

# Pupil premium strategy statement – King Edward VI Camp Hill School for Boys

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	686 (Y7-11) 335 (Y12 & 13)
Proportion (%) of pupil premium eligible pupils	30% (206 of 686) 24.3% FSM (Y7-11)
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> )	2023-2025
Date this statement was published	15 December 2023
Date on which it will be reviewed	30 April 2024
Statement authorised by	Russell Bowen
Pupil premium lead	Giles Hill
Governor / Trustee lead	Barry Matthews

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,845
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>	£46,092
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	n/a
<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>	£218,937

# Part A: Pupil premium strategy plan

## Statement of intent

**Vision:** A caring and inclusive community where everyone, regardless of background, can do and be their best

**Mission:**

- To enable us all to lead fulfilled and healthy lives
- To build a welcoming community where we celebrate our diversity
- To provide a wide breadth of curricular and extracurricular opportunities accessible to all
- To support members of our school in setting and achieving aspirational personal goals reflecting prior opportunities and attainment

**Key Values:**

- **Support:** Pupil premium students are supported with care, respect, kindness & integrity
- **Resilience:** We encourage Pupil Premium students to embrace challenge knowing that failure is not final, but a learning opportunity
- **Empowerment:** We use coaching for Pupil Premium students, individually targeted where needed, to empower them to achieve and flourish
- **Responsibility:** We promote responsibility for personal development through metacognition for Pupil Premium students
- **Improvement:** We are committed to a professional obligation to improve our practice in the allocation of resources and opportunities for Pupil Premium students.

*See vision and values document for further development of ethos.*

## Challenges

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

Challenge number	Detail of challenge
1	Enabling all students from PP background to fully participate in a selective school education by removing non-academic barriers to access
2	Ensure Pupil Premium Students make the same high levels of progress as others, especially those with lower entrance exam qualifying scores
3	The financial burden for families to meet the costs of transport and uniform and equipment
4	Develop cultural capital through participation in a wide range of extra-curricular activities including: Duke of Edinburgh, music lessons, competitive sports, clubs & societies, work placements and courses
5	High levels of attendance in line with the rest of the school community

## 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 achieve GCSE outcomes in line with their peers	<p>Achieving a place in a selective school is one of the key indicators in positive learning outcomes for high achieving students from disadvantaged backgrounds (NFER, 2015 Sutton Trust Potential for Success, 2016) and PP students have access to high quality teaching by specialists and a community of higher achievers from whom to model good learning behaviours and practice.</p> <p>Using entrance test, KS2, FFT and Midyis data (which will be used in Year 7 and for in-year admissions – set realistic but ambitious targets for PP students (RADY – Raising the Attainment of Disadvantaged Youngsters) which are met in external examinations. Students are identified by target bands based on in-school date and Midyis scores identifying expectations of GCSE offer in Year 8 and 9 and ATGs (Agreed Target Grades) for specific subjects in Years 10 and above.</p>

	Aim for students to show comparable performance and progress (as shown in the GCSE data for 2022 – see later) which can enable them to go onto the A Levels and higher education choices they are capable of.
2. Financial support readily accessed when needed.	Currently about 70% of funding is claimed for transport, uniform, equipment, school trips and extra-curricular grants and this should continue.
3. Laptops are available to those in need	Laptops loaned to students in need, especially if there is a need to return to remote learning.
4. High attendance	<p>To maintain high levels of attendance across all key stages.</p> <p>School Average 94.9% (to 11 December 2023) and PP Average of 95.1%</p> <p>PP Attendance remains at well over 90% and reflects well in comparison with non-PP attendance. This compares to:</p> <p>COVID years 2020-21 PP 92.6%, non-PP 91% can be used as a benchmark (though aim for each to be higher in non-Covid years)</p>
5. Successful Careers Guidance and Destinations outcomes	<p>Following a programme using the Gatsby Benchmarks to appropriately advise and support PP students in making appropriate and ambitious choices for Level 4 courses in line with their talents and aspirations.</p> <p>Provide all help and guidance to enable parity with non-PP students in the ability to apply for Russell Group Universities, Degree Level Apprenticeships, Apprenticeships, Further Education, Training or Employment at Post-18.</p> <p>Destinations for leavers to show all PP students able to access Level 4 courses in universities or apprenticeships.</p>

