

# Pupil Premium Strategy Statement 2024-2027

## King Edward VI Camp Hill School for Girls, Birmingham

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	748 (Yr7-11) 364 (Yr12-13) 1112 in total
Proportion (%) of pupil premium eligible pupils	<b>239 pupils (32%)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Karen Stevens (Headteacher)
Pupil premium lead	Jayne Neal
Governor / Trustee lead	Celia Fraser

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,689.50
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Not available this year
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£203,689.50</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim is for our disadvantaged pupils to achieve their full academic and personal potential during their years with us, ensuring that they make more progress than their non-PP peers, and thus leave school with the same levels of attainment. We are mindful that many of our disadvantaged students come to us with a lower pass mark on entry due to our Trust's commitment to widen access; it is, therefore, not a level playing field from the outset as the starting point for many is lower than that of their more advantaged peers. We are, however, committed to working hard to close the disadvantage gap.*

*Compared with the national average, our disadvantaged students do extremely well, and through our well-planned use of pupil premium funding, we ensure these students can fully participate in our selective school education. Uniform, travel, trips and music lessons are some of the ways we ensure disadvantaged students have equality of opportunity with their peers. Through our broad and balanced curriculum, which supports the acquisition of deep subject knowledge, we are committed to ensuring our disadvantaged students shape ambitious aspirations, and are aptly-prepared for higher education and a career of their choosing.*

*We aim to remove barriers which hinder the progress, attainment, development and confidence of our disadvantaged students. The Covid-19 pandemic had a detrimental impact on the education and wellbeing of a number of our disadvantaged young people, and we are acutely aware of their ongoing needs. A key objective is to support the whole student: academically and pastorally – fostering enjoyment in learning and prioritising their physical and emotional wellbeing. To this end, all teachers and the governing body accept responsibility for our socially-disadvantaged students and are united in striving to meet their needs, helping to close progress and attainment gaps, and alleviate the long-term consequences of the pandemic. Our Pupil Premium Strategy is rooted in the principles of the [KEVi Promise](#) which commits to providing quality teaching, targeted academic interventions, wellbeing support for students, wider strategies to support families, bespoke careers support and guidance - all underpinned by a pledge to really know our students as individuals.*

### **How does our PP strategy plan work towards achieving these objectives?**

*All teachers are aware, through our regularly updated Pupil Premium register, who our disadvantaged students are, and this is integral to the careful academic and pastoral monitoring of their progress and wellbeing from Year 7 upwards. Gauging the performance of our disadvantaged students against national benchmarks is vital to the rapid identification of learning needs, underachievement, and pastoral concerns – and being able to respond to them using carefully-researched, evidence-based strategies, including those advocated by EEF and Sutton Trust. In October 2024, we invested in teacher CPD with ChallengingEducation, and followed their guidance to set challenging teacher-targets for our disadvantaged students, reflecting our ambition for them. We are committed to ensuring that any gap that has been opened up in KS1&2 does not lead to lower targets for the end of KS4.*

*We work closely with the parents and families of our disadvantaged students: we acknowledge that this is pivotal in closing attainment gaps, and in supporting the health and wellbeing of our young people. We endorse the aim of our Academy Trust to make our school 'as open as possible to all children' regardless of social and economic background, and we are sensitive to the challenges faced by many of our families. We continue to work hard to ensure eligible families receive the financial help and guidance they are entitled to: opening lines of communication and ensuring all students and their families, regardless of background, feel welcome, included and valued as members of our school community.*

*In the Autumn term of 2024, we were delighted to be accredited with a Silver award for our work as Trauma Informed Attachment Aware School (TIAAS). Continued work with the TIAAS principles forms one of our key challenges for this new 3-year Strategy, and reflects our commitment to effectively supporting and coaching young people to recognise their emotions, to regulate and to problem-solve. Teaching and support staff have already undertaken initial training so as to be able to support our young people in this.*

*Historically, and in summer 2024, our Pupil Premium students exceeded the attainment and progress made by all students nationally at GCSE, with 100% of our PPM students gaining Grades 5-9 in English and in Maths. This is an increase from the 95% in 2021 and 99.3% in 2023. It is evidence that, overall, our disadvantaged students do extremely well. Indeed, while the national average P8 score for disadvantaged students is 0.16, our disadvantaged students secured a healthy score of 0.71. (This is up from 0.61 in 2022, but is a decrease from 0.95 in 2023). Our 2024 data showed that there is a 0.3 gap between our PPM students and their non-disadvantaged peers: as we start this new 3-year strategy, we continue to work to reduce this.*

