

Pupil premium strategy statement 2025-2026

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	Wolverhampton Girls' High School
Number of pupils in school	1211
Proportion (%) of pupil premium eligible pupils	12.62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	T Young
Pupil premium lead	D Postle
Governor / Trustee lead	G Fox

Funding overview (Academic Year 2025-2026)

Detail	Amount
Pupil premium funding allocation this academic year	£147,680
Recovery premium funding allocation this academic year	0
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	£147,680

Part A: Pupil premium strategy plan

Statement of intent

Introduction

At Wolverhampton Girls' High School, we are committed to ensuring that every student, regardless of background or circumstance, has the opportunity to succeed both academically and personally. Our Pupil Premium strategy is informed by the recommendations of the Education Endowment Foundation (EEF) and aligns with our whole-school priorities for teaching, learning, and inclusion.

We recognise that while our students are academically able as entrants to a selective school, some may face challenges that impact their learning, progress, or wellbeing. Our approach combines high-quality, adaptive teaching with targeted academic, pastoral, and enrichment support to remove these barriers and help every student reach their full potential.

This strategy is designed to be responsive to both known challenges and individual needs. It takes into consideration ongoing formative and summative assessment, research evidence, and ongoing evaluation to ensure that disadvantaged students achieve highly and participate fully in the academic and cultural life of the school.

Overarching Aim

To ensure that all disadvantaged students at WGHS achieve their full academic and personal potential by removing barriers to learning and enabling every student to flourish within our ambitious and supportive community.

Vision

We believe that all students, regardless of background, can thrive within our culture of high expectations and strong support. Through our ambitious curriculum, research-informed teaching and learning, and a broad range of enrichment opportunities, we aim for every student to do and be their best.

High-quality, adaptive, and evidence-informed teaching lies at the heart of our approach. The EEF's guidance makes it clear that improving teaching is the most effective way to close attainment gaps. Alongside this, we provide targeted interventions, mentoring, and pastoral support, ensuring that all students can access academic, extra-curricular, careers support and personal enrichment opportunities.

Our approach recognises the diverse needs of our disadvantaged and vulnerable students, avoiding assumptions and challenging misconceptions.

Objectives

Our Pupil Premium strategy aims to:

1. Deliver consistently high-quality, inclusive, and adaptive teaching in every classroom, embedding our five key teaching and learning strategies for PP learners.
2. Ensure all staff maintain ambitious expectations for disadvantaged students and use diagnostic assessment to identify and respond to individual needs.
3. Implement subject-specific and time-focused interventions that target key knowledge and skills to support progress in line with peers.
4. Promote strong attendance and engagement, ensuring every student can access the full curriculum and enrichment offer.
5. Provide targeted support for social, emotional, and mental wellbeing, fostering resilience and confidence.
6. Strengthen literacy and cultural capital through enrichment, mentoring, and cultural opportunities.
7. Raise aspirations and support informed choices through mentoring, careers guidance, and partnerships.
8. Communicate clearly and consistently with students and families about bursary and support opportunities.
9. Use funding efficiently and transparently, balancing essential needs with academic and enrichment priorities to maximise impact.

Our five key teaching and learning strategies are listed below and referenced throughout:

1. Know Your Students (using strategic seating planning)
2. Checking for Understanding
3. Front Loading of Knowledge and Knowledge Retrieval
4. Avoid Assumptions and Look for Opportunities to Enrich
5. Say It Again, Better

Challenges

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

Challenge number	Detail of challenge
1	Maintaining the excellent attainment and progress of our disadvantaged students in line with their non-disadvantaged peers in the GCSE and A-level examinations.
2	Students may have more limited access to life experiences and exposure to cultural capital that may restrict learning opportunities. This is particularly important for high achieving students aiming for Oxbridge, Russell Group, degree level apprenticeships and other universities. This includes activities such as school trips (including residential), wider enrichment experiences (such as the Duke of Edinburgh bronze award) and access to music lessons.
3	Unable to participate in all aspects of school life due to financial restrictions.
4	Unable to access educational resources and support due to financial restrictions.
5	Some students may have specific learning, social, emotional and mental health needs that require additional support, help and guidance and students who fall into more than one disadvantaged group will need more tailored support.
6	Maintaining high levels of attendance in line with school expectations.
7	Maintaining access to high quality careers, further education and apprenticeships and higher education guidance.

