

Pupil Premium Strategy Statement: King Edward VI Camp Hill School for Girls, Birmingham

This statement details our school's use of pupil premium (and recovery 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	747 (Yr7-11) 373 (Yr12-13) 1120 (in total)
Proportion (%) of pupil premium eligible pupils	229 pupils (30.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	Sept 2026
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	£246,175.00
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
Total budget for this academic year <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>	£246,175.00

Part A: Pupil Premium Strategy plan - Statement of Intent

Our goal is for our under-resourced 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 under-resourced 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 under-resourced 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 under-resourced 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 all students, including those who are less privileged, shape ambitious aspirations and are well-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 under-resourced students. We know the negative consequences of the pandemic significantly disadvantaged our under-resourced students, widening the barriers between them and other students. A key objective for us 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 under-resourced 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 under-resourced 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 aspirational targets for our under-resourced students (using FFT5), 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 under-resourced 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 our 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 to be able to support our young people in this.

Historically, and in summer 2025, our Pupil Premium students exceeded the attainment and progress made by all students nationally at GCSE, with 95.2% of our PPM students gaining Grades 5-9 in both English and in Maths. Our under-resourced students do extremely well. While there is no P8 score for 2025 GCSE data, our 2024 P8 score for our under-resourced students was 0.71. (This compares favourably with the national average of 0.16 and with other local selective schools). Our P8 (PP) score was 0.61 in 2022 and 0.95 in 2023. Our 2024 data showed that there was a 0.3 gap between our PPM students and their non-disadvantaged peers. We continue to work to reduce this.

We remain committed to providing high-quality, targeted academic support where there is need, and our under-resourced students are always our priority. Since 2024 (and the start of this 3-year strategy), 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).

Indeed, 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 under-resourced students whose data continues to show that, in-line with the national picture, they don't make as much progress as their non-PP peers in Maths. As a result, we have kept progress in Maths as one of our key challenges in this new Strategy.

Quality first teaching for all is our benchmark: we have key priorities within this to build on the progress made in recent years with providing quality feedback to pupils, ensuring disciplinary literacy features in all of our lessons, and that adaptive practice ensures no student gets left behind.

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 explain, to discuss and to question*
- *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 2024-25, we implemented professional learning for teachers on Adaptive Practice. We continue to build on this in 2025-26 in recognition that it is high-quality responsive teaching which is the most powerful lever in helping under-resourced students to be successful. A bespoke CPD day on Adaptive

Practice is planned for October 2025, and a follow-up learning walk programme to identify and share impactful practice within departments.

In 2024-25, we 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.

Alongside our work to ensure our under-resourced students achieve the very best possible academic outcomes, and receive quality career information and guidance, as well as a package of wellbeing support, our 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 aim to do more to ensure our PPM students take full advantage of this for their personal development. We are committed to further growing a culture of participation where all students benefit fully from a Camp Hill education, and 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 under-resourced students, including those with a lower entrance exam score, make very good progress and that overall attainment gaps are narrowed
2	To help all under-resourced 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 under-resourced, to develop scholarship
4	To ensure all under-resourced students have information about post-16 and post-18 academic and career pathways, including from representative role models
5	To close the attainment and progress gaps in maths between under-resourced and non-PPM students
6	To ensure students who are under-resourced and who are identified as of academic concern are prioritised for interventions
7	To ensure all under-resourced students have access to a range of cultural capital opportunities and experiences as part of our wider curriculum
8	To support all 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"> End of KS3 and GCSE outcomes will show the gap between PPM and Non-PPM students has narrowed.
2. Teachers become more knowledgeable and skilful with adaptive teaching so that learning is more honed towards students' needs, especially those who are under-resourced.	<ul style="list-style-type: none"> Data shows increased attainment and progress of under-resourced students, including those who are higher-attainers. 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&L newsletter, CPD.
3. All students, including those who are under-resourced, 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"> 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 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 Lesson drop-ins show that the explicit teaching of positive learning behaviours is part of our high-quality teaching Discussions with students reflect their genuine enjoyment of learning and scholarly exploration Data outcomes show the positive impact of this work through increased attainment and progress, especially for those students who are under-resourced
4. All under-resourced students have detailed information about different careers and varied pathways involving university courses and degree-apprenticeships, including career-stories from representative role models	<ul style="list-style-type: none"> 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 Visibility around school of where subjects can lead to in terms of undergraduate study and potential careers A lunchtime programme of talks where students can drop-in and learn about specific careers, listen to visiting speakers, find out about pathways Discrete pages on the school website showcasing alumni (some from disadvantaged backgrounds) and what their academic and career journey has been