*We remain committed to providing high-quality, targeted academic support where there is need, and our disadvantaged students are always our priority. In 2024-25, we have allocated some of our Pupil Premium funding to provide an additional Learning Mentor to specifically support students with literacy and general study skills. (This is in addition to our Specialist Maths Learning Mentor who we are continuing with to provide in-class support as well as 1-2-1 and small group numeracy support).*

*High quality teaching for all is our benchmark: we have key priorities within this to build on the progress made in recent years with feeding back to pupils, and incorporate metacognitive approaches, proven to be impactful with disadvantaged students (EEF), within our pedagogical practice. Our lessons typically feature:*

- *High levels of pupil involvement and engagement with their learning*
- *An emphasis on learning through oracy, with regular opportunities for pupils to talk both individually and in groups*
- *Modelling of effective strategies in lessons to help students know how to work well independently and to take responsibility for their learning and revision*
- *Encouragement and authentic praise to engage and motivate pupils*

*In 2023-24, we implemented professional learning for all of our teachers on Adaptive Practice. Our new Strategy recognises the importance of continuing this so as to meet the needs of all our pupils - especially our disadvantaged students - in every lesson.*

*In 2024-25, we have launched a new fortnightly Positive Learning Behaviours lesson for Yr10 students which further endorses EEF research into the importance of instructing students in how to be metacognitive. Students in other year groups are also being introduced to Positive Learning Behaviours through activities in Form Time and PSHE.*

*Following on from our previous 3-year Strategy, we remain committed to raising attainment and progress in Maths at KS3 and 4 for all students, but especially our disadvantaged students whose data continues to show that, in-line with the national picture, they don't make as much progress as their non-PPM peers in maths. As a result, we have kept progress in Maths as one of our key Challenges in this new Strategy.*

*Alongside our work to ensure our disadvantaged students achieve the very best possible academic outcomes, wellbeing support and career information and guidance, our new Strategy identifies the importance of a varied programme of cultural capital opportunities as part of our Wider Curriculum offer. Such experiences have long been part of the tradition of our school: going forwards we want to do more to ensure our PPM students take full advantage of this for their personal development. We want to continue to grow a culture of participation where all students benefit fully from a Camp Hill education, but also willingly participate in giving back to our community for the greater good.*

## Challenges

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

Challenge number	Detail of challenge
1	To ensure Pupil Premium students, including those with a lower entrance exam score, make very good progress and that overall attainment gaps are narrowed
2	To help all disadvantaged students, including those who are high-attaining, achieve their potential through high-quality teaching and adaptive practice
3	To embed a programme of impactful learning behaviours supporting all students, especially those who are disadvantaged, to develop scholarship
4	To ensure all disadvantaged students have information about post-18 academic and career pathways, including from representative role models
5	To continue closing the attainment and progress gaps in maths between disadvantaged and non-disadvantaged students
6	To ensure students who are disadvantaged and who are identified as of academic concern are prioritised for interventions
7	To ensure all disadvantaged students have access to a range of cultural capital opportunities and experiences as part of our wider curriculum
8	To support students' emotional wellbeing through the embedding of TIAAS principles within everyday practice

## 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
1. Pupil Premium students perform in line with the rest of the cohort across the curriculum	<ul style="list-style-type: none"> <li>● End of KS3 and GCSE outcomes will show the gap between advantaged and disadvantaged students has reduced significantly.</li> </ul>
2. Teachers become more knowledgeable and skilful with adaptive teaching so that learning is more honed towards students' needs, especially those who are disadvantaged	<ul style="list-style-type: none"> <li>● Data shows increased attainment and progress of disadvantaged students, including those who are higher-attainers</li> <li>● Teachers are equipped with evidence-based classroom pedagogy to support individuals and groups of students within lessons, ensuring no student gets left behind. Best practice shared through lesson drop-ins, learning walks, T&amp;L newsletter, CPD.</li> </ul>
3. All students, including those who are disadvantaged, are taught Positive Learning Behaviours from the start of their Camp Hill journey and these are reinforced in everyday practice	<ul style="list-style-type: none"> <li>● Focus groups, questionnaires and feedback from teachers evidences that students are clear and pragmatic in their approach to learning and that they have developed time-efficient ways to organise their work</li> <li>● Gathered evidence also shows that students are metacognitive in their approach, taking more responsibility for their learning, being undeterred by difficulty and knowing what steps to take next</li> <li>● Lesson drop-ins show that the explicit teaching of positive learning behaviours is part of our high quality teaching</li> <li>● Discussions with students reflect their genuine enjoyment of learning and scholarly exploration</li> <li>● Data outcomes show the positive impact of this work through increased attainment and progress, especially for those students who are disadvantaged</li> </ul>
4. Improved attainment and progress in Maths for all students, and the gap between non-PP and PP students is significantly narrowed	<ul style="list-style-type: none"> <li>● Data at KS3, and GCSE outcomes at the end of KS4 shows that current attainment and progress gaps have been significantly narrowed, and that disadvantaged students make very good progress in Maths from their Yr7 on-entry point.</li> </ul>
5. All disadvantaged students who are identified as of academic concern are prioritised for interventions and targeted academic support	<ul style="list-style-type: none"> <li>● Quality interventions in place to support students with core literacy and numeracy skills</li> <li>● The impact of the interventions on student progress is evaluated regularly</li> <li>● Improved data outcomes for all students in receipt of interventions. Attainment and progress gaps are narrowed</li> </ul>