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
Disadvantaged (Pupil Premium) students achieve GCSE and A-Level outcomes in line with their peers.	<ul style="list-style-type: none"> Students achieve report and aspirational grades comparable with their peers and well above national averages. Attainment and progress data show a sustained reduction in the disadvantage gap across all key stages. Subject-level interventions, including <i>Learning Boost</i> and departmental support, are timely, evidence-informed and demonstrate measurable impact. Analysis through the <i>School Management Information Dashboard (SMID)</i> identifies areas of progress and challenge, enabling early, targeted response. <p>(EEF Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support)</p>
Gaps in learning are identified swiftly and addressed effectively.	<ul style="list-style-type: none"> Centralised, SMID-driven tracking of disadvantaged students' progress and attainment is embedded across all departments. Department meetings include regular progress reviews,

	<p>leading to adaptive curriculum planning and targeted support through <i>Learning Boost</i> stages.</p> <ul style="list-style-type: none"> • Schemes of Learning are responsive to diagnostic assessment and designed to address knowledge and skills gaps. • Individualised academic and pastoral support plans are implemented through <i>Learning Boost</i> for identified Pupil Premium learners. <p>(EEF Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support)</p>
<p>High-quality teaching and professional development are at the heart of provision.</p>	<ul style="list-style-type: none"> • CPD follows the EEF's professional development guidance and focuses on improving classroom practice for all learners, with measurable impact on disadvantaged students. • All staff engage in personalised, evidence-based CPD centered on the Five Key Teaching and Learning Strategies (Key T&L Strategies 1–5). • CPD is further supported through the work of the six <i>Teaching & Learning Groups</i> — <i>Oracy; Modelling and Metacognition; Teaching to the Top; Questioning and Metacognition; Formative Assessment; and Positive Behaviour</i>. • Learning walks and reviews show that adaptive, inclusive teaching is consistently embedded across the curriculum. <p>(EEF Tier 1: High-Quality Teaching)</p>
<p>Disadvantaged students participate fully in all aspects of school life.</p>	<ul style="list-style-type: none"> • Participation in enrichment, co-curricular and leadership activities is in line with that of non-disadvantaged peers. • Targeted opportunities, including mentoring, cultural capital activities and trips, are accessed and valued by students (Key T&L Strategy 4). • Student voice feedback evidences improved confidence, engagement and sense of belonging. <p>(EEF Tier 3: Wider Strategies)</p>
<p>Financial barriers to learning are removed.</p>	<p>Clear communication ensures that financial support is easily understood and accessed by students and families.</p> <ul style="list-style-type: none"> • Funding supports essential needs such as transport, uniform, equipment, trips, music lessons and extracurricular participation. • Requests for financial assistance are processed efficiently through the online workflow system. <p>(EEF Tier 3: Wider Strategies)</p>
<p>Digital access supports learning both in and beyond the classroom.</p>	<ul style="list-style-type: none"> • Laptops and online learning platforms are provided for students who need them. • Disadvantaged students make regular and effective use of e-learning platforms for retrieval, revision and independent

	<p>study (Key T&L Strategy 3).</p> <ul style="list-style-type: none"> • Usage and impact are monitored through student voice, SMID data and attainment analysis. <p>(EEF Tier 1: High-Quality Teaching; Tier 3: Wider Strategies)</p>
<p>Students' mental health and wellbeing are supported effectively.</p>	<ul style="list-style-type: none"> • Students know how to access help for mental health or wellbeing concerns and feel confident seeking support. • Counsellors, educational psychologists and staff trained in mental health first aid provide timely, appropriate intervention. • Student surveys show increased confidence in managing stress and recognising the importance of positive mental health and wellbeing. <p>(EEF Tier 3: Wider Strategies)</p>
<p>Attendance and engagement remain high for all disadvantaged students.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged students meets or exceeds school expectations and is comparable to non-disadvantaged peers. • Early intervention systems identify, and address attendance concerns promptly through <i>Learning Boost</i> pastoral check-ins and mentor meetings. • Tutors and pastoral staff maintain regular communication with students and families to sustain engagement and attendance. <p>(EEF Tier 3: Wider Strategies)</p>
<p>High-quality careers guidance and aspirational destinations.</p>	<ul style="list-style-type: none"> • All Pupil Premium students receive sustained, personalised careers education that meets all Gatsby Benchmarks. • Increased participation in mentoring, workshops, university and industry visits, and careers events, particularly for PP learners. • PP students progress to ambitious post-16 and post-18 pathways, including Russell Group universities, degree-level apprenticeships, or equivalent high-level opportunities. • Destination tracking shows positive and sustained outcomes for all PP leavers. <p>(EEF Tier 3: Wider Strategies)</p>