	<ul style="list-style-type: none"> • Under-resourced students at KS4 are prioritised for insight days and placement opportunities with leading corporations through our partnership with Urban Synergy - and with Alumni • A regular programme of termly e-seminars and/or visiting speakers means pathways are demystified • All under-resourced students go on to reputable universities or degree-apprenticeships at post-18
5. 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"> • Data at KS3, and GCSE outcomes at the end of KS4 shows that current attainment and progress gaps have been significantly narrowed, and that under-resourced students make very good progress in Maths from their Yr7 on-entry point.
6. All under-resourced students who are identified as of academic concern are prioritised for interventions and targeted academic support	<ul style="list-style-type: none"> • Quality interventions in place to support students with core literacy and numeracy skills • The impact of the interventions on student progress is evaluated regularly • Improved data outcomes for all students in receipt of interventions. Attainment and progress gaps are narrowed
7. Increased participation of under-resourced students in extra and super-curricular opportunities	<ul style="list-style-type: none"> • Continued availability of super-curricular opportunities offered within and beyond subjects (academic conferences; visits to museums, galleries, universities etc). Under-resourced students are targeted first and reassured of no on-costs. • A whole-school programme in place showing extra-curricular and super-curricular opportunities. This is shared on our website for parents/carers & students • Edulink registers in place for extra-curricular clubs (where possible), and analytics used to track participation • Impact evaluated through attitude to studies (pupil voice), data outcomes (where appropriate) & GCSE and A'Level choices.
8. All students are supported with their emotional wellbeing through firmly embedded TIAAS principles	<ul style="list-style-type: none"> • All staff confident with practising TIAAS approaches • Feedback from HoY and teachers reflects improved ability of students to regulate emotions, develop resilience and build trust • Positive feedback from students through pupil-voice

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: **£59838**: (To include teaching staff, support staff, Continuing Professional Development, Careers Advisory Service)

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"> • High-quality teaching for all, incorporating subject specialism (especially maths) • Adaptive practice • Continued development of our expertise with positive learning habits through the VESPA model • The effective use of new technologies - including AI • Oracy • Equity (Through the work of Lee Elliott-Major and University of Exeter) 	<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"> • How well teachers understand how pupils learn • Quality of instruction – practices such as effective questioning; retrieval and review of previous learning; and fostering self-regulation. <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>The VESPA model is evidence-based around 5 key components to student success,</p>	1,2,3,5

	<p>providing a framework for students to develop study skills.</p> <p>https://www.vespa.academy/vespamodel.html</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>https://www.ctl.ox.ac.uk/ai-tools-in-teaching#:~:text=Students%20value%20multiple%20opportunities%20to,their%20study%20time%20more%20effectively.</p>	
	<p>Oracy is one of our core Curriculum and T&L priorities for this academic year and beyond. We recognise its importance to increasing students' academic and social confidence, their general knowledge, cultural and social capital, and their overall outcomes. This is especially important for students who are under-resourced.</p> <p>https://my.chartered.college/impact_article/lets-talk-about-disadvantage-the-fundamental-importance-of-oracy-in-closing-the-gap/</p> <p>https://voice21.org/oracy-and-tackling-educational-inequality/</p> <p>https://news.exeter.ac.uk/wp-content/uploads/2024/12/The-Equity-Scorecard_final.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2024/10/Life-Lessons-2024-1.pdf</p> <p>National data shows that the attainment difference between learners in poverty and their peers is stubbornly resilient to</p>	

	<p>improvement. RADY are research-led in the approaches they share with schools to narrow attainment and progress gaps.</p> <p>https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf</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 & 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 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702943659</p> <p>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</p> <p>EEF: Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1703001667</p> <p><i>'Obstetrics for School'</i> - R. Macfarlane. (Ch5: High quality training for teachers).</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>	1,2,5
<p>Retention and redeveloped job description of Data Manager to support teachers and leaders with whole school data production, reports and communications.</p>	<p>https://my.chartered.college/impact_article/measuring-what-matters-redefining-datas-role-in-schools/</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</i></p>	1,5,6

	<i>achievement for all.'</i> (Using data, improving schools' OFSTED).	
<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>	https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools DfE 'Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education.' (2017) https://assets.publishing.service.gov.uk/media/5a82c6cb40f0b62305b94499/Social_Mobility_Action_Plan_-_for_printing.pdf https://www.unifrog.org/about	4

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

Budgeted cost: £52867 (To include: specialist maths and literacy individual and small group support, after-school revision classes for Year 11 students in Spring Term, Homework/Study Club, additional resources to support students' learning).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Making best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,5,6
English Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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	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>	1,2,6

strategies as well as revisiting content. (Spring Term 2026)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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.	<p>EEF research(T&L Toolkit) shows that structured homework can wield +5 months progress on students' learning. Homework clubs are included in their research as facilitating students' participation with out-of-lesson study.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=Homework%20Club	1,3
Resources requested by departments across the curriculum: disadvantaged students prioritised. (Books, revision guides, etc)	<p>The EEF Guide to Pupil Premium (2019):</p> https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1,2,3,5,6
Purchase additional laptops for under-resourced students to enable them to complete homework and independent study	<p>The Government's 2025 Digital Inclusion Action Plan makes clear the negative impact on poorer households where there is limited or no access to technology. This widens gaps between more advantaged and under-resourced students</p> https://www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps#chapter-2---why-is-digital-inclusion-important <p>The EEF Digital Summary of Recommendations states:</p> <p><i>'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.'</i></p> <p>In the Government's Plan for Change, Bridget Phillipson stated: <i>I won't tolerate a system where some children benefit from innovation whilst others are left disconnected, and I am determined to level the playing field.</i></p>	1,2,3,5

