Pupil premium strategy statement Bexley Grammar School

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.

School overview

Detail	Data
Number of pupils in school	1015 (Year 7-11)
Proportion of pupil premium pupils	We have identified 74 (Year 7-11) pupils who are eligible for or a recipient of pupil premium funding. This is just over 7% of our current Year 7-11 cohort.
Academic year/years that our current pupil premium strategy plan covers	3 year plan covering Sep 2026 - Aug 2029
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
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	£61,080
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£61,080

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that all pupils, irrespective of their background or socio-economic circumstances, make strong progress and achieve the best possible outcomes across the curriculum. We are committed to being a genuinely inclusive school in which every student is known, valued and supported to fulfil their potential. We recognise that achieving this requires us to identify and address the barriers that can limit pupils' learning, progress and wider participation in school life.

The central focus of our Pupil Premium Strategy is to improve the progress, attainment and wider educational experiences of disadvantaged pupils, ensuring that their socio-economic circumstances do not limit their opportunities or future aspirations. While the strategy is specifically designed to address the barriers faced by disadvantaged pupils, many of the approaches and activities outlined will also benefit other pupils across BGS. This reflects our commitment to an inclusive approach in which support is informed by individual need, rather than determined solely by pupil premium eligibility.

High-quality teaching, including adaptive teaching that responds effectively to pupils' differing needs, is at the heart of our approach, given its significant potential to improve outcomes and narrow the disadvantage attainment gap. This is complemented by targeted academic support and wider strategies designed to address the specific barriers faced by disadvantaged pupils. Our approach is evidence-informed, responsive to both common challenges and individual circumstances, and focused on securing measurable improvements in outcomes for disadvantaged pupils. We are equally committed to sustaining and improving the progress and achievement of non-disadvantaged pupils alongside this work.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Number	Detail of challenge
1 Securing Excellent GCSE Outcomes	We are committed to securing excellent outcomes for disadvantaged students, recognising that strong GCSE results provide the foundation for progression to aspirational post-16 courses, future careers and the pursuit of their ambitions. As the outcomes below demonstrate, some cohorts of disadvantaged students have already achieved excellent results. Our priority is to secure this level of success consistently across cohorts. We recognise that each cohort comprises individuals with different strengths, needs, aspirations and potential barriers. Consequently, our approach is responsive to the characteristics and needs of each cohort, combining high-quality universal provision with targeted support. In our most recent validated GCSE results (2025), disadvantaged students achieved an average Attainment 8 score of 76.8, compared with the overall cohort average of 74.7. Their average (school generated) Progress 8 score was +0.50, compared to +0.35 for the cohort as a whole. Nationally disadvantaged students gained an average Attainment 8 score of 34.9 in 2025.

	These outcomes, calculated using MidYIS baselines in the absence of KS2 baselines and analysed through 4Matrix, demonstrate the strong progress made by disadvantaged students. The 2026 unvalidated GCSE results present a more mixed picture. Disadvantaged students at BGS achieved an average Attainment 8 score of 69.3 compared with the overall school cohort average of 72.6, with 50% achieving a positive (school generated) Progress 8 score (again using MidYIS baselines and 4Matrix analysis). While outcomes for disadvantaged students at BGS are significantly above those gained nationally (disadvantaged students gained an Attainment 8 score of 35.6 nationally in 2026), these outcomes reinforce the importance of our continued focus on securing consistently strong attainment and progress for disadvantaged students, with the ambition that their outcomes are at least in line with those of their non-disadvantaged peers. Current analysis indicates that 55% of our disadvantaged students in the 2026–27 Year 11 cohort are predicted to achieve an Attainment 8 score above 70 and 82% are predicted to make positive progress relative to their KS2 baselines, with the pupil premium cohort predicted to gain an estimated average P8 score of +1.01. We will continue to monitor the progress of these students closely, using robust assessment information to identify emerging barriers and inform appropriate interventions. Through a combination of high-quality teaching, universal approaches and targeted strategies, we aim to maximise the achievement and progress of our disadvantaged students in Year 11 and support their continued success beyond GCSE.
2 Literacy and Language Barriers	Our whole-school EAL cohort has increased in recent years and currently over 40% of students have a non-English home language. This is a significant source of celebration and in terms of GCSE results, EAL students, as a cohort, make very good progress, typically gaining a higher Attainment 8 score, on average, than the cohort as a whole. (The Attainment 8 gap between BGS EAL students and the cohort as a whole has typically been between 0.4 and 0.2 over the last 3 years). Further analysis does however reveal that EAL students gain a slightly lower Attainment 8 score, on average, in English relative to Maths and Sciences. While BGS EAL students only gained an average A8 score of 7.20 in the English element of Attainment 8, this was still significantly above the national average, which was 4.95 gained in 2026. An increasing minority of students join the school with a reading age below their chronological age. In light of the evidenced correlation between reading ability and GCSE outcomes across all subjects, we are keen to explore new ways of developing students' reading competencies. Our disadvantaged cohort contains typical numbers of students with a non-English home language, with some fluctuations between year groups; for example, 50% of our current Year 11 cohort of disadvantaged students are EAL. Across some year groups we note a relatively high proportion of disadvantaged students who joined us with reading ages below their chronological age and we note some correlation, for individual disadvantaged students, between lower predicted progress and lower literacy abilities.

