

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Camden School for Girls				
Academic Year	2018-19	Total PP budget £221,650		Date of most recent PP Review	Autumn 2018
Total number of pupils		Number of pupils eligible for PP	228	Date for next internal review of this strategy	Autumn 2019

2. Current attainment		
	Pupils eligible for PP	National average - all
English progress 8 score	1.23	Not currently available
Mathematics progress 8 Score	0.45	Not currently available
Progress 8 score average	0.68	-0.02
Attainment 8 score average	59.29	44.26

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Engagement of Pupil Premium students with intervention sessions and home learning is lower than non Pupil Premium
B.	Poor oral skills and lack of confidence in speaking
C.	Lack of resilience, revision skills and awareness of next steps, all of which result in lower motivation.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D.	Limited use of facilities, resources and enrichment activities outside of school

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Increased number of disadvantaged students participating in out of hours learning opportunities	Increased attendance of disadvantaged students at: <ul style="list-style-type: none"> <li>Easter revision in year 11 with a minimum of 40% attendance</li> <li>Subject specific interventions, SLT and Head teacher catch up sessions leading to teachers reporting better completion of homework</li> <li>KS3 student attendance at extra curricular clubs with a target of 60%</li> </ul>

<b>B.</b>	Improved Oracy skills	<p>Personalised support to improve Oracy skills of students in year 7 with low prior attainment in KS2</p> <p>Good oracy skills will help students to fully access the curriculum and become confident in participating in conversations.</p> <p>The impact will be measured as part of the Camden wide Oracy day in July 2019</p>
<b>C.</b>	Improved preparedness for learning	<p>Student voice will show students in years 7-10 will feel supported in their learning. This will increase from 51% (June 2018) to target of 65% .</p>
<b>D.</b>	Improvement focus and commitment amongst PP students in year 9	<p>Reduction of instances of disadvantaged students from year 9 being sent to patrol.</p> <p>We will monitor profiles and progress checks of PP students in year 9 to identify improvements and remaining concerns.</p>

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved KS4 progress amongst students taking the support option	Targeted work with students in this cohort. Increase parental engagement through parental voice through parental voice surveys and telephone conversations during the Summer term.	Parental involvement represents a three month gain according to the EEF.	<ul style="list-style-type: none"> <li>Reviews of student data (in class tests and Progress checks)</li> <li>Staff evaluation of their PP interventions</li> </ul>	D Toman	Summer Term 2019
Reduce disruptive behaviour in class	Continue to target persistent offenders through pastoral and department systems e.g. Letters and incident reports sent home.	Reduction in the number of disadvantaged pupils being sent to patrol (82 incidences in 2017-18).  Target to reduce these to 60% of last years total.	Monitor patrol figures.	J Man K Derrar	Termly basis
Improved Oracy skills for disadvantaged pupils	2 staff members to be part of Camden Oracy hub.  Low prior attainers in year 7 to be part of the Richard Reeves project into using Oracy	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom and the EEF toolkit shows +5 months impact on a students academic progress with good Oracy skills.	Evaluation of oracy techniques deployed in the classroom.  Oracy lead will disseminate resources and wider school training via teaching and learning forums.	J Man J Pringle	Summer Term 2019

	intervention techniques to improve progress.		Cross borough review of impact on all students participating in the Richard Reeves project.		
<b>Total budgeted cost</b>					N/C
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved motivation of underachieving disadvantaged students in year 9.	Develop a collaborative learning project with WE schools coordinator.  Pastoral resources created to support individual teachers.  Regular drop ins by Head of year and Deputy head to check behaviour.	The impact of collaborative approaches on learning is consistently positive +5 months according to the EEF and previous projects run in school such as homeless project have been highly successful in motivating students to become better engaged in school.	Case study examples of students from the cohort. Measuring gains in attendance and progress of the specific cohort.	HOY 9 J Man	Spring term 2019
Improved liaison between Pupil Premium Coordinator and adopted children.	Designated point of contact for all adopted children with time allocated to meet with them.	Developing relationships and trust with both students and parents is far more effective when there is a single point of contact.	Tracking of meetings.	J Man	Spring Term 2019
Improved progress of disadvantaged pupils.	Targeted support : <ul style="list-style-type: none"> <li>● Revision guides</li> <li>● Support option choice</li> </ul>	We will continue with strategies that have worked well.	Department intervention evaluation forms.	J Man	Summer 2019