<p>6. All disadvantaged students have detailed information about different careers and varied pathways involving university courses and degree-apprenticeships, including career-stories from representative role models</p>	<ul style="list-style-type: none"> <li>● All students are guided to use Unifrog from the start of KS3 so that this becomes a go-to resource base of information for them</li> <li>● Visibility around school of where subjects can lead to in terms of undergraduate study and potential careers</li> <li>● A lunchtime Careers Club where students can drop-in and learn about specific careers, listen to visiting speakers, find out about pathways</li> <li>● Discrete pages on the school website showcasing alumni (some from disadvantaged backgrounds) and what their academic and career journey has been</li> <li>● Disadvantaged students at KS4 are prioritised for insight days and placement opportunities with leading corporations through our partnership with Urban Synergy - and with Alumni</li> <li>● A regular programme of termly e-seminars and/or visiting speakers means pathways are demystified</li> <li>● All disadvantaged students go on to reputable universities or degree-apprenticeships at post-18</li> </ul>
<p>7. Increased participation of disadvantaged students in extra and super-curricular opportunities</p>	<ul style="list-style-type: none"> <li>● Continued availability of super-curricular opportunities offered within and beyond subjects (academic conferences; visits to museums, galleries, universities etc). Disadvantaged students are targeted first and reassured of no on-costs.</li> <li>● A whole-school map in place showing extra-curricular and super-curricular opportunities. This will be shared on our website for parents/carers &amp; students</li> <li>● Edulink registers in place for extra-curricular clubs, and analytics used to track participation</li> <li>● Impact evaluated through attitude to studies (pupil voice), data outcomes (where appropriate) &amp; GCSE and A'Level choices.</li> </ul>
<p>8. All students are supported with their emotional wellbeing through firmly embedded TIAAS principles</p>	<ul style="list-style-type: none"> <li>● All staff confident with practising TIAAS approaches</li> <li>● Feedback from HoY and teachers reflects improved ability of students to regulate emotions, develop resilience and build trust</li> <li>● Positive feedback from students through pupil-voice</li> </ul>

## 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: **£22800: (CPD £7466 + new recruitment and specific staffing £5740 + Careers Advisory Service £6000 + Unifrog £3594)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing teachers' ongoing professional learning in the following areas (which align with our School Development Plan):</p> <ul style="list-style-type: none"> <li>● High-quality teaching for all, incorporating subject specialism (especially maths)</li> <li>● Adaptive practice</li> <li>● Continued development of our expertise with positive learning habits through the VESPA model</li> <li>● The effective use of new technologies - including AI</li> <li>● Effective ways to support Disadvantaged students (RADY)</li> </ul>	<p>The Sutton Trust's 2014 report into what makes great teaching, identified the following as integral to helping all students, but especially disadvantaged, make progress:</p> <ul style="list-style-type: none"> <li>● How well teachers understand how pupils learn</li> <li>● Quality of instruction – practices such as effective questioning; retrieval and review of previous learning; and fostering self-regulation.</li> </ul> <p><a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p> <p>The EEF's report into metacognition states self-regulation approaches have '<i>consistently high levels of impact, with pupils making an average of seven months' additional progress.</i>'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The EEF's Toolkit acknowledges that adaptive practice and individualised instruction has the potential to add four months of pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>The VESPA model is evidence-based around 5 key components to student success,</p>	<p>1,2,3,5</p>

