

Pupil Premium Grant Strategy Statement

This statement details our School's use of Pupil Premium Grant (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment and achievement of our disadvantaged students.

It outlines our Pupil Premium Grant strategy, how we intend to spend the monies in this academic year and the impact that last year's spending of the Pupil Premium Grant had within our School.

School overview

Detail	Data
School name	Chelmsford County High School for Girls
Number of pupils in school	1116
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephen Lawlor, Headteacher
Pupil Premium lead	Fiona Harrison, Assistant Headteacher
Governor / Trustee lead	Funmi Osilaja

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,985
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,585
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,570

Part A: Pupil premium strategy plan

Statement of intent

Teaching & Learning is at the forefront of our minds for our disadvantaged students. We know that what happens in the classroom has the most impact both on their attainment and their achievement. Therefore, we are investing in CPD and interventions to ensure the very best experiences, provision and services for our disadvantaged students.

Furthermore, the barriers to educational experiences faced by eligible students can occur at several levels. For some girls, there are gaps in attainment in English or Mathematics, which must become the prioritised targeted intervention. Rapid and sustained progress is expected, due to the nature of the School and the ability profile of the cohort. The students receive 1:1 intervention from our own highly experienced staff. These interventions are benchmarked against the context of our School, not the national picture. It is our ambition that all students will achieve grades 9-7 in English and Mathematics.

For some students, the barriers present as involvement in the life of the School and their overall wellbeing. Ours is an activity-rich school and many students play a musical instrument. We also offer activities such as The Duke of Edinburgh's Award Scheme (Bronze, Silver and Gold), the Jack Petchey 'Speak Out' Competition, as well as a wealth of STEM-related initiatives, including the British Physics Olympiad and other opportunities that enable our disadvantaged students to enjoy the full benefits of extra-curricular life within our School. This will have an impact on their wellbeing and be a positive influence in the classroom. We also prioritise involvement in curriculum-related trips (local, national, and international) that enhance learning and progress, as well as the many Enrichment Day opportunities which we programme each academic year for all year groups.

Challenges

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

Challenge number	Detail of challenge
1	Communication skills. Confidence in class to contribute.
2	Lower attainment levels upon entry in Year 7, and lower attainment in CAT/MIDYS tests.

3	Attendance/Punctuality issues.
4	Lack of metacognitive/self-regulation strategies when faced with challenging tasks, notably in the monitoring and evaluation of their answers. Organisational skills.
5	Homework issues: lower quality sometimes submitted, wrong materials used, deadlines missed, issues with accessing a reliable computer/internet connection.
6	Social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and examinations/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students.
7	Involvement in school life – e.g.: curriculum related trips, enrichment activities, learning an instrument.

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
Improved attainment among disadvantaged pupils Progress 8	Students achieve top quartile for progress made by disadvantaged students amongst similar schools. Narrow the gap across the curriculum.
Attainment 8	Students should perform in line with their school cohort. Following termly Student Progress meetings we can see the impact of reviewing the progress of the disadvantaged students against their internal and external data.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and classroom observations suggest disadvantaged pupils are less able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. This is often associated with a lack of organisation skills/lack of support at home. Elevate Education mentors and School Development Leader work. Progress tracked with Teacher Assessment (TA) in line with the rest of cohort. Improved homework reports and completion rates. Year Leader observations. Subject Leader feedback.

	Student Voice.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • The School Attendance targets for 2021-2022 are set at: Overall absence target: not to exceed 5.00 % Persistent absence (below 90%) target: not to exceed 15 students Therefore the School has an Overall Attendance Target of 95%. A student will be flagged to the Year Leader if her absence falls below 95%.