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,304 £69,304 (includes strategies **one**: teaching and **two**: targeted academic support)

Our Pupil Premium strategy this year focuses on ensuring that every disadvantaged pupil experiences high-quality, responsive teaching. Five Key Teaching and Learning Strategies (1–5) are designed specifically to close gaps and raise attainment for PP learners. The use of SMID provides precise, timely data to track progress and inform action. Through the work of our Teaching and Learning Groups, staff continue to share and refine approaches that have the greatest impact on disadvantaged pupils, ensuring they are known well, taught ambitiously, and supported to achieve their full potential. Our five key strategies are listed below and referenced throughout:

1. Know Your Students (using strategic seating planning)
2. Checking for Understanding
3. Front Loading of Knowledge and Knowledge Retrieval
4. Avoid Assumptions and Look for Opportunities to Enrich
5. Say It Again, Better

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding high-quality, inclusive teaching with a clear focus on Pupil Premium learners.	<p>Our main priority for 2025–26 is to ensure that disadvantaged pupils benefit from consistently strong teaching which removes barriers to learning and supports rapid progress.</p> <p>EEF PP Menu: High-Quality Teaching.</p> <p>EEF Evidence:</p> <ul style="list-style-type: none">• Strengthening teacher expertise in cognitive science and direct instruction (EEF '<i>Cognitive Science Approaches in the Classroom</i>', +5 months).• Careful curriculum sequencing and design that build long-term understanding and accessibility for PP learners (Key T&L Strategy 3).• Effective modelling and <i>Checking for Understanding</i> to address misconceptions quickly (Key T&L Strategies 2 and 5).• Feedback that builds independence and metacognition (Key T&L Strategies 2 and 5).• Digital technology used to enhance learning and remove barriers (Key T&L Strategies 3 and 4).• Developing metacognitive and self-regulation strategies (Key T&L Strategies 1, 2 and 3). <p>The Five Key Teaching and Learning Strategies are used deliberately to strengthen outcomes for Pupil Premium pupils. Teachers plan with these</p>	1

	<p>principles in mind so that PP learners have greater access to explanation, reinforcement and enrichment within lessons (Key T&L Strategies 1–5).</p> <p>2025–26:</p> <p>Teaching and Learning Groups focus staff development around six themes – <i>Oracy; Modelling and Metacognition; Teaching to the Top; Questioning and Metacognition; Formative Assessment; and Positive Behaviour</i>. These groups support staff to refine classroom practice and share ideas that make the biggest difference to PP learners.</p>	
Monitoring academic progress and attainment using the School Management Information Dashboard (SMID)	<ul style="list-style-type: none"> SMID is now central to how we monitor and analyse the progress of Pupil Premium learners. It allows leaders and teachers to track performance, spot patterns and respond quickly where progress slows (Key T&L Strategies 1 and 2). Department reviews and line management meetings draw directly on SMID data to discuss PP outcomes and the classroom approaches being used (Key T&L Strategy 1). Findings inform next steps, support plans and professional conversations (Key T&L Strategies 1 and 2). Teachers use assessment information to plan responsively and strengthen their understanding of pupils (Key T&L Strategy 1). 	1
Recruitment and retention of high-quality teaching staff.	<ul style="list-style-type: none"> Subject specialists deliver ambitious, inclusive curricula that stretch and support PP learners (Key T&L Strategies 3 and 4). Teaching and Learning Groups create opportunities for staff to lead research and share expertise around effective PP practice (Key T&L Strategies 1–5). Coaching and recognition programmes help retain staff and promote excellence in teaching disadvantaged pupils (Key T&L Strategies 1 and 5). 	1
Support for Early Career Teachers (ECTs).	<ul style="list-style-type: none"> ECTs receive mentoring focused on understanding disadvantage and applying the Five Key Strategies in practice (Key T&L Strategies 1–5). Observation and coaching cycles build confidence in planning, questioning and feedback that meet the needs of PP pupils (Key T&L Strategies 2 and 5). ECTs take part in relevant T&L Groups to develop inclusive, evidence-informed teaching (Key T&L Strategies 1, 2 and 3). 	1
Developing staff expertise through targeted CPD.	<ul style="list-style-type: none"> The CPD programme for 2025–26 is built around the six T&L Group themes and the EEF’s <i>Effective Professional Development</i> guidance. Training continues to focus on improving classroom practice and outcomes for PP learners (Key T&L Strategies 1–5). Departmental discussions link directly to SMID data so that teachers can see the impact of their approaches and refine them over time (Key T&L Strategies 1 and 2). 	1