	<p>providing a framework for students to develop study skills.</p> <p><a href="https://www.vespa.academy/vespamodel.html">https://www.vespa.academy/vespamodel.html</a></p> <p>The University of Oxford has published several articles about the use of AI in schools, particularly with regard to ways that AI can support students' learning and reduce teacher-workload.</p> <p><a href="https://wwwctl.ox.ac.uk/ai-tools-in-teaching#:~:text=Students%20value%20multiple%20opportunities%20to,their%20study%20time%20more%20effectively.">https://wwwctl.ox.ac.uk/ai-tools-in-teaching#:~:text=Students%20value%20multiple%20opportunities%20to,their%20study%20time%20more%20effectively.</a></p> <p>National data shows that the attainment difference between learners in poverty and their peers is stubbornly resilient to improvement. RADY are research-led in the approaches they share with schools to narrow attainment and progress gaps.</p> <p><a href="https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf">https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf</a></p>	
<p>On-going professional development for our Maths department to ensure teachers' practice is evidence-based, especially with regard to closing knowledge and skills gaps at KS3 &amp; 4.</p>	<p><i>'Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.'</i> (EEF, 2022)</p> <p>EEF: Improving Mathematics Strategies  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702943659">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702943659</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1702943659">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1702943659</a></p> <p>EEF: Effective Professional Development  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1703001667">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1703001667</a></p> <p><i>'Obstetrics for School'</i> - R. Macfarlane.  (Ch5: High quality training for teachers).</p>	<p>1,2,5</p>



	<p><i>'The effects of high-quality professional development on teachers and students: a rapid review and meta-analysis.'</i> (2020) H.Fletcher-Wood and J. Zuccollo - Education Policy Institute.</p>	
<p>Recruitment of an additional Learning Mentor (specifically to support with literacy and extended writing, as well as general study skills)</p>	<p>EEF: Research into impact of small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Making best use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,6
<p>Retention and redeveloped job description of Data Manager to support teachers and leaders with whole school data production, reports and communications.</p>	<p>FFT: How is data used in schools? file:///C:/Users/jmn/Downloads/FFT_How_Is_Data_Used_In_Schools_Report.pdf</p> <p><i>'Performance data (particularly when complemented by rigorous and objective teacher assessment) can provide a very useful guide in assessing how effective these interventions are. Data also helps with the basic requirement to ensure that all pupils benefit from the school's commitment to the highest levels of achievement for all.'</i> (Using data, improving schools' OFSTED).</p>	1,5,6
<p><i>High quality careers information and guidance to ensure all students, especially disadvantaged, have access to bespoke information, advice and guidance through our experienced Career Advisor, and through access to the Unifrog platform.</i></p>	<p><a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a></p> <p>DfE <i>'Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education.'</i> (2017) <a href="https://assets.publishing.service.gov.uk/media/5a82c6cb40f0b62305b94499/Social_Mobility_Action_Plan_-_for_printing.pdf">https://assets.publishing.service.gov.uk/media/5a82c6cb40f0b62305b94499/Social_Mobility_Action_Plan_-_for_printing.pdf</a> <a href="https://www.unifrog.org/about">https://www.unifrog.org/about</a></p>	4

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

Budgeted cost: **£43598: (£33598 + £5000 + £5000)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Interventions (Grace)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,5,6
Yr11 English Interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,6
After-school revision classes for Year 11 students in a wide range of subjects, with disadvantaged students targeted and prioritised. Emphasis on modelling effective revision strategies as well as revisiting content. (Spring Term 2025)	EEF: Extending school time <i>'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.'</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,6
Access to after-school homework club. This has been expanded since it began in 2021 and now is open to all students. Those who are disadvantaged are prioritised.	EEF research(T&L Toolkit) shows that structured homework can yield +5 months progress on students' learning. Homework clubs are included in their research as facilitating students' participation with out-of-lesson study. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Homework%20Club">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Homework%20Club</a>	1,3,

Resources requested by departments across the curriculum: disadvantaged students prioritised. (Books, revision guides, etc)	The EEF Guide to Pupil Premium (2019): <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a>	1,2,3,5,6

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

Budgeted cost: **£ 92525: (TIAAS £442; Studybugs £627; The Wellbeing Crew £3861; Tea & Toast daily breakfast £1640; School Counselling Service £17355; Uniform, travel, equipment and trips for PPM students £40,000; Music lessons for PPM students £15600 + £13000 (additional pastoral investment))**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership with the TIAAS programme to better equip teachers in supporting children who have undergone or who continue to experience trauma.	<i>'The approaches used in this programme are based upon current and up to date theory and research in this important area of child development. Evidence suggests that attachment awareness in adults can lead to increased self-regulation in children (and adults). The capacity to self-regulate underpins emotional well-being and mental health, and enables the development of cognitive skills and learning.'</i> <a href="https://www.birminghameducationsupportservices.co.uk/Page/16281">https://www.birminghameducationsupportservices.co.uk/Page/16281</a>	8
Investment in Studybugs communication platform to better support communication with parents/carers and increase attendance	<i>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. (EEF)</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>  <a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</a>	1,5,
Continued investment in Pastoral Support (Admin)	<i>'Good pastoral care in school is fundamental to the development of character and social skills,</i>	1, 8