	<i>That means secure and accessible technology for every school and the right support for teachers and leaders to help us break the link between background and success as we deliver on our Plan for Change."</i>	
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Wider strategies: Budgeted cost: **£133,421**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership with the TIAAS programme to better equip teachers in supporting children with emotional wellbeing and regulation, especially those 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> https://www.birminghameducationsupportservices.co.uk/Page/16281	8
Investment in Studybugs communication platform to better support the monitoring of attendance and punctuality in school, and to support speedier communication with parents/carers regarding their child's 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> https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	1,2,3,5,6,7,8
Continued investment in Pastoral Support (Admin) to assist Heads of Year, and manage daily attendance communications, and other comms with parents/carers.	<i>'Good pastoral care in school is fundamental to the development of character and social skills, which will be of critical importance to pupils later in life.'</i> (GDST) https://www.gdst.net/education/what-is-pastoral-care-in-schools/	1, 8
We fund the equivalent of an additional Form Tutor at KS4 in increasing tutor groups from 5 > 6 and therefore having smaller numbers per group. This	This decision supports our TIAAS approach and the value we place on pastoral care for all our students, especially those who are under-resourced. We know that Form Tutors, as often the first point of call in the school day, are integral to ensuring students	1, 8

enables more bespoke care of students as individuals.	<p>feel welcome, safe, calm and motivated for the day ahead. This can also have a significant impact on students' punctuality and attendance.</p> <p>https://learningspy.co.uk/featured/the-role-of-the-form-tutor-the-importance-of-why/</p> <p>https://discovery.ucl.ac.uk/id/eprint/10152217/2/DEdPsy_Thesis_Nicole%20Cara_Form%20Tutors%20and%20Form%20Time.pdf</p>	
Partnership with The Wellbeing Crew	<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>https://thewellbeingcrew.co.uk/</p>	1, 8
Ensuring all disadvantaged students have access to free tea and toast through our before-school Breakfast Club	<p>2024 Sutton Trust Report into 'taking hunger out of the classroom.'</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"> ● Improved pupil behaviour (94 per cent). ● Healthier eating habits among pupils (95 per cent). ● Readiness to learn (99 per cent). ● Concentration in class (99 per cent). ● Educational attainment (94 per cent). ● Better social skills (93 per cent). <p>https://www.gov.uk/guidance/national-school-breakfast-club-programme</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	1,8
School Counselling Service	<p>YoungMinds Charity report states schools 'must provide more support to young people who are suffering stress, anxiety and depression, including access to counselling.'</p> <p>EEF (Social & Emotional learning = +4 months progress)</p>	1,8

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>Providing all our disadvantaged students with uniform, travel, equipment, trips, extra-curricular grants (Music)</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.'</i> (EEF)</p> <p>EEF also advocates Outdoor Adventure Learning & 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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</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> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_mo</p>	<p>1,3 5,7,8</p>

	st_academically_able_disadvantaged_pupils.pdf	
Year 6 Summer Camp	<p>Since 2021, we have offered a Summer Camp for our Yr6 starters to help them have a calm start to the new academic year, to make friends, and to familiarise themselves with the school before it is in session. All students who receive the Pupil Premium are fully funded for this 3-day activity programme.</p> <p>https://assets.publishing.service.gov.uk/media/6245c53d8fa8f5277500da47/Summer_schools_research_final_report_March_2022.pdf</p> <p>This EEF report highlights the importance of supporting students with school routines and expectations prior to starting in Year 7, and supporting with the establishing of positive peer networks.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1717148065</p>	1,5,7,8
Pupil-Premium Advocate role	<p>To help us better get to know and understand the picture of poverty at Camp Hill School Girls, we are funding a member of staff as our Pupil Premium Advocate. This role involves speaking with under-resourced students on a 1-2-1 basis at scheduled times, as part of our 'Getting to Know You' programme. From this, we have already been able to intervene with students who have told us about some of their barriers to participation and/or learning.</p> <p>This is in-line with the EEF's Pupil Premium Guide which advocates diagnosing your students' needs.</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs</p> <p>Matt Bromley, who has written extensively about disadvantage, states in this article for SedEd: <i>'And so, the task for schools is clear: we must actively seek out high-attainers from disadvantaged backgrounds, understand their specific barriers, and provide the challenge,</i></p>	

	<p><i>structure, and support that will allow them not just to survive, but to thrive.'</i></p> <p>https://www.sec-ed.co.uk/content/best-practice/supporting-high-attaining-learners-disadvantage-culture</p>	
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Total budgeted cost: £226,126

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

We annually scrutinise the progress and attainment of our under-resourced students using our own internal assessments, and KS4 performance data. Each year, since our Pupil Premium strategy commenced in Autumn 2021, the attainment and progress of students in this school who were supported by Pupil Premium funding (PPM), exceeded that made by all students nationally at GCSE. As we are a selective grammar school setting, this is to be expected. On average, since the start of the Pupil Premium Strategy, 97.6% of our PPM students gained grades 5-9 in both 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 and local contexts.

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

Attainment:

While our Attainment 8 gap between Non-PP and PP students has fluctuated slightly since the start of the PP Strategy in Summer 2022, the actual average gap across these four cohorts is just 0.05. We are conscious though that there is almost half a grade's difference in Attainment, on average, between our non-PP students and those who are under-resourced.