	<ul style="list-style-type: none"> <li>Alternative Curriculum</li> <li>1:1 mentoring support</li> </ul>		Regular monitoring of interventions by pupil premium coordinator.		
More disadvantaged students attending out of hours learning.	Close monitoring of attendance at clubs with early identification of students not attending.	52% of disadvantaged students stated they attended clubs compared with 79% of all students.	Monitoring of registers to identify disadvantaged pupils not attending any clubs and these pupils to be followed up by Pupil Premium Coordinator	J Man	Termly basis - review at the end of Spring and Summer Terms 2019
<b>Total budgeted cost</b>					£173,077
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils have clear, aspirational goals to motivate them to learn.	Careers guidance.	To ensure students receive appropriate information, advice and guidance about future careers and have aspirational goals.	We will check take-up of careers slots by disadvantaged students and follow up on any gaps.	D Toman M Alvarado	Summer Term 2019
Better parental engagement with their daughters' learning.	Organise parent groups and talks on how to support students at home. These will be organised in the Spring Term.  Keep sending home information about	A representative 5 month gain can be made through the effective use of home learning activities according to the EEF and there is evidence from referrals to SLT and Head teacher catch up sessions that PP students are more likely to not complete exercises set at home.	Monitoring of referrals to SLT and head teacher catch up sessions.  Once per term homework concern list to all departments.	K Derrar J Man	Spring Term 2019

	homework clubs and interventions.  Keep updating school website about out of hours learning.				
<b>Total budgeted cost</b>					<b>£48,573</b>

6. Review of expenditure				
Previous Academic Year		2017-18	£220,086	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Further improve the outstanding attainment and progress of disadvantaged pupils compared to pupils nationally.	Continue to improve the progress and outcomes of disadvantaged students (FSM6 and CLA) from all starting points. It is on the School Improvement Plan 2016-18, with a higher focus on middle prior attainers.	We aimed for the average P8 score to improve from 2016-17 from 0.36-0.4, but exceeded this as it is now 0.68. Average P8 score went up by +0.32.  In school progress gap is now 0.21, a reduction from 0.30 in 2017-18.	Including this in the school improvement plan and refining the monitoring of interventions has been a success.  In school evaluations from departments suggest further refinement regarding how interventions are implemented need to be addressed.  Interventions should be limited to a suggested 6-8 week timescale for them to be most effective.	N/A

Further improve the outstanding attainment and progress of disadvantaged pupils compared to pupils nationally.	<p>the 5th Set in English and Mathematics to continue throughout years 7-11.</p> <p>The middle prior attaining sets in English and Maths will also be monitored to ensure all students make progress.</p>	<p>Nurture groups in English and Mathematics enable students to engage with curriculum and deepen understanding of key concepts.</p> <p>This also supports the teaching of all disadvantaged pupils since 77% of students in year 9 met or exceeded their target grades in both English and Maths.</p>	Continue with this approach as it not only supports the lower attaining pupils but allows the middle prior attainers to be taught in smaller class sizes.	£108,029
Further improve the outstanding attainment and progress of disadvantaged pupils compared to pupils nationally.	Improve the outcomes in Specialist Make up, textiles and Health and Social care.	<p>100% of disadvantaged pupils met or exceeded their target grade in Specialist make up.</p> <p>Health and Social Care – 33% of disadvantaged pupils met or exceeded their target minimum grade.</p> <p>Textiles - 100% of disadvantaged pupils met or exceeded their target minimum grade.</p>	Continue to offer these courses as they provide an alternative route for the less academic pupils at the school.	£40,851
Further improve the outstanding attainment and progress of	English individual interventions to cover missed lessons for the GCSE syllabus.	3 students were targeted to reach their target grades in English Language and Literature.	Continue with this approach as it has proven successful in supporting vulnerable students	

disadvantaged pupils compared to pupils nationally.		One student achieved grade 5 in both. One student exceeded her target grades and one did not.	who would not have achieved their GCSEs in English otherwise.	
Further improve the outstanding attainment and progress of disadvantaged pupils compared to pupils nationally.	Revision planning workshops to implement revision techniques and prepare revision material in year 11.	These were run by staff in the Spring term with specific targeted students.  Student voice stated that the techniques covered were helpful, so we disseminated them to the whole of year 11 via PSHE.	Must review when these workshops take place to avoid clashes with other interventions.  We could start sooner in the academic year.	N/A
Further improve the outstanding attainment and progress of disadvantaged pupils compared to pupils nationally.	Provision of an alternative curriculum for students unable to access academic subjects in KS4	Parental voice showed that academic support helped their daughter to be well prepared for their Maths and English exams	We will continue to encourage students to consider academic support as an option.	£14,648
PP “quiet underachievers” and middle prior attainers to meet their target minimum grades in year 9	Identify ‘quiet’ underachievers and address any variation within departmental teaching groups. This is on the School improvement Plan 2016-18  Greater staff liaison regarding strategies to engage and support PP students in year 9 through meetings with coordinators and use of online collaboration tools	A minimum of 85% of all middle prior attainers in year 9 met or exceeded their target grades in their subjects.  11 students were identified as being quiet underachievers at the end of year 8 and 72% of these (8 pupils) were disadvantaged, of these only 3 remained on the list at the end of year 9. This indicates that 62.5% met their target grades. of the three remaining 1 met her target grades in her core subjects	Staff collaboration to share strategies which work and focus on supporting targeted students has had a positive impact on student attainment and will continue through teaching and learning forums.	N/A
<b>ii. Targeted support</b>				