<p>to assist Heads of Year, and manage daily attendance communications, and other comms with parents/carers.</p>	<p><i>which will be of critical importance to pupils later in life.’ (GDST)</i>  <a href="https://www.gdst.net/education/what-is-pastoral-care-in-schools/">https://www.gdst.net/education/what-is-pastoral-care-in-schools/</a></p>	
<p>Partnership with The Wellbeing Crew</p>	<p>The Wellbeing Crew’s ‘Relax Kids’ programme is endorsed by Ofsted inspectors. Partnership working between the company and schools can help to deliver ‘outstanding’ emotional wellbeing, personal development and pastoral care.</p>	<p>1, 8</p>
<p>Ensuring all disadvantaged students have access to free tea and toast through our before-school Breakfast Club</p>	<p>2024 Sutton Trust <a href="#">Report</a></p> <p>The 2021 evaluation of the National School Breakfast Programme found that schools who hosted breakfast clubs reported:</p> <ul style="list-style-type: none"> <li>● Improved pupil behaviour (94 per cent).</li> <li>● Healthier eating habits among pupils (95 per cent).</li> <li>● Readiness to learn (99 per cent).</li> <li>● Concentration in class (99 per cent).</li> <li>● Educational attainment (94 per cent).</li> <li>● Better social skills (93 per cent).</li> </ul> <p><a href="https://www.gov.uk/guidance/national-school-breakfast-club-programme">https://www.gov.uk/guidance/national-school-breakfast-club-programme</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>1,8</p>
<p>School Counselling Service</p>	<p>YoungMinds Charity report states schools <i>‘must provide more support to young people who are suffering stress, anxiety and depression, including access to counselling.’</i></p> <p>EEF (Social &amp; Emotional learning = +4 months progress)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>At <i>Camp Hill</i>, we have seen a significant rise in the number of students, including those from disadvantaged backgrounds, in need of and/or requesting counselling. There has been an increase of almost 75% since 2018.</p>	<p>1,8</p>

<p>Providing all our disadvantaged students with uniform, travel, equipment, trips, extra-curricular grants</p>	<p>The King Edward’s Promise ensures that non-academic barriers to participation in school-life are removed so that all students, regardless of home background, have full access to the education on offer here at CHG.</p> <p><i>‘If a uniform policy is in place, it is important to consider how to support families who may not be able to afford uniform.’ (EEF)</i></p> <p>EEF also advocates Outdoor Adventure Learning &amp; Physical Activity; Arts Participation (+3 months)</p> <p>Providing the cost of travel to and from school supports pupils’ attendance and punctuality, ensuring they are not missing out on learning time.</p> <p>Findings from: <i>‘An Unequal Playing Field’</i> (Social Mobility Commission) report 2016.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p><i>‘...Interventions across four areas were needed: academic extension; cultural enrichment; personal development; and removal of financial barriers to achievement. These intervention areas were supported by schools’ partnership work with parents.....’ (Research to understand successful approaches to supporting the most academically able disadvantaged pupils DfE 2018)</i>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</a></p>	<p>1,3,7,8</p>
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**Total budgeted cost: £178,129**

## Part B: Review of the previous academic year: Outcomes for disadvantaged pupils

We annually scrutinise the progress and attainment of our disadvantaged students using our own internal assessments, and KS4 performance data. Each year, since our Pupil Premium strategy commenced in 2021, the attainment and progress of students in this school who were supported by Pupil Premium funding (PPM), exceeded that made by all students at GCSE. As we are a selective grammar school setting, this is to be expected. On average, 99% of our PPM students gained grades 5-9 in English and Maths. Significantly higher proportions of our PPM students achieved Positive Progress 8, Value Added scores in English, Maths, Science, Languages and Humanities compared to the national context.

### **Challenge 1: Ensuring PP students, including those with a lower entrance exam qualifying score, make very good progress and that attainment gaps are narrowed.**

Data since summer 2022 (the first year of our previous 3-year strategy) shows that we need to continue working hard to reduce the Progress gap at the end of KS4. There is a 3-year average gap of 0.17 but we are mindful that in 2024, the gap widened by 0.3 from 2023.

While our Attainment 8 gap reduced by 0.11 from 2022 to 23, it has increased again by 0.14 from 2023-2024. This provides renewed focus for us with our current 3 year strategy. It is important to note, however, that disadvantaged students do attain very good outcomes at Camp Hill School for Girls (average grade of 8) and go on to access A Level study and ambitious post-18 degree and apprenticeship pathways.