	2021-2022	2022-2023	2023-2024	2024-25
Att8 Non-PP	8.39	8.16	8.23	8.18
Att8 Disadvantaged	7.95	7.83	7.76	7.69
Gap	0.44	0.33	0.47	0.49
P8 Non-PP	0.81	0.91	1.02	Not available
PP Disadvantaged	0.57	0.95	0.71	Not available
Gap	0.24	-0.04	0.31	Not available

In 2025, we have maintained our overall cohort average grade of 8 but outcomes show a widening attainment gap. Our 42 FSM students achieved an average grade of 7. (This is down from grade 8 the past two years). Similarly, our 13 under-resourced Pakistani students (a specific subgroup for us) also averaged grade 7 (down on grade 8 in 2024). It is worth noting that the outcomes of these subgroups were negatively impacted by a small group of students.

We know that with a proportion of our under-resourced students joining the school with a lower entrance score, it is not a level playing field. It is important to note, however, that under-resourced students do attain very good outcomes at *Camp Hill School for Girls*. High proportions of our UR students achieve average GCSE grades of 8 or 9 (see below).

	Grade 9	Grade 8
2025 (42 UR students)	6 <u> </u> (14.2%)	19 <u> </u> (45%)
2024 (27 UR students)	2 <u> </u> (7.4%)	10 <u> </u> (37%)

The table below shows how the number of our PP students has grown in recent years and also how the average PP 11+ score on entry has reduced. This was evident with our Year 11 cohort 2025. There is a gap of 0.55 in their average GCSE APS when compared with non-PP students, however, as our progress data shows below in the next section, our PP students do typically make very good progress.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Average Cohort Entrance Score	240	239	241	240	235	234	236	237	233	238
Average PP Entrance Score	225	229	232	227	221	226	225	225	224	228
Average Non-PP Entrance Score	244	242	244	244	241	238	240	241	238	242
Lowest Entrance Score of PP Student	210	214	218	212	207	205	206	205	205	206
Count of PP Students	30	35	37	33	47	43	47	45	55	41
% of PP Students	20.00	23.33	24.67	22.00	31.33	28.67	31.33	30.00	36.67	27.33
Completion of GCSEs	2021 (Covid)	2022	2023	2024	2025	2026	2027	2028	2029	2030
Cohort APS	8.07	8.21	7.92	8.00	7.80					
PP APS	7.48	7.80	7.70	7.52	7.41					
Non PP APS	8.16	8.31	7.97	8.11	7.96					
Gap of APS between PP and non PP	0.68	0.51	0.27	0.59	0.55					

Progress:

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. As there is no P8 in 2025, we are unable to compare this like-for-like. However, our Trust has produced data using the Entrance Test scores of the 2025 Year 11 cohort in order to evaluate the progress these students made during their five years. Comparing the starting points and GCSE outcomes of the cohort shows that our under-resourced students did, as a subgroup, make more progress than their non-PP peers.

Non-PP	0.23
PP	0.54
Overall cohort Progress	0.31

The above data compares favourably with that of other local selective schools in areas of similar deprivation, and it endorses our **2024 P8 comparison** as shown below:

	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 small number of our Year 11 students pursue vocational pathways post-16 at local colleges. However, we retain the majority of our under-resourced students in our own Sixth Form and support these students in accessing ambitious post-18 degree or apprenticeship pathways. (In 2025, 32/42 students have remained with us for A Levels)

Challenge 2: To help all under-resourced students, including those who are high-attainers, achieve their potential through high-quality teaching and adaptive practice.

Our academic data from 2024 and 2025 cohorts shows that, on average, our under-resourced students achieve highly and made excellent progress. We know that we must continue working to reduce the number of all students – especially those under-resourced – who do not meet their data targets.

2024 and 2025 overview shown here illustrating the gap between target and actual APS. (2025 targets were teacher-generated due to no KS2 data). It does, however, suggest, we are starting to reduce the % of under-resourced students who miss their data targets.

	2024	2025
Whole cohort	0.14	0.2
Non-PP	0.06	0.2
PP	0.43	0.3
FSM	0.45	0.3

A more granular breakdown of 2025 target grades versus outcomes is shown below:

Target Grades are teacher generated target grades, due to lack of KS2 data (Covid-19 Pandemic). Progress 8 not available for this year, due to lack of KS2 data (Covid-19 Pandemic).