## 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: £102,061.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Assessment, Tracking and Reporting	Early identification of issues with classwork, homework and assessments that can be addressed  Ability to identify patterns across subjects and students in order to assist with interventions	Whole school 1, 2
Access to support from SENDCO & Assistant SENDCO, and doubling of in-school mentoring / counselling services provision	In school support both to teachers and students to understand wider issues affecting students (EEF T&L Toolkit +4 months SEL)	Whole school 1, 2, 4
Access to strong pastoral and behavioural support through a system of form tutors and Heads of Year; introduction of non-teaching pastoral administrators and mentors including 1-to1 in class support	Promoting and improving behaviour, dealing with low-level disruptions increases teaching time and enables students to be more task focused (EEF T&L Toolkit +4 months Behaviour Interventions) Effective reporting systems and having staff who can liaise effectively with home can improve outcomes (EEF T&L Toolkit +4 months Parental Engagement)	Whole school 1, 2, 4, 5
Use of tutor time to develop learning to learn strategies in Year 7	Development of strategies to support new secondary students to regulate their learning and to involve parents in supporting strategies (EEF T&L Toolkit +7 months Metacognition)	Year 7 1, 2
Staff CPD on Questioning, Assessment, Feedback and Metacognition "Quality teaching for all" All departments develop own Inquiry Questions to lead CPD	A means of enabling good practice and excellent teaching to be at the heart of a PP strategy which develops all students and provides additional support for those on PP (EEF T&L Toolkit +7 months Metacognition, + 6 months Feedback, Oral Language interventions)	Whole school 1, 2
High Quality Careers Education, including the	Raise awareness and aspirations for different courses and careers by	Whole School 1, 2, 4

strengthening of opportunities to experience the world of work, includes introduction of Year 10 work experience	providing a structured programme and strong guidance in applications for UCAS and apprenticeships. Provide opportunities for work experience and volunteering can strengthen applications. (Gatsby Benchmark 1 – Stable and Structured Careers Programme for all from Year 7 to 13, complying with GB 3 Addressing the specific needs of each student)	
Study support: extended library opening times, academic mentors in English & Maths, focused online small group tutoring	Enable students to have access to spaces and facilities which can support their learning in school and at home to make up for potential learning loss. Use of library and computers before and after the school day, the use of homework clubs with in-school peer support, departmental clubs and support and intervention groups like S Club for lower school students. Identified students given access to Maths and English learning support within school which continues from 2022-2023	Whole School Targeted Year Groups 1, 2, 4
Sixth Form Support, including careers meetings, dedicated sixth form learning mentor, targeted additional supervised study periods and developing study spaces	Provide guided support for A Level students through £13,000 of available funding to provide resources and opportunities to enable students to challenge for appropriate Level 4 courses at universities and in apprenticeships	Years 12 and 13 1, 2, 4

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

Budgeted cost: £ 11,593.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer-to-peer Support	Use of Sixth Form students to help with lower school pupils facing challenges to their learning (EEF T&L Toolkit +5 months progress)	1, 2, 4
Year 11 English Intervention	Targeted support for language and grammar support to promote better progress across different subjects	Year 11 1, 2

Academic Mentors	Education Endowment Foundation (EEF T&L Toolkit +4 months progress) when acting as 1-to-1 tutors	Whole School 1, 2
Small Group Tuition	Education Endowment Foundation (EEF T&L Toolkit +4 months progress)	1, 2

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

Budgeted cost: £101184.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
King Edward's Promise to provide PP students with support for the costs of transport, uniform, equipment, extra-curricular opportunities, trips	Enables students to fully access the opportunities by removing non-academic barriers to access (EEF T&L Toolkit Physical Activity +1 Month; Outdoor Adventure Learning – <i>“positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.”</i> ; Uniform <i>“There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.”</i> ; Transport measures ensure good attendance and punctuality which, in turn, remove barriers to effective learning.	Years 7-11 1, 2, 3, 4, 5
Provision of more laptops in school and for PP support inside and outside the classroom	Access to online teaching resources and use of technology for research and production of homework is a clear means of ensuring a parity of access to a high knowledge-based curriculum. (EEF – Using Digital Technology to Improve Learning)	Whole school 3
Access to professional counselling services	Addressing issues outside school which can hinder well-being and achievement of students (EEF T&L Toolkit +4 months SEL). Extension of counselling to support students to additional day a week	Whole school 1, 2, 5
Regular Form time and assemblies	Form Tutors are able to develop a trusting relationship with students in their form; identifying any issues arising.	Whole school 1, 2, 4