	2021-2022	2022-2023	2023-2024
Att8 Non-PP	8.39	8.16	8.23
Att8 Disadvantaged	7.95	7.83	7.76
<b>Gap</b>	<b>0.44</b>	<b>0.33</b>	<b>0.47</b>
P8 Non-PP	0.81	0.91	1.02
PP Disadvantaged	0.57	0.95	0.71
<b>Gap</b>	<b>0.24</b>	<b>-0.04</b>	<b>0.31</b>

Compared with other local selective schools in areas of similar deprivation, our progress score for disadvantaged students is in-line or compares favourably:

	England	LA	CHG	CHB	Five Ways	KE H'Worth
Overall P8	-0.03	0.06	0.97	1.09	0.68	0.81
PPM students	0.16	0.28	(26) 0.71	(18) 0.72	(26) 0.32	(30) 0.76

A more detailed breakdown of our Pupil Premium and Free Schools Meals students' Progress since 2024. (At the time of writing, we are waiting for some 2024 statistics)

Subgroup	Overall 2022	Overall 2023	Overall 2024	English 2022	English 2023	English 2024	Maths 2022	Maths 2023	Maths 2024
Whole cohort	0.76	0.89	0.97	0.92	1.1	1.1	0.17	0.12	0.42
Non-PPM	0.81	0.91	1.02	0.94	1.11	tbc	0.28	0.14	tbc
PP	0.57	0.85	tbc	0.85	1.11	tbc	-0.19	0.10	tbc
FSM	0.60	0.97	tbc	0.88	1.06	tbc	-0.21	0.16	tbc

We have maintained our average grade of 8 for each cohort, and importantly, for those students who are PPM. Our specific target subgroup, Disadvantaged Pakistani students, also achieved an average grade of 8 in Summer 2024 exam outcomes.

As part of our commitment to narrowing Attainment and Progress gaps, we invested in a structured Intervention programme. The following detail shows what the Year 11 cohort of 2024 received, and what impact it had:

- 29 students accessed MyTutor provision (1-2-1 mentoring, once per week for 12 weeks). 11 achieved or surpassed their target grade. English and Maths had the most successful residuals. Physics was the least successful at -2 grades.
- 15 students received Maths intervention outside of the classroom. 8 of these achieved or surpassed their target grade. Further students received support within lessons from Ms Branch - our Maths support teacher.
- 20 students received English intervention. 15 of these achieved or surpassed their English Language target and 11 achieved or surpassed their English Literature target.
- 122 students attended exam revision sessions during the Spring and start of Summer terms. Students attended an average of 8 sessions each.

#### Attendance data:

2023-24 figures show that overall attendance was 92.82% (Yr7-11)

Non-PPM attendance was 92.87%

PPM attendance was 92.7%.

There is very little discrepancy between these two groups, but attendance for all students remains a school priority.

#### **Challenge 2: Ensuing that all disadvantaged students have access to funding to remove barriers to a Camp Hill Girls' School education, including uniform, travel, extra-curricular etc.**

- Our current rate of Pupil Premium spending (typically 50% of our total PP funding) is allocated to transport, uniform and equipment, school trips, music lessons and other extra-curricular opportunities. It is our intention that this will continue.

**Across 2022- 24, we increased our subsidy of enrichment and extra-curricular opportunities by prioritising disadvantaged students and ensuring these opportunities are, in the main, fully-funded to ensure participation. (Egs have included theatre visits, travel to academic conferences, Year 7 residential, subsidised costs for disadvantaged students for cultural capital trips abroad). Over 60 KS3**

and 4 PP students currently receive fully-funded music tuition. We have over 40 clubs and societies, as well as academic catch-up / drop-in opportunities at lunchtimes. Our disadvantaged students are prioritised for these where required. In 2023, we invested in Edulink to help us track participation in wider curriculum opportunities. Indications show us that disadvantaged students are, on average, less likely to participate in lunchtime clubs / societies - and this remains an on-going focus for us with our new Strategy.

**Challenge 3: Ensure all disadvantaged students have access to study facilities and support beyond the school day to help mitigate inequalities arising from home circumstances and parents/carers ability to support their child.**

- A homework club for pupil premium students was established in 2021-22 to help alleviate difficulties with working at home. We have received positive feedback from students/parents/carers and teachers regarding homework and independent study. In 2022-23, Homework Club was opened up to all students and it continues to be very well attended, predominantly by KS3 students but with an increasing number of KS4.
- We have increased our communication, advice and guidance with all of our families on ways they can support their children to achieve well at school. In Autumn 2023, we launched the Edulink app to enable quicker information sharing, and to help parents/carers feel more involved with their child's day at school. There is additional, regular information and signposting via our half-termly news publication: *The Chronicle*, and we have designated trained Office Staff to respond sensitively to families' financial queries. Our annual Transition Evenings have a specific focus on 'ways to help your child' in-line with our drive to foster impactful study habits.