Sub Performance Groups	Target 9-8	9-8	Target 9-7	9-7	Target 9-6	9-6	Target 9-5	9-5	Target 9-4	9-4	Target APS	APS	Average Grade	Average Grade 2024	Average Grade 2023
Whole Cohort (149)	69.6%	67%	92%	85%	100%	94%	100%	98%	100%	100%	8.0	7.8	8	8	8
PP (42)	60.0%	54%	87%	75%	100%	90%	100%	96%	100%	99%	7.7	7.4	7	8	8
Non PP (107)	73.3%	71%	95%	88%	100%	96%	100%	99%	100%	100%	8.1	7.9	8	8	8
FSM (42)	60.0%	54%	87%	75%	100%	90%	100%	96%	100%	99%	7.7	7.4	7	8	8
Non FSM (107)	73.3%	71%	95%	88%	100%	96%	100%	99%	100%	100%	8.1	7.9	8	8	8

Considering higher attainers, we have looked at those students who achieved an APS of 8.00+

148 STUDENTS IN 2025, 42 = FSM, 106 Non FSM

	Whole Cohort	FSM	Non-FSM
High Attainer (GCSE APS) <i>Actual GCSE APS was 8.00 or higher</i>	76 51.4% of Whole Cohort	14 33.3% of FSM Students	62 58.5% of Non-FSM Students
Higher Attainer (Target APS) <i>Target APS was 8.00 or higher</i>	79 53.4% of Whole Cohort	14 33.3% of FSM Students	65 61.3% of Non-FSM Students
High Attainers - Achieved or Exceeded their Target APS <i>GCSE APS 8.00+ and higher than targeted APS</i>	49 33.1% of Whole Cohort	8 19.0% of FSM Students	41 38.7% of Non-FSM Students
Whole Cohort - Achieved or Exceeded their Target APS <i>All students who achieved or exceeded their Target APS</i>	68 45.9% of Whole Cohort	14 33.3% of FSM Students	54 50.9% of Non-FSM Students

51.5% of the whole cohort (x148 students) are considered **high attainers** (APS of 8.00 or higher).

33.3% of FSM Students (x14 students) are considered **high attainers**.

19.0% of FSM/High Attainer Students (x8 students), **achieved or exceeded their target APS**. This is in comparison to **38.7% of Non-FSM/High Attainers** (x41 Students). We know we this is an on-going priority

for us to narrow this gap and ensure more PP/FSM students who are higher attainers, achieve or exceed their data targets.

We have prioritised high quality teaching and adaptive practice as we know that this is the most impactful lever for helping under-resourced students to be successful, and therefore to have access to more academic and career-based opportunities.

In 2024-25, we used some of our Pupil Premium money to pay for attendance at the National Pupil Premium Conference, and to fund a whole staff training session led by Louise Blackburn from RADY who delivered an inspirational session on 'establishing equitable approaches.'

We fully endorse the ongoing and purposeful professional development of our teachers to help them deliver the best possible, personalised learning experiences for our students. Our CPD programme is firmly aligned with both our Pupil Premium Strategy, and our School Development Plan. Professional development in 2024-25 consisted of the following training (but this is not an exhaustive list). It does, however, evidence our commitment to delivering high-quality and adaptive teaching every day.

- Adaptive teaching Masterclass, Teachology with Alex Quigley
- Transformative Talk, Teachology with Alex Quigley
- Development of teacher practice award (RXD), The Chartered College
- Examining the Science of Learning: Educational research and how it can inform and enhance classroom practice, KEC
- ASCL Spring Data Leader and School Accountability Conference 2025
- Encouraging girls into GCSE computer science - short course
- Creating Intersectional Units in the English Curriculum, The PTI
- Leading the Way: Driving a Whole School Approach to Promoting Equality, Diversity and Inclusion

As well as our own internal quality assurance of our curriculum and teaching and learning, we had a **Quality Assurance visit through our Academy Trust in March 2025.**

Our evaluative report includes these comments which evidence our high-quality teaching and the embedding of adaptive practice within school:

- *In lessons, teachers use a variety of techniques to grasp pupils' attention, either through question and answer or through resources. Teachers effectively recap and revisit prior learning and link this to what pupils are learning. Pupils are engaged in their learning and have the desire to be successful. Pupils are well supported to remember key knowledge and they appreciate this. Teachers do this through recall activities, exam questions, after-school interventions and effective questioning. In lessons pupils are given opportunities to talk to their partner and share answers. Pupils use this time well to discuss their knowledge. Pupils recall the learning well and make excellent progress.*
- *Teachers use a range of strategies to assess pupils such as questions and answers, short answer quizzes, worksheets, fill in the gaps, mini whiteboards. The expectation is that for any pupils who do not understand the teacher should close any gaps in knowledge immediately. There is a test at the end of each topic. Before the new topic is introduced any gaps in knowledge are closed before the teacher moves onto the new topic. Pupils have the confidence to ask for help when they struggle to access the learning.*
- *Lessons are exceptionally well-structured, creating a dynamic learning environment where all students remain focused and actively participate in tasks. The emphasis on student-centred learning encourages independence and critical thinking, reinforcing a deep understanding of the subject matter.*
- *There was a strong and supportive culture in all lessons observed and in more general student discussions about the school. Students could articulate that they feel confident asking teachers for help and that help is always readily given. Students feel they are well taught and well supported which allows a positive culture to have developed.*

Challenge 3: To embed a programme of impactful learning behaviours supporting all students, especially those who are under-resourced, to develop scholarship:

At the start of 2024, we launched a new fortnightly 'Positive Learning Behaviours' lesson for all Year 10 students. This was enabled due to our overhaul of the curriculum and the reduction from 11-10 GCSEs. (This change was driven by our commitment to supporting the mental wellbeing of all our students, and also responding to our changing cohorts, especially post-Covid.