Support from SENDCO and Inclusion Team.	<ul style="list-style-type: none"> Teachers and the Inclusion Team work closely to identify and support PP pupils with additional needs (Key T&L Strategy 1). Pupil Passports are used to guide planning and ensure adaptive approaches in lessons (Key T&L Strategy 1). Ongoing training helps staff apply modelling and metacognitive strategies effectively for both SEND and PP learners (Key T&L Strategies 2, 3 and 5) Specialist support and training from the Wolverhampton Outreach Team (Key T&L Strategies 1 and 4). 	1, 5
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2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,304 £69, 304 -includes strategies one: teaching and two: targeted academic support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Boost Tiered Support	<p>Learning Boost is the school's structured approach to academic and pastoral intervention. It encompasses both in-class and out-of-class support for students who are underperforming, unengaged or at risk of underachievement, with a particular focus on those eligible for the Pupil Premium. The framework ensures that all students, regardless of background, have access to targeted help that enables them to reach their potential.</p> <p>Learning Boost operates as a tiered model (LB1–LB5), combining teacher-led intervention, pastoral involvement, and senior leadership mentoring. Support is flexible and case-specific, ensuring the right level of response for each pupil. It replaces traditional notions of "intervention" with a more inclusive and responsive model of academic and pastoral care.</p> <p>EEF PP Menu: Targeted Academic Support</p> <p>EEF Evidence:</p> <ul style="list-style-type: none"> Small-group and one-to-one support linked to classroom learning (EEF 'Small Group Tuition', +4 months; 'One-to-One Tuition', +5 months). Frequent and purposeful feedback loops between teachers, pupils and parents (EEF 'Feedback', +6 months). Metacognitive and self-regulation approaches that develop learner independence (EEF +7 months). Social and Emotional Learning (EEF 'SEL Interventions', +4 months). 	1, 4

	(EEF T&L Toolkit +4 months progress)	
Peer-to-peer Support	Use of Sixth Form students to help lower school students facing barriers to their learning (EEF T&L Toolkit +5 months progress)	1, 2, 4, 5
Academic Mentors (Mathematics , English and MFL)	Education Endowment Foundation (EEF T&L Toolkit +4 months progress) when acting as 1-to-1 tutors	1, 4
VESPA Coaching (Vision, Effort, Systems, Practice, Attitude)	<p>The VESPA (Vision, Effort, Systems, Practice, Attitude) model supports students in developing the habits, routines and mindset needed for sustained academic success. It is used to build resilience, independence and motivation, especially for Pupil Premium learners who benefit from structured coaching conversations.</p> <p>Education Endowment Foundation (EEF T&L Toolkit +7 months progress)</p>	1, 4, 5

3) Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: ~~£103,376~~ ~~£78,376~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide PP students with financial support for the costs of transport, uniform, equipment, extra-curricular opportunities, music lessons and trips.	Enables students to fully access all the opportunities made available to them by removing financial barriers to access (EEF T&L Toolkit +1 Month; +4 Months).	3, 4, 2
House Festivals: Arts, Discovery and Culture.	Enables students to fully immerse themselves in school life (EEF T&L Toolkit +3 months progress).	2
Educational Welfare Officer and attendance monitoring.	Robust monitoring of attendance and referral to the EWO as required ensures that attendance concerns are addressed and attendance levels remain above the national average (EEF T&L Toolkit +4 months progress).	5, 6
Access to professional counselling services.	Addresses issues outside school which can provide barriers to learning (EEF T&L Toolkit +4 months progress).	5
Access to careers advice.	Students receive careers talks, resources, and assemblies from Year 7 onwards, focusing on apprenticeships, industry, university courses, subject options, work experience, and individual careers advice. Forms strong links with alumnae to assist in delivering this extensive programme. The school buys into Compass and Careers & Enterprise packages to support access to industry. (Careers statutory guidance)	7

Total Budget Cost: £147,680

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attainment Summary (Please note there is no progress 8 data for this academic year national)

In 2024-2025, there was an attainment gap between PP and Non-PP students. In line with national reporting, it is only possible to comment on Attainment 8 this due to their being no official Key Stage 2 data for this cohort. The data used for comparison here is taken directly from the provisional results from the Department for Education school comparison tables. For 'all students' group, the average attainment 8 figure was 75.2. The figure for pupil premium eligible student was 71.3, compared to the national attainment 8 figure of 50.3 and the local authority average of 49.2. Although Pupil Premium outcomes remained well above external benchmarks, there is an internal gap between PP and non-PP students. This continues to be a key focus for 2025–2026, with further refinement of Learning Boost tracking, SMID data analysis, and a focus on embedding the 'Five Key Teaching & Learning Strategies' to narrow this gap.

