

# 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	749 (KS3 & 4). 359 in 6th Form <b>Total: 1108</b>
Proportion (%) of pupil premium eligible pupils	26.6%
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> )	2021-2024
Date this statement was published	First published Autumn 2021. Updated Dec 2022 and Dec 2023.
Date on which it will be reviewed	Sept 2024
Statement authorised by	Karen Stevens
Pupil premium lead	Jayne Neal
Governor / Trustee lead	Celia Fraser

## Funding overview

### 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£149,935
Recovery premium funding allocation this academic year	£22,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£172,700

## 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£162,525
Recovery premium funding allocation this academic year	£63,766 (incl our carry-forward from 2021-22 £18226)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£226,291</b>

## 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£185,555
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>	£49,404
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>£234,959</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Objectives:**

*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 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 closing 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 adeptly-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 recovery 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 many consequences of the pandemic.*

### **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 2021-22, we partnered 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.

Historically, and in summer 2023, our Pupil Premium students exceeded the attainment and progress made by all students nationally at GCSE, with 99.3% of our PPM students gaining Grades 5-9 in English and in Maths. This is an increase from the 95% in 2021 and is evidence that, overall, our disadvantaged students do extremely well. Indeed, while the national average P8 score for disadvantaged students is - 0.55, our disadvantaged students secured a healthy score of 0.97. (This is up from 0.61 in 2022!). In fact, our non-disadvantaged students achieved a P8 of 0.91 so all the work we are doing with our disadvantaged students (PP and FSM) is paying dividends and we are closing gaps.

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 dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

We are conscious of vocabulary gaps which exist within some of our disadvantaged students and in 2021-22 we implemented a whole-school reading focus as part of our intent to further expose pupils to rich, sophisticated language. We want to equip all our students with the skills, knowledge and confidence to use more advanced and academic vocabulary in their own talk and writing. In 2022-23, we continued to focus on disciplinary literacy and academic reading across the curriculum. We evaluated our marking and assessment policies and practice at KS3 and 4 to incorporate more whole class feedback, and opportunities for pupils to develop metacognitive skills. This resilience and taking of responsibility within the learning process is integral to all students' progress, but is especially pertinent for disadvantaged students. (EEF)

In 2023, our main priority is to raise attainment and progress in maths at KS3 and 4 for all students, but especially our disadvantaged students whose data shows they don't make as much progress as their peers in maths.

In line with the past two years, the strategy for this academic year also includes a clear plan for the use of tutoring, small group support and revision classes to help disadvantaged students close knowledge gaps - building their academic confidence, and effectively preparing them for the demands of assessment. We are mindful of the responsibility we have to be informed and spend our allocated funding wisely, including supporting the emotional wellbeing of students, to deliver maximum impact and outcomes. We will continue to methodically evaluate our tutoring offers – and all of the ways in

which we spend our Pupil Premium and Recovery Funds - to ensure value-for-money and positive impact.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring Pupil Premium students, including those with a lower entrance exam qualifying score, make very good progress and that attainment gaps are narrowed.
2	Ensuring that all disadvantaged students have access to funding to remove barriers to a Camp Hill Girls' School education, including uniform, travel, extra-curricular etc
3	Ensuring all disadvantaged students have access to study facilities and support beyond the school day to help mitigate inequalities which may exist with home circumstances and parents'/carers/ ability to support their child.
4	Sustaining academic confidence, motivation and self-belief amongst some disadvantaged students, particularly our lower attainers, and ensuring careers information, advice and guidance grows aspiration and is bespoke to individual students' needs.
5	We are conscious that wider cultural experiences are sometimes limited or non-existent outside of school due to economic constraints. We aim to grow the participation of disadvantaged students in super-curricular and extra-curricular opportunities, and we will monitor this robustly.
6	Develop pedagogical expertise in teaching Tier 2 & 3 vocabulary, and extended writing across the curriculum, where appropriate. Internal data shows that this can impact on achievement in English, History and other essay-based subjects.
7	Close attainment and progress gaps in maths between non-disadvantaged and advantaged students.
8	Pupil premium progress to be tracked robustly at KS3 to ensure consistency and identify underperformance quickly, implementing interventions and evaluating the impact of these.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students perform in line with the rest of the cohort across the curriculum.	<b>End of KS3 and GCSE outcomes will show the gap between advantaged and disadvantaged students has reduced significantly so that attainment between PP and non-PP is in-line.</b>