	We remain committed hence to a whole-school focus on disciplinary literacy, reading for pleasure / power, a vibrant library incorporating engaging and innovative reading challenges and delivery of the impactful *Let's Think* cognitive acceleration programme across English lessons. We continue to deliver successful targeted reading and/or English support for disadvantaged individuals, as required and we remain committed to racial literacy, including through our ongoing whole-school work with Hemisphere.
3 Anxiety, Emotional Literacy and Emotional Regulation	Across the student cohort, we continue to support a growing number of students with medical needs and mental health needs, such as anxiety, along with other wellbeing challenges. These students often do not always have the required emotional literacy to be able to access support, which then poses a double barrier to accessing learning. Across our current Y7-11 disadvantaged cohort, just under 20% of students are identified as experiencing Social Emotional Mental Health (SEMH) challenges. This is above the average % for the whole school Year 7-11 cohort. It is important hence to offer support to disadvantaged students as and when needed either via our universal approaches or via targeted support.
4 A culture of belonging and participation, to build confidence and aspiration	Students who experience socio-economic disadvantage are potentially at risk of being less involved in the wider life of the school, and potentially at risk of participating in fewer co-curricular opportunities, experiences and trips, that typically build confidence and aspiration. Disadvantaged students are at risk of having fewer outside-of-school such opportunities which places an even greater importance on their participation in the school's co-curricular offer. While evidence suggests that the engagement of disadvantaged students (in 2025-26) was in line with the engagement of all Year 7-11 students, with both cohorts typically engaging in between 13 and 14 co-curricular activities over the academic year, we are committed to maintaining or improving this situation further. We will ensure that our extensive co-curricular programme is fully accessible to all students, and especially those from disadvantaged backgrounds. We will monitor participation data, and will take action to maximise the participation of disadvantaged students. We will encourage and support student-initiated and student-led groups to ensure provision beyond the classroom is truly inclusive and representative of our community. We will further use our embedded house system to provide students with opportunities to engage and contribute, within a supportive vertical system. We will gather student voice feedback regularly and use this to shape and improve our practice further.

Intended outcomes

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
Securing excellent GCSE Outcomes To adopt a whole-school approach to adaptive teaching, underpinned by CPD and to evaluate the impact of high quality adaptive teaching approaches, including via learning walks, and modify where needed. To use our context sheet initiative to identify and reduce barriers to learning in the classroom for any individual underachieving disadvantaged students. To reduce attainment and progress gaps between disadvantaged students and their peers.	**Securing excellent GCSE Outcomes** Lesson observations and learning walks provide evidence of the use of adaptive teaching approaches, that successfully support the progress of under achieving disadvantaged students. Context sheets provide evidence of the use of approaches that successfully support the progress of under achieving disadvantaged students. GCSE outcomes demonstrate that Year 11 disadvantaged pupils attain and achieve in line with their peers.
Literacy and Language Barriers To deliver a programme of staff training that supports the literacy and disciplinary literacy skills of students with a focus on meeting the needs of students with lower reading age and/or those with EAL. To deliver targeted reading support for students who are reading below and only just in line with their chronological age. To deliver targeted English support for disadvantaged students who are predicted to gain lower English outcomes than their non-disadvantaged peers. To complete our third year of Hemisphere racial literacy training to better understand lived experience, and barriers to learning and participation, for students of minority ethnic groups.	**Literacy and Language Barriers** Departmental curriculum planning and lesson observations provide evidence for the impact of Disciplinary Literacy training. Disadvantaged students engaging in reading interventions and improving their reading as a result, as evidenced by output data. Disadvantaged students engaging in English interventions and improving their outcomes as a result in terms of their English Attainment 8 scores, Staff and student voice feedback confirming the positive impact of Hemisphere racial literacy training.