In 2024, our Teaching & Learning focus extended to Learning Behaviours and we have embraced the VESPA programme. This is being taught through a timetabled lesson to Yr10 students but also with Yr9 and Yr12 students in Form Time. We have also shared key aspects of the programme with parents/carers at Information Evenings (eg. Yr11 'Steps-to-Success' evening). Our website also has [dedicated pages](#) for parents/carers to ensure they know how they can support their child with their learning at home.

However, we recognise that we need to continue to do more with the parents/carers of our disadvantaged students through focus groups and surveys to improve communication, and deepen our understanding of the barriers that some of our students face.

**Challenge 4: Develop academic confidence, motivation and self-belief amongst disadvantaged students, particularly our lower attainers, and ensure careers, information and guidance grows aspiration and is bespoke to individual students' needs.**

- In Autumn 2023, we held our first e-seminar with Urban Synergy (a charitable organisation which aims to foster aspiration and open up career pathways to disadvantaged and/or ethnic minority students). Over 60 identified students were invited to participate from Years 10-13. In 2024, we held two additional e-seminars: (KS4 & 5 again in Spring) and KS3 (Summer term). Disadvantaged students were prioritised.

Through Urban Synergy, 6 Year 12 students took part in a Corporate Insights day (3 of whom are FSM).

Additionally, we have started to make more effective use of selected members of our alumni as role models through assemblies and in support of our new Careers Club. There are also new



pages in draft for the Careers section of our website showcasing some of our alumni (some of whom are from disadvantaged backgrounds) and detailing their academic and career journeys to date. These pages will be launched and shared with students in Form Time in Spring 2025.

- All disadvantaged students, like their peers, receive bespoke careers advice and guidance in line with the Gatsby benchmarks to help them make ambitious choices for post-18 routes (degree courses, degree level apprenticeships, FE, training or employment). Our investment in Unifrog for all students (2022) supports this. We recognise we have more work to do earlier on to identify disadvantaged students' career interests (in-line with RADY advice) and to ensure pathways and 'ways to make this happen' are made more explicit.

**Our intended outcome is that our disadvantaged students achieve or surpass their data targets. Through our careers, advice and guidance programme, students are provided with bespoke advice and opportunities to find out about academic and career pathways - and go on to top universities or sought-after degree-apprenticeships. (From 2021-24, 49 of our 62 PP/FSM students successfully gained places on degree courses, many at top universities such as Durham, York, Birmingham, Liverpool and Leeds - and 4 to Oxbridge. Courses included History, Engineering, Mathematics, Law, Medicine, Dentistry, Fine Art and Modern Languages).**

**Challenge 5: Grow the participation of disadvantaged students in super-curricular and extra-curricular opportunities, and monitor it robustly**

- Since 2021, we have increased the availability of super-curricular opportunities offered within subjects (academic conferences; visits to museums, galleries, universities etc). Disadvantaged students are always prioritised and reassured of no on-costs. In 2023-24, we invested in Edulink which facilitates easier and more accurate analytics of student participation. This is helping us to monitor uptake and attendance within our wider curricular offering, and respond accordingly. Club attendance data across 2023-24 indicates that 21% of total attendance was by PPM students. This was just slightly below the overall school PPM figure of 25%. In the Autumn term of 2024-25, club attendance data suggests 26% of attendees are PPM. While this is an increase on last year's overall statistics, we are mindful that our school PPM % has increased to 32%, so we need to continue working to increase participation.
- We have recently launched our [Co-Curricular pages](#) on our website to ensure parents/carers and students can see for themselves what is on offer and when. It is hoped this will grow numbers of our disadvantaged students participating in wider curriculum opportunities. There is also a revamped display board to promote 'What's On' and showcase 'Club of the Month' as well as academic clinics and drop-ins.

**Our aim is that rates of participation in super-curricular activities is equal between PP and non-PP students, fostering confidence and supporting academic and pastoral outcomes.**

**Challenge 6: Develop pedagogical expertise in teaching Tier 2 & 3 vocabulary, and extended writing across the curriculum, where appropriate.**

**English Language Progress Data**

	2022	2023	2024
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Whole Cohort	0.92 (Av grade 8)	1.1 (Av grade 8)	1.1 (Av grade 8)
Non-disadvantaged	0.94 (Av grade 8)	1.10 (Av grade 8)	(Av grade 8)
Pupil Premium	0.85 (Av grade 8)	1.10 (Av grade 8)	(Av grade 8)
FSM	0.88 (Av grade 8)	1.05 (Av grade 8)	(Av grade 8)

The data in the above table evidences the excellent progress we have made with English Language since the start of our 2022-24 Strategy. Students are now making a whole grade more than expected progress, and we are narrowing progress gaps between subgroups. Disadvantaged students make very good progress in English, and we have sustained their average grade in English of 8 which is in-line with their non-disadvantaged peers.