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: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training dedicated to the issue of disadvantage</p> <ul style="list-style-type: none"> - INSET day plus regular top up sessions - Twilight session 	<p>Whole school approach, involving teaching and support staff.</p> <p>High quality teaching and progress in the classroom are key.</p>	1, 2
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training.</p> <p>It will first be rolled out in Maths, English and Science followed by other subjects.</p> <p>We have employed Elevate to come in and work with staff and students to develop Meta-cognitive skills.</p>	<p>Teaching metacognitive strategies to students can be a method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Follow up of the Elevate work during Form Time.</p>	4

<p>Programmes Elevate Education</p> <p>Currently, we have a School Development Leader working with staff on Meta Cognitive skills.</p> <p>SDL projects and resources gathered.</p>		
<p>Contribution to Staff Training</p> <p>To ensure all staff including ECT's and Main Scale teachers are confident in their ability to differentiate to support any gaps disadvantaged students may have in the classroom</p> <p>Continuous CPD to ensure all teachers feel able to support. New Staff Induction Programme.</p>		

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted homework club or teacher supervised after-school work club.		
1-1 intervention Group clinics Use of language assistants within Modern Languages	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Mentoring for year 8 and 10 through an outside	One to one mentoring/support is key to wider wellbeing and academic progress.	

agency and individual support.		
TA English intervention. Head of English to run sessions on understanding how to improve TA data.	Helping students to understand how to improve their TA grades. For example, English underpinning all their essay-based subjects.	

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health training for year leaders	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5
Year Leader time	Planning is key to helping the students.	
Breakfast for all those disadvantaged – FSM voucher top up	Evidence regarding food and concentration.	
Uniform and PE Kit	This is provided at the beginning of Year 7. Simmonds supply uniform and the school provides PE kit.	
Provision of essential items in school eg books	Having the correct materials and resources to study.	
Provision Map	Being able to track interventions, effectiveness of our pupil premium strategy.	
Mentoring/Counselling 10 hours provided by Renew Counselling. Year 11 Mentoring by staff post Mock examinations.	Counselling can have a significant impact if the student is worried about anything. This release can then impact on their learning within the classroom. Year Leader Action Plans track progress. Year 11 Mentors fill in a booklet that tracks progress across the sessions. Progress tracked on Year Leader Action Plans and discussed in Student progress Meetings.	
Access to opportunities to help with confidence	The Jack Petchey Speak Out finalists, assembly contributions, in lesson participation. Furthermore, this can be seen through participation in House Events, School Productions, Sports events, etc.	

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Our aim is to ensure all students across the school reach an overall attendance target of 95%.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Year Leaders and the Attendance Officer monitor this.</p>	<p>6</p>
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Total budgeted cost: £35,000

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 2020 to 2021 academic year.

It is important to note that 20/21 was not a normal year in schools due to the COVID-19 pandemic. Therefore, our PPG spend was adjusted accordingly:

1. Parental awareness of Pupil Premium Grant availability and suggested interventions. Letter sent to all parents at the beginning of the academic year, highlighting school spending priorities and seeking parental suggestion for interventions for their daughter. High profile of students in receipt of Pupil Premium. (minimal cost)
2. High quality Teaching & Learning for all. (no extra cost)
3. Staff costs: £3,997 Year Leader time: Data tracking to identify any gaps in student progress and to monitor students closely. Work to remove any barriers to learning. Targeted extra 1:1 tuition prioritising Mathematics and English, as well as small group extra tuition.
4. Revision guides and resources: £2,576. Ensure students have access to relevant study materials.
5. The full range of educational experiences: £3,687: trips and visits and enrichment activities.
6. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress. £6,500
7. Free School Meal top-up vouchers in the summer holiday £1,440; supporting all families in lockdown with sufficient nutrition
8. Loan of laptops (no extra cost): ensure all students could access lessons remotely during the pandemic
9. Attendance and punctuality monitoring. (no extra cost)
10. Uniform support – essential for attendance and wellbeing. £129
11. Supported self-study: after-school study area available.
12. Staff, Parent or child requests for educational materials (*For example, calculator, maths set, art pencils, stationery, revision books for home use.*)
13. (contingency for extra 1:1 or further leadership and learning opportunities that may arise during the academic year).
14. Study skills workshops run by Elevate an outside company who use young speakers to motivate students.

All PPG students made progress in line with the rest of the cohort, and many have exceeded their targets.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., the Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also asked staff for their voice on the subject.

We looked at evidence from multiple sources of data including assessments, Year Leader Action Plans, engagement in class, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework (Provision Map) in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.