

# Pupil premium strategy statement -The Camden School for Girls

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Camden School for Girls
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Kateryna Law
Pupil premium lead	Jenny Man
Governor / Trustee lead	Bob House

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,540.00
Recovery premium funding allocation this academic year	£46,753.00
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	£253,293.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment with high quality teaching and learning at the heart of our approach, where students engage in a curriculum which is both academically as well as personally enriching. This is achieved by a wide ranging academic curriculum offer, supported by a diverse enrichment programme.

The focus of our strategy is to ensure that teaching, learning and assessment opportunities meet the needs of all students and our approach to using the Pupil Premium funding is to ensure that assessment data is used in tandem with a 'needs analysis' to allocate resources and support for our students; this is because many disadvantaged pupils at Camden School for Girls have high or middle prior attainment and therefore we pitch our lessons high whilst providing support for all.

Our aims are to provide the highest quality of education for all, regardless of any pupil's social or economic background, to ensure that disadvantage is never a barrier to the highest possible achievement at CSG. We are committed to creating a nurturing environment in which all our pupils can succeed. All staff take responsibility for outcomes of disadvantaged pupils and for raising expectations of what they can achieve. Our ultimate objective is for all disadvantaged pupils to exceed nationally expected progress rates and attainment levels and thereby to narrow the in-school attainment gap between disadvantaged and non-disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils. Furthermore our strategy will support students in overcoming any mental and physical health challenges that have exacerbated due to the pandemic and to support their general well being.

### Challenges

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

Challenge number	Detail of challenge
1	Engagement of disadvantaged students with intervention sessions is not traditionally high in comparison with their peers.
2	Our assessments through work scrutiny and 'pupil pick' indicate there is a marginally lower level of presentation quality in books and homework completion for disadvantaged pupils when compared to non-disadvantaged.
3	Through discussions with pupils and parents and informed by our safeguarding records we have identified some students having social and emotional issues such as anxiety and low self esteem. This is mainly driven by concern relating to catching up with lost learning, uncertainty about exams and a lack of social engagement opportunities linked with the pandemic.
4	Our current attendance data shows that the average attendance for all our PP students is slightly lower than non PP students and non attendance can affect progress in lessons

5	<p>The attainment of disadvantaged pupils (leavers 2021) compared with their end of 9 levels showed that the internal gap increased by the end of year 11:</p> <ul style="list-style-type: none"> <li>• -2% gap in English increased to -4% gaining grades 9-4 at GCSE.</li> <li>• disadvantaged pupils performed 13% at the end of year 9 in Maths, but the gap widened to -13% at the end of year 11.</li> </ul> <p>We have worked hard to support and raise the attainment of middle prior attainers over recent years very successfully. However the number of high prior attainers meeting their target grades at the end of key stage 4 showed that of 28 high prior attainers, 10 under achieved in English and 8 underachieved in Maths.</p> <p>This data shows that although in-school gaps of very high achieving cohorts are to be expected, we need to ensure that all of our disadvantaged pupils make the transition to GCSE effectively and also continue to develop high quality teaching so that high prior attainers are explicitly taught how to access the highest grades.</p>
---	--

## 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
Improve students' progress	<ul style="list-style-type: none"> <li>• Maintain an above national average point score for Pupil Premium students (This is currently 62.4)</li> <li>• Improved attendance of disadvantaged pupils at SLT and Headteacher catchup sessions - (aiming for a minimum of 90% attendance)</li> </ul>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with an increase in the percentage of students obtaining the EBacc by 2024	<ul style="list-style-type: none"> <li>• Increase the percentage of disadvantaged pupils gaining grade 5+ EBacc from 39% to 43% by 2024</li> </ul>
Increase the percentage of Grade 5+ in English and maths GCSE - Although disadvantaged pupils at CSG make much better progress than disadvantaged pupils nationally and all pupils nationally, it is important for us to continue to look at and try to reduce the in school gap as we continue to raise attainment and progress for all.	<ul style="list-style-type: none"> <li>• Reduction of the attainment gap between PP students and non-PP at CSG</li> <li>• Aim for PP students to achieve or exceed the national average in English and maths GCSEs for all students</li> <li>• Reduce the number of high prior attainers not meeting their target grade by the end of key stage 4 in English (from 35.7%) and Maths (from 28.5%)</li> </ul>
Continue to build upon our already wide ranging support for students' wellbeing and Social Emotional Mental Health needs	<ul style="list-style-type: none"> <li>• Above 95% attendance and engagement with learning mentors and with other support offered such as art therapy and educational psychologist drop-in sessions</li> <li>• Engagement in resilience and motivation workshops</li> <li>• Results of SEMH survey</li> </ul>