Attendance Summary (please note this includes study leave)

Based on internal data and with study leave included within the absence data, the average attendance was 92.6% for Pupil Premium students compared with 92.1% for non-pupil premium students. This suggests that attendance of pupil premium students is in line with their non-pupil premium peers.

Development of High-Quality Teaching

As a school, there continued to be a focus on developing high quality teaching, in line with the three-tier approach advocated by the Education Endowment Foundation, in their guidance on pupil premium spending. We continued to employ Rosenshine's range of universal strategies ensuring that all students could access our ambitious curriculum through direct, instruction methods that are inclusive by design. We understand that knowledge is generative and allows for comprehension and understanding and as such our new Schemes of Learning and Vertical Curriculum Plans now outline each subject's big-picture end products, making clear how new learning is linked to prior learning and how it prepares the pathway for future learning. Furthermore, by utilising a range of Rosenshine's strategies alongside adaptive teaching methods within the classroom, it enabled teachers to provide in-class interventions where disadvantaged students benefited from targeted 1:1 guidance and supportive, corrective feedback when needed.

During the academic year of 2024-2025 there continued to be a whole-school focus on 'mass participation checks for understanding' within the classroom that ensured disadvantaged students' progress in knowing, remembering, and doing more, resulted in the development of long-term memory. Targeted in class questioning, using cold call, was also an additional focus area and training on this area supported staff with ensuring that checks for understanding were frequent and effective.

In addition to this, there was a targeted focus on five key teaching and learning strategies to support pupil premium students, following guidance from the EEF. The strategies are listed below and all teaching staff received training on these:

1. Strategic Seating Plans
2. Check for Understanding
3. Front Loading Knowledge
4. Avoid Assumptions and Enrich

5. Say It Again, Better

Targeted Academic Support

Targeted academic support was also used throughout the year. Disadvantaged students' progress data was tracked by Curriculum Leaders, House Leaders and the Senior Leadership Team and was also reviewed at trustee level. Middle and senior leaders used the SMID data analysis tool to identify and gaps in attainment and progress following the collection of internal common assessment data as part of the routine groups of learners analysis.

This then informed decision making with regards to identifying students who may benefit from targeted academic support. This enabled disadvantaged students to be targeted for additional support outside of the classroom, when needed. Such targeted support included: subject specific peer mentoring; 1:1 academic mentoring for English, Maths and MFL; academic enrichment sessions; VESPA coaching, department-level subject-specific interventions; and learning support sessions with our pastoral wellbeing officers.

In addition, all Key Stage Four Pupil Premium Eligible students were given access to the Save My Exams revision and examination platform from March 2025 to help them with preparations for mock GCSE examinations and external GCSE examinations. During this period this group of students viewed and accessed 18,762 revision notes on the platform. At the peak exam time in May, all users spent a combined 24 days, 17 hours and 4 minutes on the platform. In a student voice exercise at the end of the academic year, 98% said they would recommend the platform to other students. In light of this, this platform is being used for the current academic year with both Pupil Premium Eligible and bursary students.

Wider Strategies

In terms of wider strategies, supporting students with their social, emotional and mental health continued to remain a priority and, where needed, PP students were supported with therapeutic help from the school's pastoral Hub. During the academic year of 2024-2025, all Key Stage Four students were offered a device to help access learning at home enabling them to use online materials and resources delivered via MS Teams. Similarly, all disadvantaged students were offered financial assistance to help with accessing all aspects of school life, including extra-curricular and enrichment opportunities. It was particularly pleasing to see that disadvantaged students' participation in extra-curricular activities was broadly in line with their peers. When last reported on in this academic year, the number of PP students who attended at least five sessions was 30.4% compared with their non-PP peers 30.5%. In addition to this all students complete weekly and fortnightly sessions related to cultural capital and wider learning. This includes the Votes for School programme, a weekly current affairs quiz and a regular in-house cultural capital session.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Save My Exams	Save My Exams
Sparx Reader	Sparx Reader

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children received the same support as other Pupil Premium students. Given the numbers involved it is not materially beneficial to reduce the support package for these students despite the lower financial allocation.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium students are analysed with all Pupil Premium students.