	<p><b>Across the past 2 years:</b></p> <table border="1"> <thead> <tr> <th data-bbox="855 197 1161 264">Att 8</th><th data-bbox="1161 197 1479 264">Progress 8</th></tr> </thead> <tbody> <tr> <td data-bbox="855 264 1161 685"> <p>From 2021-23, disadvantaged students' Attainment score has increased from 7.41 to 7.83 - an increase of 0.42. This is a positive comparison with their non-disadvantaged peers' whose increase is 0.16.</p> </td><td data-bbox="1161 264 1479 685"> <p>From 2021-23, disadvantaged students' P8 score has increased from 0.13 to 0.97. This is significant increase of 0.84. In comparison, non-disadvantaged students' increase from 0.72 to 0.91 is 0.19.</p> </td></tr> </tbody> </table>	Att 8	Progress 8	<p>From 2021-23, disadvantaged students' Attainment score has increased from 7.41 to 7.83 - an increase of 0.42. This is a positive comparison with their non-disadvantaged peers' whose increase is 0.16.</p>	<p>From 2021-23, disadvantaged students' P8 score has increased from 0.13 to 0.97. This is significant increase of 0.84. In comparison, non-disadvantaged students' increase from 0.72 to 0.91 is 0.19.</p>
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<p>Disadvantaged students have full access to all aspects of the education on offer at Camp Hill School for Girls, and any economic barriers are removed.</p>	<p>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 to <b>ensure equality of opportunity</b>.</p>				
<p>Disadvantaged students develop more effective independent study habits and routines.</p>	<ul style="list-style-type: none"> <li>• A study/homework club students established to help alleviate difficulties with working at home. (Disadvantaged students prioritised).</li> <li>• Positive feedback from students/parents/teachers regarding homework and independent study. Study club well-attended. Improved outcomes for the students concerned.</li> <li>• Increased communication, advice and guidance for families on ways they can support their children to achieve well at school.</li> <li>• Improved academic progress and attainment of disadvantaged students.</li> </ul> <p><b>Attainment and progress gap at KS3 &amp; 4 will continue to narrow.</b></p>				
<p>Increased aspiration amongst identified KS4 disadvantaged students and clearer understanding of pathways to academic and career success.</p>	<ul style="list-style-type: none"> <li>• Peer mentoring scheme with a small group of disadvantaged students at KS4 with high-achieving alumni as real-life role-models. (2023-24)</li> <li>• The selected students report feeling increased motivation and aspiration. Progress data is positive.</li> <li>• 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)</li> </ul>				

	<ul style="list-style-type: none"> <li>● Partnership with Urban Synergy to promote career pathways and opportunities within the world of work.</li> </ul> <p><b>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 2021-23, 31 of our 39 PP/FSM students successfully gained places on degree courses, many at top universities such as York, Birmingham, Liverpool and Leeds - and 4 to Oxbridge. Courses included history, engineering, mathematics, Law, Medicine, Fine Art and Modern Languages).</b></p>
Increased participation by disadvantaged students in super-curricular opportunities.	<ul style="list-style-type: none"> <li>● Increased availability of super-curricular opportunities offered within 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 of super-curricular opportunities in place, including those linked to the Arts and Languages, and top universities, and showing the involvement of our disadvantaged students.</li> <li>● Impact evaluated through attitude to studies, data outcomes, GCSE and A'Level choices.</li> </ul> <p><b>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.</b></p>
Oral and written literacy of disadvantaged students is improved, and use of sophisticated Tier 2 and Tier 3 vocabulary is embedded across the curriculum.	<ul style="list-style-type: none"> <li>● Increased whole-school focus on academic reading and disciplinary literacy within subjects to extend students' general and academic vocabulary.</li> <li>● Additional opportunities for oracy embedded within the curriculum to grow all students', but especially disadvantaged students', confidence and ability to express themselves with sophistication.</li> <li>● Increased oral aptitude and confidence of disadvantaged students, especially those for whom English is a second language and</li> </ul>