	<ul style="list-style-type: none"> <li>● Regular face-to-face/phone/email contact with PP+ students and families on a half termly basis</li> <li>● Continue to offer a range of extra-curricular clubs and activities with attendance a minimum of 80% of PP students in key stage 3 attending at least one extra curricular club</li> <li>● Minimum of 60% year 7 Pupil Premium students engaging with the young leaders project (social action project run within school)</li> </ul>
Continue to increase the use of best available evidence in our approach to supporting disadvantaged pupils - informed by the EEF's implementation guide	<ul style="list-style-type: none"> <li>● Build upon the use of the EEF's implementation guide used by middle leaders to ensure its use becomes part of pedagogy of all teachers</li> </ul>
Raise and maintain high aspirations for next steps	<ul style="list-style-type: none"> <li>● 100% attendance and positive engagement with careers interviews</li> <li>● Aiming for 10% of PP students engaging with the 'UCL informed futures' events aimed at equipping students and parents with the knowledge and confidence to succeed in their next steps in education</li> </ul>
Recovery	<ul style="list-style-type: none"> <li>● To facilitate academic recovery for PP students and other vulnerable students.</li> <li>● To support mental, emotional and personal recovery through additional pastoral and enrichment measures.</li> </ul>

## Activity in this academic year (2023-24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £128,354.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, closely aligned assessment and a curriculum which responds to the needs of pupils.</p>	<p>High-quality teaching enables pupils from disadvantaged backgrounds to gain 1.5 years' worth of learning with very effective teachers (Sutton Trust, 2012 in DfE, 2015). Improved initial teacher training and professional development as the quality of teaching is recognised to be the biggest factor in school improvement. (Boston, 2012, in DfE, 2015).</p> <p>High quality teaching is the most valuable contribution to progress that a teacher can give. (DfE, 2014),</p> <p>Rosenshine's Principles of Instruction (Rosenshine, 2012). EEF – High Quality Teaching (EEF, 2021), Five evidence-based strategies to support high-quality teaching for pupils with SEND (EEF, 2020).</p> <p>In successful schools, pupils with similar needs receive tailored support from teachers trained in literacy interventions ('Supporting the attainment of disadvantaged pupils', DfE, 2015).</p>	<p>7, 2, 3</p>
<p>Maintain the current <b>vocational curriculum</b> options, 'Support' option and <b>smaller, additional sets</b> in English and maths (ongoing from last year).</p>	<p>Reducing class size has a positive impact of +2 months due to the possibility of increased opportunities for high-quality interaction between pupils and teachers and the potential for more targeted feedback. Smaller class sizes in both KS3 and KS4 enable teachers to more regularly give specific, individualised feedback to students. Research shows that across all subjects both verbal and written feedback has a very high impact for very low cost based on extensive evidence and can increase progress by +6 months. Significantly, low attaining pupils tend to benefit more from explicit feedback than high attainers. ('Feedback', EEF, 2021)</p>	<p>7, 2, 3</p>

Improved metacognitive and self-regulatory skills among disadvantaged pupils -whole school monitoring	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. (EEF Toolkit)	5
---	---	---

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

Budgeted cost: £131,664.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>One to one and small group tuition by:</b></p> <p>Continuing to engage with the <b>National Tutoring Programme</b> as well as explore and implement teacher-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Intensive academic support in the form of small group tuition can be effectively targeted at pupils from disadvantaged backgrounds with low prior attainment or at risk of falling behind and result in 5 months additional progress over a year. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. ('Small Group Tuition', EEF, 2021)</p> <p><b><i>NB: As of 2022 - This has been removed from the latest version of the DFE template for the Pupil Premium strategy because funding now comes directly to schools and is separate from the PP budget - However it has been kept in this report as it is a core intervention used to support our disadvantaged pupils.</i></b></p> <p><b><i>The funding however is not included in this report.</i></b></p>	1, 2, 4
<p>Continue to provide <b>free resources</b> for PP students and for non PP targeted students where a need has been identified e.g. Revision books in a range of subjects, set texts in English, maths equipment e.g. calculators, a full pencil case, technology such as laptops in case of lockdown.</p>	<p>All CSG PP students receive free set texts, revision guides and resources such as stationery. Student voice surveys show a positive impact. When asked what interventions were helpful, many responded with similar comments to these: 'The revision workbooks as they are easy to use and helpful', 'Free revision guides as they have helped me prepare for tests', 'Stationery because if I didn't get given it my mum would have to which means we have to spend a lot of money', 'Chromebook because it was useful during lockdown' (CSG surveys, 2021).</p>	1, 2