<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All PP pupils participate in enrichment and extracurricular activities.  (This includes Devon, Music lessons and Spring revision)	Provide additional extracurricular activities and opportunities within the school year to access new experiences.	Attendance of disadvantaged pupils attending at least one club is as follows: Year 7 - 78% Year 8 - 43% Year 9 - 56%	Some disadvantaged pupils will not attend enrichment and extracurricular activities after school because they are not allowed to stay. We need parents to support their child attending after school activities.	£8,059
To narrow attainment gaps between disadvantaged and non-disadvantaged students	Signposting to homework clubs and SLT catch up if they do not have the workspace or support to complete their work at home	Positive impact for students who attend but still a number of pupils need to be chased up for not attending.	This has improved student engagement in their learning due to the requirement to stay after school.	N/C
Support for students looked after or formerly looked after	Personalised in conjunction with parents/carers, students, virtual school and other external agencies .	The plans agreed between school, family and, where appropriate, social workers have been implemented.	This method of personalised planning will continue	£2,667
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
KS3 PP Students have a greater awareness of future academic and career paths.	Encourage potential high achieving year 8 PP students to apply for the UCL Sutton Scholars Programme.	100% participation of students who started with UCL Scholars. Student voice indicates greater academic confidence since being on the scheme. One student obtained an award for a project she completed during the summer holidays.	There is a need to continue to encourage students to apply if they meet the full criteria.	N/C

KS3 PP Students have a greater awareness of future academic and career paths	PP year 8 students trip to Lord's Cricket Ground for careers speed networking event	Positive impact in terms of student engagement and enjoyment at the event.	56% of disadvantaged pupils in year 7-10 stated that they would like more support with careers advice.	£300
KS3 PP Students have a greater awareness of future academic and career paths.	Routes2Success Programme for Black and Ethnic minority students	27/30 of the students that attended the first session indicated that they found the session useful and wished for longer term provision	Attendance dropped when sessions was changed from P3 on Mondays (PSHE) to after school on Wednesdays.	N/C
Build resilience and confidence for PP+ students in subjects in which they are underachieving, in order to make better rates of progress.	1:1 and small group tuition for PP+ students not on track to meet their target minimum grades in core subjects.	Data showed that there was increased progress amongst 50% participating students compared to peers, as measured using scores on in class tests.  Student and Parental voice shows that tuition enabled students to overcome barriers to learning.	Tuition was most effective when the focus area was determined by the class teacher.  One small group tuition was cancelled because students in the group were not doing any work beyond the tuition including homework.  Less and less money for 1:1 tuition means that only PP+ can benefit from this in the future.	£1,152

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Student voice of disadvantaged pupils in years 7-10 showed that 89% feel fully supported by teachers and are provided with feedback which helps them improve. In the same survey 66% of students stated that they were helped by the work being differentiated to support their needs.

Departmental evaluation forms of interventions showed that:

- In MFL Approximately 50% of FF students who attended performed better than expected due to intervention.
- Homework/Catch Up clubs were the primary means for raising standards among individuals falling behind across all subjects
- The funding of trips and resources for disadvantaged pupils was invaluable and in all instances were essential for inclusivity
- There is a need to put a time limit on interventions and for interventions to be specific in order to ensure students attend and do not feel overwhelmed, in addition to this it will reduce the impact of workload on staff

We also fund the following from the Pupil Premium budget:

- Trips linked to the curriculum (Trips, revision booklets and miscellaneous expenditure £7,805)
- Revision guides and workbooks
- Learning Mentor salary (£44,958)
- GCSE Remarks (£600)
- year 7 induction trip for disadvantaged students
- instrumental lessons
- Head of year admin and SLT support