We were also guided by the EEF's research which has shown that when embedded and delivered effectively, metacognition and self-regulation can bring up to 8 months of progress (for a very low cost). The EEF Toolkit states: *'Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress.'*

Our programme is designed around the VESPA model in 'The GCSE Mindset' books by Griffin & Griffin, and we have now extended its curriculum into a fortnightly Yr11 lesson also.

The full impact of the programme will be evidenced in our Summer 2026 GCSE outcomes.

However, an evaluation conducted with the Year 10 cohort showed some pleasing outcomes, summarised in this table. It compares their responses from the beginning of the programme in September of Yr10, to the end of the academic year when they had completed the first year of the Learning Behaviours' Programme:

Methodology

Year 10 students completed a [25 question](#) survey at the start of year 10 in which they rated themselves (1-5) against statements covering the five VESPA learning behaviours. They re-sat this survey in June of this year, having completed a year of learning behaviours lessons.

Positive headlines

% students who rated themselves agree / strongly agree	Sept '24	Jun '25
Your intelligence is something you can change (growth mindset)	43.6	54.1
I bounce back after disappointment or failure and try to see it as something to learn from	24.0	37.1
Active revision strategies are more important in revision than re-reading my notes	72.9	82.2
I welcome constructive criticism or a teacher pointing out my mistakes	61.6	75.6
I put more time and effort into practising the things I find difficult or unpleasant, rather than the things I find easier and enjoy more	25.5	30.4
I like challenging tasks and things which I find difficult, even if I don't understand or succeed straight away	32.4	38.5

Next year, we will drill down further into the findings to explore the responses of our under-resourced students, in comparison to their Non-PP peers.

Challenge 4: To ensure all under-resourced students have information about post-18 academic and career pathways, including from representative role models:

- All under-resourced 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 (since 2022) supports this.
- In 2024-25 we started to make more effective use of members of our alumni as role models through assemblies and in support of the Careers Club. This club has evolved into 'Legends at Lunchtime' - where we have a monthly alumni speaker, and we are careful to ensure representation from diverse backgrounds to support representation and foster aspiration.

Current schedule for Autumn Term is here:

Date	Alumni	Career
Sept 9 th (lunchtime)	Ziana Kotadia (CHG 2012) LSE (Gov & Econ) Harvard, USA (MBA)	Strategy & Planning Lead: global marketing Uber
6 th October (Mon) (lunchtime)	Har-Charan Takhar (CHG 2019) Apprenticeship (Accounting)	Audit Asst Mgr (Grant Thornton) - Chartered Accountant
Whole school assembly (14th & 17th October): Tasneem Najmudin (Civil Engineer)		
24 th November (Mon) lunchtime	Jessica Hinks (CHG 2018) Oxford University (History) <u>Edinburgh University</u> (MA, International Development)	Researcher with The National Children's Bureau (qualitative & quantitative data collection and analysis)
28 th December (Fri) lunchtime	Celia Fraser (CHG 2010) University of Houston, USA (Finance)	Business data, analysis and strategy. Currently leads on Strategic Initiatives for Europe and Asia-Pacific at <i>Capital Group</i> .

There are also new pages in Careers section of our website showcasing some of our alumni. (Some of whom are from under-resourced backgrounds) and detailing their academic and career journeys to date. See [here.](#)

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 2021-25, 82 of our 95 full bursary students successfully gained places on degree courses, many at top universities such as Durham, York, Birmingham, Liverpool and Leeds - and 9 to Oxbridge. Courses included History, Engineering, Mathematics, Law, Medicine, Dentistry, Fine Art and Modern Languages).

Challenge 5: To continue closing the attainment and progress gaps in maths between the under-resourced and non-PP students

	2023 30 PP (22 FSM)	2024 29 PP (27 FSM) (1 student did not sit exams due to health issues)	2025 42 PP (all FSM)
Whole Cohort (All Subjects)	8	8	8
All Subjects (Non-PP)	8	8	8
All Subjects (PP)	8	8	7
Whole Cohort (Maths)	7	8	8
Non-PP Maths	8	8	8
PP Maths	7	8	7

	9	8	7	6	5	4
2025	4 (10%)	13 (31%)	14 (33%)	6 (14%)	4 (10%)	1 (2%)
2024	1 (3.5%)	11 (39%)	11 (39%)	3 (11%)	2 (7%)	n/a
2023	6 (PP/FSM) 20% 4 (FSM only) 18%	7 (23%) 5 (23%)	8 (27%) 6 (27%)	6 (20%) 5 (23%)	2 (7%) 1 (5%)	1 (4%) 1 (5%)

Whilst our under-resourced students' attainment in Maths in 2025 was, on average, a grade below their non-disadvantaged peers, it is important to note the following:

- The number of PP students has increased substantially in the past 3 years. (All 42 PP students in 2025 were FSM)
- The overall average grade in Maths was impacted by a small number of students (as shown above)
- There was a significant increase in the grade boundaries for Maths in 2025 (so our outcomes are very commendable in the light of this)
- The percentage of under-resourced students achieving grades 9-7 remains impressive (see below)
- The students achieving grades 5 and below all received on-going bespoke support with Maths and these respectable pass grades were, for them, the passport to their next chapter beyond GCSE
- The average Maths grade for under-resourced students (7) is, on average, in-line with their achievement across other subjects