<p><b>Targeted support and 'catch up' programmes</b> inside and outside of lesson time for pupil premium students in order to enable pupils to make progress (ongoing from last year).</p>	<p>Mentoring can be an effective way to target pupils from disadvantaged backgrounds and those with particular needs especially if they have low engagement with or have low expectations of schooling. It can have a positive impact of 2 months' progress. ('Mentoring', EEF 2021)</p> <p>More successful schools withdraw pupils with similar needs from alternating non-core curriculum lessons for tailored support and group pupils based on their attainment and learning needs ('Supporting the attainment of disadvantaged pupils', DfE, 2015)</p>	<p>1, 2, 4</p>
<p><b>Learning support assistant deployment and interventions</b></p>	<p>Teaching Assistants and Learning Support Assistants used to deliver additional support</p>	<p>1,3,4,5</p>
<p><b>Academic support - e.. Year 11 study hub</b></p>	<p>Homework impact report (EEF, 2021). Working with Parents to Support Children's Learning (EEF, 2018).</p>	<p>1,3,5</p>
<p><b>Year 11 Spring revision</b></p>	<p>Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021).</p>	<p>1</p>

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

Budgeted cost: £23,331.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Music lessons	Impact of Music Therapy on Mental Health (NAMI, 2012). Why Music is great for your mental health (MIND, 2011).	1
<p><b>Supporting pupils' social, emotional and behavioural needs,</b> example activities include:</p> <ul style="list-style-type: none"> <li>● Yoga targeting PP students and available to all main school students.</li> <li>● Boxing available to all main school students</li> <li>● Careers interviews and post 16 support</li> </ul>	<p>67% of 13-25 year olds believe that the pandemic will have a long-term negative effect on their mental health (Young Minds, 2021). 1 in 6 children aged 5-16 is likely to have a mental health problem (The Children's Society, 2021).</p> <p>The Oxwell survey published in July 2021 which looked at partial school closures and mental health by surveying 11,000 young people found that 'Females, pupils who had experienced food poverty and those who had previously accessed mental health support were at greatest risk of depression, anxiety and a deterioration in wellbeing. Pupils whose parents were going out to work and those preparing for national examinations in the subsequent school year were also at increased risk.'</p> <p>During the pandemic, some disadvantaged children reported poorer mental health and wellbeing including anxiety and loneliness. Parents/carers from households with lower annual incomes reported their children having higher levels of symptoms of behavioural, emotional and attentional difficulties, and unlike their more affluent peers, this did not decrease as the pandemic continued. There is evidence that children with a probable mental health disorder were more likely to live in a household that had fallen behind with payments. ('Chapter 4: Children and young People' in 'COVID-19 mental health and wellbeing surveillance report.' DfE, 2021).</p> <p>Social Emotional Learning interventions can have a positive impact, on average, of 4 months' additional academic progress, in addition to a valuable impact on social relationships. Children from disadvantaged backgrounds have, on average, weaker SEL skills which is linked to poorer mental health and lower academic attainment ('Social and emotional learning', EEF, 2020).</p> <p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Mentoring interventions may be especially beneficial for pupils with low engagement in school as the development of trusting relationships with an adult or older peer can</p>	3, 4, 5