	Form Tutors use the attendance tracker to notice and support students who are struggling with attendance issues	
Monitoring low level behaviour incidents	Heads of Year can quickly identify regular patterns of behaviour to prevent escalation of poor behaviour and promoting good practice in attendance, punctuality and attitude to learning. Development of SIMS management software to track incidents and support positive behaviour, use of Edulink, Studybugs, ClassCharts and whole school behaviour programmes to further develop good learning and social practices around school.	Whole school 1, 2, 5

**Total budgeted cost: £214,839.44**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

GCSE Outcomes –

2023 GCSE Results (Progress based on KS2 results – 97 classed as High Attainers at KS2, 1 classed as middle attainers, 22 no KS2 data)

*NB- All examination results from external examinations returning to 2019 expected standard of external GCSEs*

2023 summer: Average GCSE Grade 7.9 for PP (8.3 for non-PP NA 4.7)

2023 Progress overall 0.75 for PP (1.07 for non-PP NA 0)– 0.66 (and 0.86) in 2022

2023 Ebac (Grade 4+): 90% for PP (93% non-PP) 20.3% Nationally

English and Maths performance and progress for PP students in line with overall cohort  
100% above Grade 5 for Maths and English

86% Grade 9-7 English - Average 7.3 for PP (7.9 for non-PP), Progress 0.7 (0.5)

97.5% Grade 9-7 Mathematics – Average 8.3 for PP (8.7 for non-PP) Progress 0.5 (0.5)

For Year 11 GCSE results, PP students still qualified on the former admissions criteria where we had a 20% PP qualification based on rank score, there were 25 who started in 2018 with PP support, there were 25 registered as PP in 2023, three of the students stopped being PP and three more were added during their time at CHB. These students were able to perform to a high standard in comparison to non-PP intake with some outstanding PP students able to attain. 6 of the 28 who have been PP on our records at some time have attained all grades 8 and 9, the highest APS being 8.9, 13 achieved an average point score of 8 or above, those same students had no grade below a 7. 19 of the students achieved over half their GCSE grades at 8 or 9. 26 of the students had most of their grades at 7 or above. **All met the qualifying criteria to return to the Sixth Form.** Improvement in comparative performance between PP and non-PP cohorts is able to show progress made in context of Year 10 and Mock Exams. It is fair to say that support for these students from the school has helped many dramatically: through mentoring, in-class support, revision guidance, tuition and pastoral care. There are too many to thank for their input in making these results as positive as they are. 8 of the candidates had specific Maths or English support or both. 17 also were identified for tuition in anything from 1 to 5 subjects. The three students who were PP in the bottom 5 performers at GCSE had 6, 5 and 4 interventions during Year 11.

335 student places for academic monitoring or external tuition, 4,432 hours attended across 10 different subject areas.

A-Level Outcomes –

2023: At A-Level those on Sixth-Form Bursary or having historically had PP up to year 11 numbered 39, in terms of destinations 32 were placed at university, 2 at Oxbridge, 22 at Russell Group Universities, 13 to study Medicine..

For the 20 still in receipt of FSM in Year 13 Average Points Score was 49.4 (45.5 overall for CHB and NA of 34.3)

2023 %A\*-C for FSM was 98% (92% whole school and 74% nationally)

2023 Progress for FSM was +0.51 (-0.05 whole school and ±0 nationally)

2023 Progress on %A\*-C for FSM was +8% (-2% whole school and ±0 nationally)

A large proportion of PP funding is used for uniform, travel, equipment, curricular and extra-curricular activities, in order to ensure that PP students have fewer barriers to learning and can engage in and enjoy life at school in the same way as others, adding to their 'cultural capital', ensuring opportunities to take advantage of experiences available and share aspirations with the wider school community.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
TLC (The Learners Collective)	Tute

## Further information (optional)

Use of recovery Pupil Premium to support costs to participate in the Year Group activity week to the Conway Centre Adventure. Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Here the experience involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion are also involved. Last year involved both Years 8 and 10 attending as a catch up from missing out in Covid years.

Year 6 to Year 7 Transition: Summer School for new Y7 students which is made free for PP students (35 PP students attended in 2022 at a cost of £2480) in order to encourage collaborative engagement with new classmates, physical activity and ensuring greater readiness for starting lessons in September