	9-8	9-7	9-6
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2025 42 PP (all FSM)	41%	74%	88%
2024 29 PP (27 FSM)	42%	81.5%	92.5%
2023 30 PP (22 FSM)	43% 41% (FSM)	70% 68% (FSM)	90% 91% (FSM)

GCSE Maths Analysis

	2024/25		2023/24		2022/23	
	Count	Percentage	Count	Percentage	Count	Percentage
PP Student Count	42	28%	28	19%	30	20%
PP Achieved or Exceeded Target	20	48%	15	54%	14	47%
PP Not Achieved Target	22	52%	13	46%	16	53%
Non PP Student Count	106	72%	120	81%	119	80%
Non PP Achieved/Exceeded Target	72	68%	88	73%	64	54%
Non PP Not Achieved Target	34	32%	32	27%	55	46%
	Target	Actual	Target	Actual	Target	Actual
GCSE Maths APS	7.8	7.5	7.9	7.8	7.9	7.5
PP GCSE Maths APS	7.6	7.1	7.9	7.2	7.7	7.2
Non PP GCSE Maths APS	7.9	7.7	8.0	8.0	8.0	7.5

The above table shows that while 48% of our PP students in Year 11 2025 achieved or exceeded their target (in line with our 2023 figure), there was still 52% (again in line with 2023) who did not achieve this. This is 20% above the figure for non-PP so we know we still have work to do to narrow this gap.

This correlates with target data from across subjects: non-PP students had a gap of 0.2 comparing outcomes with targets. PP students had a gap of 0.3.

Approaches taken by the Maths department to positively impact the attainment and progress of under-resourced students include:

- Seating UR students strategically to be able to check their progress quickly and be able to offer support and clear up misconceptions
- Prioritise during questioning
- Ensuring all PP students are provided with own textbooks, folders, calculators, protractors, geometry sets (home and school)
- Marking UR students' work first. Writing worked solutions on their scripts
- House Points and Praise Postcards to motivate and recognise progress
- Under-resourced students prioritised for specialist mentoring (1-2-1 and in small groups)
- UR students prioritised for in-class support with specialist TA as appropriate

Impact of Maths Intervention shown below: is clear that the small group or 1-2-1 specialist help enabled 11 of our most in-need Maths under-resourced students to make half a grade of progress from the End of Year 10 exam to their summative GCSE exam.

Maths Intervention Students	Student No.	% of Sub Group	Y10 EOY Exams APS	Y11 Term 1 APS	Y11 Mocks APS	Y11 Term 2 APS	GCSE Maths APS	Maths Targets APS	Progress: Y10 EOY to Exams
Pupil Premium	11	26%	5.40	5.64	5.27	6.18	5.91	6.73	0.51
Non Pupil Premium	5	5%	5.20	5.80	5.60	6.20	6.20	7.00	1.00
FSM	11	26%	5.40	5.64	5.27	6.18	5.91	6.73	0.51
Non FSM	5	5%	5.20	5.80	5.60	6.20	6.20	7.00	1.00

Challenge 6: To ensure students who are under-resourced and who are identified as of academic concern are prioritised for 'Keeping Up' interventions:

In 2024-25, 11 under-resourced students in Year 11 received 1-2-1 or small group Maths intervention with a specialist teacher. As detailed in the previous aim, this helped them make half a grade of progress since the end of Year 10 exams in Summer 2024.

- PP students who participated in the Maths intervention made +51 of a grade of progress since the end of Year 10. The students who were identified were a whole grade below their peers at the end of Year 10. Interestingly, as a subgroup, PP students in Maths made more progress from EOY10 exam to GCSE outcome than their non-PP Peers (see below)

Whole Cohort	Student No.	% of Sub Group	Y10 EOY Exams APS	Y11 Term 1 APS	Y11 Mocks APS	Y11 Term 2 APS	GCSE Maths APS	Maths Targets APS	Progress: Y10 EOY to Exams
Pupil Premium	42	28%	6.37	6.64	6.31	7.07	7.10	7.57	0.73
Non Pupil Premium	106	72%	7.03	7.25	7.06	7.70	7.70	7.92	0.67

- The 17 Yr11 PP students who received literacy intervention made 1.35 grades of progress from EOY10 to GCSE outcome. (This is in line with the 1.39 progress of non-PP students who also received intervention).
- As a whole cohort, our 42 Yr11 PP students made 1.54 grades of progress compared with 1.44 made by our non-PP students.

We have also ensured that other identified students in other year groups have received literacy or numeracy intervention. Students in receipt of Pupil Premium and who are identified as lower of under-achievers are prioritised.

Year 10

Y10 21 (7 PP), but this year group also had some MyTutor, so total students with funded academic support is 38 (23 PP)

- Intervention students progressed **0.46 APS**, compared to **0.62 APS** for non-intervention students.
- **PP students** had the **lowest progress (0.36 APS)**.