	provide a different source of support ('Mentoring', EEF 2021).	
Raise and maintain high <b>aspirations</b> for next steps (ongoing from last year).	Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. These programmes provide opportunities to connect skills and knowledge to choices and careers. ('Aspiration', EEF, 2021)	6
<b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</b>	<p>Pupils from disadvantaged backgrounds can benefit from summer schools (making 3 months progress), where activities are focused on well-resourced, small group or one-to-one academic approaches, and include additional activities such as sports, arts or cultural enrichment ('Summer Schools', EEF, 2021).</p> <p>There is evidence that disadvantaged pupils might benefit more from enrichment activities in additional school time and additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school ('Extending School Time, EEF, 2021).</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds ('Arts Participation', EEF, 2021).</p>	1, 3, 5
<b>Accessible extracurricular activities - LSAs run enrichment and provide some mentoring of students</b>	SEND Code of Practice (DfE, 2015)	1,3,4
<b>Attendance monitoring and intervention - employment of education welfare officer</b>	<p>Increasing student attendance (Northwest Region Education Laboratory, 2004).</p> <p>DfE: Working together to improve school attendance, May 2022.</p> <p>Tips for improving attendance, The Key, 2023</p>	3,4,5
<b>Contingency fund for acute and unexpected issues.</b>	Previously we have taken from the main Pupil Premium budget to provide ad hoc support for acute and unexpected issues e.g. paying for a taxi to get a PP+ into school to sit her exams. We will now set aside a small contingency amount for instances like this that may occur	All

**Total budgeted cost: £283,349.94**

**Projected overspend: £30,056.94**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **High Quality Teaching:**

Effective teaching and learning – all staff recognise and accept that the vast majority of students' progress comes out of Quality First Teaching and Learning on a day-to-day basis. This continues to be a major focus in CPD sessions as led by our Teaching and Learning Coordinator who has continued to lead whole school CPD on improving evidence-informed high quality teaching and learning strategies focussed on modelling, retrieval practice and meaningful feedback which benefits all our pupils.

Student Lead Coordinator role has been created to support students to take ownership of learning and develop the skills to become more proactive and independent learners. Support via a weekly item in the Friday news for parents is also produced with advice on how to empower them to further their child's learning and encourage good habits.

#### **Targeted Academic Support:**

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Departments take responsibility for determining the additional resources that students need in order to achieve well and additional resources are provided by the Pupil Premium Coordinator in a timely fashion for students who request them.

#### **Wider Strategies:**

Attendance – staff, teachers, parents, carers and students understand the link between attendance and achievement. Attendance levels for all students including disadvantaged students are checked by heads of years and acted upon. If deemed necessary this is followed up by our education welfare officer.

Extra curricular activities - We continue to place an emphasis on the importance of cultural capital and trips are paramount to this. All day trips aligned to the curriculum are fully funded for pupil premium students with residential trips offered at a 50% discount, with an

individualised approach used to support a small number of families who cannot cover the cost of the 50%.

Breakfast Club - We now have a daily breakfast club which is staffed and supervised where all pupils are able to come between 8am-8.30 to receive a free breakfast. We do not formally monitor attendance as we recognise that this could discourage some students from attending.

Supporting pupils' social, emotional and behavioural needs through a range of support including clubs, Learning mentors and pastoral structures is fully embedded in how we support all pupils.

There were 45 disadvantaged pupils in the year 11 2023 cohort

	School	disadvantaged in school	All pupils in the LA (Camden)
Progress 8	0.77	0.25	-0.03
Attainment 8	65.64	54.64	47.9
Attainment English and Maths at grade 4+	90.5%	78.6%	67.7%
Attainment Ebacc element	20.09	16.44	

Comparing 2022-2023

- progress 8 for all disadvantaged pupils increased from 0.23 to 0.25 (+0.02), We continue to have a whole school focus on disadvantaged high prior attainers because progress 8 did not improve as much as we would have liked
- One of our targets is to Increase the percentage of disadvantaged pupils gaining grade 5+ EBacc from 39% to 43% by 2024, we are making good progress with this and currently have 40.5% achieving this in 2023.
- The number of disadvantaged pupils ( entered for EBacc is roughly in line with non PP students

Comparison nationally

- We entered 66.7% of disadvantaged pupils into EBacc compared to 39.3% nationally for all pupils
- 57.1% of our disadvantaged pupils gained attainment at grade 5+ in English and Maths compared with 45% nationally for all pupils
- The average attainment 8 of all pupils nationally was 46.2 and our disadvantaged pupils was 54.64 (+8.44)

When looking at the above we must however continue to be cautious because there were some changes to the way grading was undertaken in 2023 compared to 2022 and on the whole the performance in 2023 nationally is lower than 2022.