DSLs, and attendance officers	DfE: Working Together to Safeguard Children; DfE Attendance Guidance	3,6
Enrichment opportunities (including REAL experiences with external providers for Y7–10)	EEF: Outdoor Adventure Learning (+4 months); Ofsted EIF – Personal Development; EEF evidence on enrichment and aspiration	3,4

Part B: Review of the previous academic year

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Academic Outcomes

Performance data indicates that outcomes for disadvantaged pupils at KS4 did not yet meet the intended targets. The Attainment 8 score for disadvantaged pupils was 43.67 compared to 55.67 for non-disadvantaged pupils, representing a 12-point gap, demonstrating a reduction of the gap by 2.1 points compared to 2023/24 cohort, despite increases in cohort size and a higher proportion of disadvantaged pupils. Several disadvantaged pupils experienced significant mental health and attendance challenges, which remain a priority for this strategy.

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There were also strong individual performances, and targeted interventions—particularly small group tutoring in Year 11. These approaches will be further developed and expanded during 2024/25 as part of our focused academic support offer.

Progress and Knowledge Gaps

Internal assessment data confirms that disadvantaged pupils continue to display greater variability in progress, particularly where knowledge gaps persist following the pandemic. Reading age assessments indicate that, although improvements were made, the gap between disadvantaged and non-disadvantaged readers remains and requires further systematic intervention. Following reflection on last year’s outcomes, the school has strengthened the Library offer and increased the frequency of standardised reading assessments to ensure gaps are identified earlier and addressed more effectively.

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Attendance and Engagement

Some improvements to attendance have been made due to strengthened attendance processes, including increased PA support, there is still a notable gap between disadvantaged and non-disadvantaged pupils in overall attendance. Work will continue in 2025/26 with the expansion of the Attendance Officer role and enhanced collaboration with the PA service to ensure earlier intervention. Improved attendance for disadvantaged pupils remains a key priority.

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Wellbeing and Mental Health

Disadvantaged pupils continued to be disproportionately affected by wellbeing and mental health difficulties. The impact of the COVID-19 pandemic continues to influence pupil anxiety, motivation, and engagement, and this was reflected in school refusal and inconsistent attendance for some pupils. The school’s investment in counselling and mentoring—delivered through Building Resilience in Young Minds—proved valuable, and this support will be further enhanced next year with more structured SEMH interventions.

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Impact of Interventions

- **Literacy tuition and small-group interventions** had demonstrable positive effects, particularly for KS4 pupils, and these programmes remain central to the school’s strategy moving forward.
- **Reading interventions** now include earlier and more frequent diagnostic assessments, alongside a more systematic and robust process for identifying SEND needs. This ensures that support is accurately targeted and provided at the right time. The impact of this can be seen in the increased number of students reading for pleasure, evidenced by the noticeably higher use of the library during social times.
- **Cultural capital opportunities** increased pupil engagement, although disadvantaged pupils continue to require targeted support to access and benefit fully from enrichment.
- **Use of PPA time for QFT** contributed to improved delivery of curriculum content; this remains a strong feature of teaching provision. Demonstrated by the increased progress and attainment outcomes.

Overall Summary

The 2024/25 review demonstrates clear strengths and growing momentum in improving outcomes for disadvantaged pupils.

- Clear areas of success, particularly in small-group tuition and individual pupil progress.
- Continued gaps that require targeted action, specifically attendance, mental health, and reading progress.

- Evidence that the school is on course to meet long-term intended outcomes by 2025/26, provided refinements—now reflected in the updated activity plan—are implemented effectively.

The revised strategy for 2025/26 therefore includes strengthened academic, pastoral, and diagnostic approaches to ensure more rapid progress in closing the gap between disadvantaged and non-disadvantaged pupils.

Externally provided programmes

Programme	Provider
Mentoring	Build Resilience in Young Mind
Mental health Support	CAMHs
Health support	School nurse – NHS
Educational Psychologist	Reading LA
Speech & Langue Support	Reading LA
RISE	Reading LA