Year 9

19 students participated. 11 were PP

- Intervention students (all PP) progressed **0.35 APS**, while the whole cohort progressed **0.55 APS**
- PP made **0.36** progress: slightly better than non-PP at **0.35**

Year 8

27 students participated. 17 were PP.

- Intervention students progressed **0.64 APS**, slightly below the whole cohort (0.70 APS).
- PP students progressed **0.6** as opposed to **0.7** non-PP participants

Year 7

28 students participated. 18 were PP

- Intervention students progressed **0.64 APS**, compared to **0.70 APS** for the whole cohort.
- PP students made **0.6** progress. Non-PP made **0.72**

Our analyses shows that our intervention is helping students across year groups to make progress in both literacy and maths, but it shows that PP students make less progress. We continue to upskill our intervention teachers and we have restructured how the programme works for students this year so that they are potentially receiving more sustained support. We will continue to track impact on pupil attainment and progress, and to reflect on what the analyses tell us. We remain confident that our intervention programme is value for money and good use of a proportion of our Pupil Premium funds.

73% of respondents to the student survey said their confidence in their intervention subject had increased as a result of the additional academic support they had received.

Challenge 7: To ensure all under-resourced students have access to a range of cultural capital opportunities and experiences as part of our wider curriculum

(i) There are over 50 co-curricular clubs available to students in school and we are proud of this wide and varied offer which spans music, sport, languages, Art, science, spirituality to name but a few. See our 2025-26 ([Autumn programme here](#) for an example of our offer).

While it is difficult to accurately track the participation of students in clubs (due to the nature of some activities such as Show Choir, Sports Clubs etc) where registers are flexible etc.

2024 data from Edulink shows the following:

- 97 Clubs/Societies listed on Edulink for Academic Year 24/25
- 6378 club/society sessions attended by 1110 students
- Year 8 have the highest percentage of uptake of Clubs/Socs – 23%
- **PP students make up 32% of the whole school cohort (Year 7-11) and contributed to 29% of the club and society attendance, which is broadly in line with expectations.**
- Highest percentage of sessions attended by PP students was in Year 9, at 42%

	PP Student %	PP Attended Sessions	Non PP Student %	Non PP Attended Sessions
Year 7	36%	33%	64%	67%
Year 8	32%	28%	68%	72%
Year 9	35%	42%	65%	58%
Year 10	29%	19%	71%	81%
Year 11	28%	18%	72%	82%
Whole School	32%	29%	68%	71%

The table above evidences that, while some year groups have lower % of attendance at clubs than the % of PP in that cohort, across Years 7-11 as a whole, the 29% of all club sessions being attended by PP students is not too far below the 32% of PP students within those year groups so there is generally good representation.

The data does show, however, that there is quite varied participation within year groups. This has prompted us in 2025-26 to widen our co-curricular offer, to gather additional club attendance data, and seek the views of students and their parents/carers.

(ii) In 2024-25, 81 students received funded music tuition, learning to play instruments including the flute, violin, guitar, clarinet, oboe).

Our programme of curriculum-linked trips is shown [here](#). (All of these were fully-funded for our PP students).

Our 2024-25 programme of wider trips and visits is shown here: [Educational Visits 2024-2025.xlsx](#)

Our 2025-26 programme is [here](#):

Our 2024-25 Enrichment Week programme is shown [here](#): as part of this all under-resourced Year 7 students receive a fully-funded place on our annual residential to Condover (a two-night activities trip in Shropshire).

We also ensure all students in receipt of the Pupil Premium can participate in their year group's activities without any cost to their families, and lunches on days out of school are also provided.

In 2024-25, we launched our Camp Hill Cultural Capital Manifesto which is shown here. This influences our Enrichment Week programme, and over the course of their five years of KS3-4, it is our intention that all students, regardless of home background, can participate in the following.



Our Cultural Capital Manifesto

All students across KS3-4 will be offered the opportunity to:

- Visit a museum or gallery
- See a live theatre production
- Attend a live music performance
- Have leadership and development opportunities within school
- Camp out overnight

It is our intention to be able to offer all students the opportunity to travel abroad.

Challenge 8: To support students' emotional wellbeing through the embedding of TIAAS principles within everyday practice

In 2025 we received Silver Accreditation for the work we have done towards becoming a TIAAS-centred school. We recognise how vital positive relationships are in supporting the emotional wellbeing of students, and thus, how integral this is to students feeling that they can achieve, belong and thrive.

Silver Accreditation: [Certification report shown here](#)

Our Summer 2025 **Parent/Carer Survey** results, linked [here](#), also reflects their endorsement of the value we place on student wellbeing and they are confident that their child is listened to in school, and is safe. (See comments in the TIAAS Certification Record)

Key headlines:

- There were 637 responses
- 87% felt that their child is safe and well supported at school (only 2% did not) and 86% state that their child enjoys school very much; very slightly lower than last year
- 86% of responses stated that their child is encouraged to become mature and independent

Autumn Term 2025 Survey of Parents/Carers of Under-Resourced students: (summary linked here)
[ParentCarer Feedback Summary.docx](#)

(28 responses)

Key headlines:

- Pastoral care and emotional support identified as a strength
- Dedicated and approachable staff highlighted as typical
- Most parents/carers feel that their child has a sense of belonging and acceptance at CHG