	<p>not spoken at home. Evidence of wider and more sophisticated vocabulary within written work.</p> <p><b>Narrowed gap in attainment between disadvantaged students and their non-PP peers.</b></p>
Attainment and progress gaps in Maths between non-PP and PP students are closed.	<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>
Increased progress rates, narrowing attainment gaps between disadvantaged and non-disadvantaged students in <b>KS3</b>	<ul style="list-style-type: none"> <li>Attainment and progress of disadvantaged students is tracked robustly, and discussed at department, middle and senior level</li> <li>Greater consciousness of all disadvantaged students within our school community and regular updates to all staff on their attainment/progress 'picture'. Line management discussions with subject leaders frequently have disadvantaged students as a focus.</li> <li>Gaps between disadvantaged and their more advantaged peers within subjects are significantly reduced.</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: £ 28,000 + £12328 (Recovery Premium)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing teachers' ongoing professional learning to ensure high-quality teaching for all, incorporating subject specialism (especially maths), literacy across the curriculum (continued focus on vocabulary).	<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</li> </ul>	1,4,5,6,7,8



<p>In 2023-24, we have specific foci of embedding positive learning behaviours with our students, and upskilling all staff to support this through their classroom practice. In addition, we are working hard to develop our understanding of AI within education and how we, as teachers, can use it for the benefit of our provision, but also educate our young people in its usage.</p>	<p>learning; and fostering self-regulation.</p> <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 quality feedback in various forms can have 6 months of additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>'An Everyone Culture' - Kegan and Lahey (2016)</p> <p>EEF report (2019) into Literacy in Secondary Schools states that literacy teaching, <i>'must be grounded in the specifics of each subject.'</i> Teachers in every subject need to teach students how to read, write and communicate effectively in <i>their</i> subjects.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://www.vespa.academy/vespamodel.html">https://www.vespa.academy/vespamodel.html</a></p> <p><a href="https://substack.nomoremarking.com/p/whats-the-one-thing-that-needs-changing">https://substack.nomoremarking.com/p/whats-the-one-thing-that-needs-changing</a></p> <p><a href="https://substack.nomoremarking.com/p/if-we-are-setting-assessments-that-a-robot-can-complete-what-does-that-say-about-our-assessments-cbc1871f502">https://substack.nomoremarking.com/p/if-we-are-setting-assessments-that-a-robot-can-complete-what-does-that-say-about-our-assessments-cbc1871f502</a></p>	
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Specific 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><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><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, 7, 8
Recruitment of a Maths support assistant to work with the Maths department to plan & deliver in-class support for identified students	<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, 7
Appointment of Data Manager to support with whole school data production	<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</i></p>	1, 7, 8

	<i>commitment to the highest levels of 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 support, including with UCAS and with work experience opportunities. Peer support from selected alumni will enhance this.</i>	<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>  DfE 'Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education.' (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>	1, 4

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

Budgeted cost: **£38000 + £12420 (NTP subsidy) = £50504**

**Recovery Premium: £12420 (To fund NTP 11-16 programmes).**

**Additional £12328 (Recovery Premium monies for targeted support)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 4, 5, 6, 7
Engaging with National Tutor Programme (MyTutor). We fund 50% of the cost. A high proportion of the participating students are disadvantaged.	MyTutor Impact Report 2023: <a href="https://schools.mytutor.co.uk/blog/proving-impact-online-tutoring-research-you-need-know">https://schools.mytutor.co.uk/blog/proving-impact-online-tutoring-research-you-need-know</a>  EEF: 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>	1, 3, 4
Small group face-to-face support for identified KS3 & 4 students with literacy, numeracy and general study skills. This will be	EEF: 1:1 and small-group tuition evidence of positive impact of such strategies <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, 4

delivered by experienced subject specialists.		
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 wield +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>	1,2,3,4, 7
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 2024)	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>	1,3, 4, 7