Similarly, in RS and History, FSM and PP students achieved average grades of 8 in Summer 2024 - in line with their non-disadvantaged peers.

In 2023-24, we built on the previous year's CPD led by Katherine Mortimore, and had a literacy-focused Learning Walk. Impactful practice was then shared with all teachers following this. Lesson drop-ins now show that a focus on literacy, and specifically disciplinary literacy, is typical and a feature of lessons across the curriculum.

We recognise that good levels of academic literacy positively impact all areas of the curriculum. **KS3 data in 2024 (below)** reflects pupil progress which we feel has been enhanced by our work to increase the emphasis on literacy across all subjects. We are conscious that the Yr9 cohort has the largest attainment and progress gap comparing non-disadvantaged students with those receiving the Pupil Premium, (although they are in-line with the cohort as a whole).

	Term 1: Av Pts	Term 1: Av grd	Term 3: Av Pts	Term 3: Av. grd
<b>Yr7 Whole Cohort (150)</b>	2.33	2	3	3.14
English	2.74	3	3.35	3
Non-PP/FSM	2.38	2	3.24	3
PP/FSM	2.21	2	2.90	3
<b>Yr8 Whole Cohort (150)</b>	3.63	4	4.39	4
English	3.79	4	4.20	4
Non PP/FSM	3.74	4	4.50	4
PP/FSM (47)	3.50	3	4.15	4
<b>Yr9 Whole Cohort (150)</b>	4.65	5	5.47	5
Non PP/FSM	4.76	5	5.59	6
PP/FSM	4.36	4	5.18	5

**Challenge 7: Close attainment and progress gaps in maths between non-disadvantaged and advantaged students** The Summer 2024 outcomes reflect the progress made in raising the attainment in Maths across the cohort. We are delighted that the average grade is now 8, in line with the school average. (It was 7 in 2023). However, we are aware that the Progress gap between non-disadvantaged and PPM students has widened by 0.34. PPM students still have an average outcome of grade 7. (See table below). This remains a core focus for us in 2024-25, and is part of our on-going Pupil Premium Strategy.

	Maths 2023	Maths 2024
Cohort average grade / pts	7 (7.48)	8 (7.91)
Non-PP average grade	8 (7.55)	8 (7.95)
PPM average grade	7 (7.14)	7 (7.19)
P8 Maths score (Cohort)	0.12	0.06
P8 Maths score (Non-PP)	0.13	0.19
P8 Maths score (PP/FSM)	0.15	-0.48
Progress gap between non-disad and PPM	0.38	0.72

Since 2021, we have spent our Catch-Up, Tutoring and Recovery funding, as well as amounts from our Pupil Premium money on interventions (including MyTutor, school-based small group support, after-school revision classes) to support disadvantaged students, including in Maths. In 2023-24, we recruited a Maths specialist to support in-class and with individual and small groups. We are continuing to do this in 2024-25 as it is having a positive impact on overall outcomes. We need to work more strategically to ensure this intervention helps close attainment and progress gaps between these two groups of students.

**Challenge 8: Pupil Premium students to be tracked robustly at KS3 to ensure consistency and identify underperformance quickly, implementing interventions and evaluating the impact of these:**

- Attainment and progress of disadvantaged students in KS3 is now tracked robustly, and discussed at department, middle and senior level. DRPD documents now have this as a more explicit focus. In 2023-24, we appointed a Data Manager to specifically support Senior and Subject Leaders but also individual teachers with accessing and evaluating data where needed. We have a greater consciousness of all disadvantaged students within our school community. Line management discussions with subject leaders frequently have disadvantaged students as a focus. We have also developed a new bi-annual data report for our school governors which details the attainment and progress of all students, including subgroups and disadvantaged students.
- Our termly reporting documents to parents/carers also visibly shows at-a-glance where progress is being made, or where students may be struggling.
- Internal data at the end of July 2024 showed that disadvantaged students were, on average, one grade below their non-disadvantaged peers. While some of these students come into school with a lower entrance score, we know we must continue to focus on closing gaps and providing quality interventions to identified students.

In 2024-25, we are continuing with a timetabled-programme of intervention across KS3 and 4. Our data shows us that identified students need support with literacy and numeracy - and we are fortunate to be able to provide specialist teaching to individuals and small groups within the school day. We are hopeful that this response to identified underperformance will also help to close gaps.