Anxiety, Emotional Literacy and Emotional Regulation To deliver ELSA (Emotional Literacy Support Assistant) training to our team of HLTAs (Higher Level Teaching Assistants). To develop a new inclusion support base for emotional literacy and emotional regulation To continue to provide a successful universal wellbeing curriculum for all students via PSHCE lessons, Power Day activities, assemblies and support delivered by Pastoral Teams. To provide targeted wellbeing and mental health support as needed for disadvantaged students.	**Anxiety, Emotional Literacy and Emotional Regulation** ELSA trained HLTAs supporting disadvantaged and vulnerable students, with a measurable impact on student wellbeing. Disadvantaged students accessing inclusion support bases, when needed, with a measurable impact on student wellbeing. All students accessing a wellbeing curriculum and positive levels of wellbeing demonstrated by qualitative data from stakeholder feedback. Disadvantaged students engaging with targeted wellbeing and mental health support (peer mentors, school counselling, ELSA etc) as and when needed, with a measurable positive impact on their wellbeing.
A culture of belonging and participation, to build confidence and aspiration To monitor the engagement of all students, and disadvantaged students in particular, in the school's co-curricular offer. To encourage and support student-initiated and student-led co-curricular groups and to gather student voice feedback and use this to shape and improve our co-curricular offer, wherever possible.	**A culture of belonging and participation, to build confidence and aspiration** Disadvantaged students participating in enrichment opportunities, school visits and cocurricular activities, at least in line with their non-disadvantaged peers. Positive levels of engagement demonstrated by qualitative data from stakeholder feedback.

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 - Budgeted cost: *£ 13,000*

Activity	Evidence that supports this approach	Challenge addressed
Deliver staff CPD to support the delivery of high-quality adaptive teaching including cognitive science approaches, explicit instruction, scaffolding, feedback, positive	Guide to Inclusive Teaching | EEF Teaching and Learning Toolkit | EEF Guidance reports | EEF	1 Securing Excellent

relationships, calm classrooms, in-class adaptations and additional support. Provide the mechanism for every teacher to access contextual information for each of their classes. (£8,000)	Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf Effective Professional Development | EEF Rosenshine's Principles of Instruction	GCSE Outcomes
Employ a whole-school Literacy Lead, to oversee a programme that supports students' literacy and reading skills. Continue to develop the library as a vibrant and engaging resource for all. Support the delivery of Disciplinary Literacy in all curriculum subjects. (£5,000)	What do we mean by 'disciplinary literacy'? | EEF Improving Literacy in Secondary Schools Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF New study highlights the importance of reading to the whole school curriculum - GL Assessment	2 Literacy and Language Barriers

Targeted academic support - Budgeted cost: *£ 4,000*

Activity	Evidence that supports this approach	Challenge addressed
Provide booster classes and individual reading or English support including for disadvantaged students. (£1,000)	One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Peer tutoring | EEF Promising Programmes | EEF	1 Securing Excellent GCSE Outcomes 2 Literacy and Language Barriers
Part-fund the cost of support interventions made with targeted groups. (£3,000)		

Wider strategies - Budgeted cost: *£ 44,080*

Activity	Evidence that supports this approach	Challenge addressed
	Adolescent mental health: A systematic review on the effectiveness of	3