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

**Budgeted cost: £47410 + £12328 (Recovery Premium)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership with The Wellbeing Crew	The Wellbeing Crew's 'Relax Kids' programme is endorsed by Ofsted inspectors. Partnership working between the company and schools can help to	1,4

	deliver 'outstanding' emotional wellbeing, personal development and pastoral care.	
Partnership with the TIASS programme to better equip teachers in supporting children who have undergone or who continue to experience trauma.	<p><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></p> <p><a href="https://www.birminghameducationsupportservices.co.uk/Page/16281">https://www.birminghameducationsupportservices.co.uk/Page/16281</a></p>	1,4,
School Counselling service	<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>	1, 3, 4
Providing all of our disadvantaged students with uniform, travel equipment, trips, extra-curricular grants.	<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 &amp; Physical Activity; Arts Participation (+3 months)</p>	1, 2,4

	<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>	
Ensuring all disadvantaged students have access to free tea and toast through our before-school Breakfast Club	<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>	3
Exploration of surveys with parents and carers to foster improved communication and engagement with families	<p>'Parents and children living in poverty have the same aspirations as those who are better off.' G. Main (2018) <i>The Conversation</i></p> <p><a href="https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-">https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-</a></p>	1, 2, 3, 4, 5

within our school community	<p><a href="#">aspirations-as-those-who-are-better-off-103897#:~:text=After%20checking%20and%20rechecking%20our,of%20children%20or%20their%20parents.</a></p> <p>‘Students more likely to succeed if teachers have positive perceptions of parents.’ N. Hurst (2017) University of Missouri  <a href="https://munewsarchives.missouri.edu/new-s-releases/2017/0220-students-more-likely-to-succeed-if-teachers-have-positive-perceptions-of-parents/">https://munewsarchives.missouri.edu/new-s-releases/2017/0220-students-more-likely-to-succeed-if-teachers-have-positive-perceptions-of-parents/</a></p> <p>‘Great Minds and How to Grow Them’ - Deborah Eyre (2018)</p>	
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**Total budgeted cost: £113,410 + £49,404 (Recovery Premium)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged students during the past three years of the strategy using Key Stage 4 Performance data and our own internal assessments.

In the summers of 2021, 2022 and 2023, the attainment & 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, 99% of our PPM students gained Grades 5-9 in English and in Maths. Significantly higher proportions of our PPM students achieved Positive Progress 8/Value Added scores in English, 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 2021 shows that we are gradually reducing Attainment and Progress gaps at the end of KS4:

- In 2020/21 disadvantaged pupils average Attainment 8 was 7.41- their Non-disadvantaged peers scored 8.32. This showed a gap of 0.91.  
Non-disadvantaged P8 was 0.72. Disadvantaged P8 was 0.13. This showed a gap of 0.59.
- In 2021/22 PP pupils’ average Attainment 8 was 7.95. Their Non-PP peers scored 8.39. (Approximately, half a grade difference remains, and a gap of 0.44).  
In 2022, non-disadvantaged P8 was 0.8 and disadvantaged students’ was 0.6. This showed a

gap of 0.2.

- In 2022-23 PP pupils' average Att8 was 7.83. Their Non-PP peers scored 8.16. This has narrowed from 0.43 last year to 0.33.

We are also narrowing progress gaps: in 2023, non-disadvantaged students' Progress Score at

the end of KS4 was 0.91. Disadvantaged students scored 0.97. This shows that disadvantaged students made slightly more progress from KS2 than their non-disadvantaged peers. It is a positive difference of 0.31 when compared with 2022 data.

Across the 3 years:

Att 8	Progress 8
From 2021-23, disadvantaged students' Attainment score has increased from 7.41 to 7.83 - an increase of 0.42. This is in comparison with their non-disadvantaged peers' whose increase is 0.16.	From 2021-23, disadvantaged students' P8 score has increased from 0.13 to 0.97. This is a significant increase of 0.84. In comparison, non-disadvantaged students' increase from 0.72 to 0.91 is 0.19.

**Challenge 2: Ensuring 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.

In 2022-23, 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.

**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 is 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. However, we recognise that we still need to do more parent/carer focus groups and surveys to improve communication, and deepen our understanding of the barriers 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. We plan to hold two additional e-seminars this academic year (KS4 & 5 again in Spring) and KS3 (Summer term). Disadvantaged students will be prioritised.  
Additionally, we plan to make good use of a group of our alumni to work with a small group of identified disadvantaged students in KS3 as real-life role-models in the Spring and Summer term. This will be evaluated at the end of the academic year. We also plan to add some new pages to 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.
- 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 2021-23, 31 of our 39 PP/FSM students successfully gained places on degree courses, many at top universities such as York, Birmingham, Liverpool and Leeds - and 4 to Oxbridge. Courses included history, engineering, mathematics, Law, Medicine, 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. We have, this year, invested in Edulink which facilitates easier and more accurate analytics of student participation. This will help us monitor uptake and attendance within our wider curricular offering, and respond accordingly. In 2023-24, it is the aim to put in place a whole school 'map' of super-curricular opportunities, including those linked to the Arts and Languages, and top universities. Edulink will enable us to track the participation of our disadvantaged students, as will pupil-voice.

**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. Internal data to show the positive impact of this on achievement in English, History and other essay-based subjects.**

	Overall	English Language
All Students (149)	0.87	1.23
Non-disadvantaged (119)	0.87	1.21
FSM (22)	0.84	1.23
PP (30)	0.87	1.30

The above table, showing GCSE outcomes from Summer 2023, illustrates the excellent progress our PP and FSM students made in English, surpassing even their non-disadvantaged peers. (Students across the cohort made almost a whole grade's more progress than expected on average across their subjects. They made more than a full grade's progress in English - and our PP students made the most progress - which is fantastic! The focus since 2001 on the explicit teaching of academic and Tier 2 vocabulary, has contributed to this.

Staff CPD also incorporated training with Katherine Mortimore; T&L newsletters promoting effective practice; access to relevant Literacy CPD books in the T&L library; creation of a T&L Googleclassroom.

For 2023-24, the focus continues with learning walks an opportunity for staff to see and showcase impactful literacy practice.

**Challenge 7: Close attainment and progress gaps in maths between non-disadvantaged and advantaged students**

	Overall	Maths
All Students (149)	0.87	0.16
Non-disadvantaged (119)	0.87	0.16
FSM (22)	0.84	0.14
PP (30)	0.87	0.15

The above table with GCSE outcomes from Summer 2023 shows that all students made progress in Maths, but we know we need to increase this going forwards. We are pleased that the gap between our disadvantaged and non-disadvantaged students is minimal.

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.

Outcomes from the current data drop (Autumn 2023) show that students who have participated in these interventions made at least one grade's progress in maths.

Current Academic Year 23/24	Average Progress (Grade)		
	English	Maths	Science
Y9	0.50	1.21	0.97
Y10	1.50	1.00	
Y11	0.58	1.00	1.00
Y11 Leavers	1.08	1.67	0.40
Total	0.82	1.20	0.80

Our employment of a maths graduate to work with small groups of students, and to provide in-class support, is another way we hope to improve pupil progress.

**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. Our newly appointed Data Manager input facilitates this for Subject Leaders and for individual teachers. 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.

Our current internal data shows that disadvantaged students are, 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 2023-24, 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.

## Externally provided programmes

Programme	Provider
	Bedrock Vocabulary
	The Wellbeing Crew



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*