Part-fund the cost of having qualified school counsellors as a member of our support team. (£8,500) Recruit, train, and supervise a team of sixth form peer mentors able to deliver wellbeing support to younger peers. (£1000)	school-based interventions | Early Intervention Foundation (eif.org.uk) The mental Health of Children and Young People in England (Public Health England)	Anxiety, Emotional Literacy and Emotional Regulation
Ensure that disadvantaged students experience no financial impediments to attending visits and co-curricular activities. (£10,000)	An Unequal Playing Field (Social Mobility Commission) Arts participation | EEF Physical activity | EEF	4 A culture of belonging, & participation, to build confidence and aspiration
To provide a successful universal wellbeing curriculum for all students via PSHCE lessons, Power Day activities, assemblies and support delivered by Pastoral Teams. (£2,000)	Personal, social, health and economic (PSHE) education: a review of impact and effective practice (DfE)	3 Anxiety, Emotional Literacy and Emotional Regulation
Fund a Breakfast Club to ensure disadvantaged pupils receive food before school. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (£19,890)	https://family-action.org.uk/news-insight/national-school-breakfast-week/ https://www.nutrition.org.uk/nutrition-for/children/ Breakfast Interventions - Rapid Evidence Assessment | Education Endowment Foundation	1 Securing Excellent GCSE Outcomes 3 Anxiety, Emotional Literacy and Emotional Regulation
Contingency fund for acute issues. (£2,690)	Based on our experiences and those of similar schools, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 61,080

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

In our most recent (validated) 2025 GCSE results, disadvantaged students achieved an impressive average Attainment 8 score of 76.8, compared to a cohort average of 74.7, with disadvantaged students gaining a Progress 8 score of +0.50, compared to a cohort average of +0.35, (using MidYIS baselines, in the absence of KS2 baselines, and 4Matrix analysis). Four of our disadvantaged students achieved an Attainment 8 score of greater than 80. Nationally disadvantaged students gained an average Attainment 8 score of 34.9 in 2025.

2025 Year 11 disadvantaged students studied an ambitious curriculum, gaining 11.1 GCSEs each on average, with 100% of the cohort gaining GCSEs in Triple Science and two MFLs. When average attainment in each Attainment 8 bucket was considered we noted that disadvantaged students gained A8 scores of 7.0, 7.8, 7.9 and 7.8 on average in the English, Maths, Ebacc and Open buckets respectively. These scores were higher than the cohort average in all buckets with the exception of the English bucket.

Our 2026 (unvalidated) GCSE results indicate that disadvantaged pupils achieved an average Attainment 8 score of 69.3 compared to a cohort average of 72.6, with 50% of the disadvantaged cohort gaining positive Progress 8 scores (using MidYIS baselines, in the absence of KS2 baselines, and 4Matrix analysis). Outcomes for disadvantaged students at BGS are significantly above those gained nationally (disadvantaged students gained an Attainment 8 score of 35.6 nationally in 2026),

Our 2026 disadvantaged students similarly studied an ambitious curriculum, gaining 11 GCSEs each on average, including Triple Science, and in the case of 86% of our disadvantaged students, 2 GCSEs in MFLs. When their average attainment in each of the A8 buckets was considered we note that disadvantaged students gained A8 scores of 7.3 on average in the Ebacc bucket and A8 scores of 6.9 on average in the English and Maths buckets.

Average attendance for our pupil premium cohort in 2025-6 was 94.6%, relative to the Y7-11 cohort average of 94.3% (according to our MIS, Arbor). Average attendance for students in receipt of FSM was 94.7% (according to the DfE) which was better than similar schools (93.7%) and better than our attendance % for students taking FSM in 2024-5 (93.0%).

In terms of student engagement in our vibrant cocurricular offer, we note that all 98% of all Y7-11 disadvantaged students participated in the academic year 2025-6, with the average participating on 13 occasions.

When we consider the outcomes and destinations of 2026 Year 13 BGS students, from postcodes in the bottom 30% of deprived neighbourhoods (IMD deciles 1-3) we note that the 53 (arguably disadvantaged) students (over 20% of our Year 13 cohort) who resided in these neighbourhoods gained a UCAS point score of 187, on average, in their IBDP, equivalent to gaining 4 A levels at grades AABB. Of the 87% of students in this cohort, who have taken up a university place from Sept 2026, over 80% are enrolled in a Russell Group university, with many others securing prestigious places on degree apprenticeship schemes with organisations such as Ernest Young.

In terms of our 2026-7 Year 11 disadvantaged cohort, current analysis suggests that 70% are predicted to be on track to gain Attainment 8 scores of greater than 70 and to gain positive Progress 8 scores. We continue to use a range of universal strategies and targeted approaches to support the attainment and progress of our disadvantaged students in Year 11 and beyond.