

# Pupil Premium Grant Strategy Statement

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
School Name	Chelmsford County High School for Girls
Number of pupils in school	1,277
Proportion (%) of pupil premium eligible pupils	6.4% based on 900
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026
Date this statement was published	24/11/2025
Date on which it will be reviewed	November 2025
Statement authorised by	Mr Stephen Lawlor Headteacher
Pupil premium lead	Miss Fiona Harrison Deputy Headteacher
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,950
Recovery premium funding allocation this academic year	£ 62,950
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£ 62,950</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school offers a wide range of extracurricular opportunities. These include instrumental music lessons, theatre visits, and subject-specific trips such as history excursions and a geography field trip to Snowdonia. Pupils also have the chance to participate in an adventure day, the Duke of Edinburgh Award scheme, and overseas educational visits to Ypres and Normandy, broadening their cultural horizons and supporting their personal development.

### Challenges

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

Challenge number	Detail of challenge
1	Communication skills and the 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.

7	Involvement in school life – e.g., curriculum related trips, enrichment activities, learning an instrument.
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## 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 student 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 the 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 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p><b>The School Attendance targets for 2025-26 are set at:</b></p> <p><b>A student will be flagged to the Year Leader if her absence falls below 95%.</b></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: **£0.00**

Activity	Evidence that supports this approach	
Whole school training dedicated to the issue of disadvantage.	<p>Whole school approach, involving teaching and support staff.</p> <p>High quality teaching and progress in the classroom are key.</p>	1,2
Inviting Elevate Education into school to speak with our new Year 7 students.	<p>The workshops and seminars are designed to achieve behavioural change amongst students.</p> <p><a href="#">About   Elevate Education</a></p>	4

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

Budgeted cost: **£14,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club offered to targeted students once a week after school.	Our after-school Homework Club provides structured academic support for disadvantaged pupils, helping to close attainment gaps. Research from the Nuffield Foundation and the Education Endowment Foundation shows that such interventions can significantly improve outcomes, particularly when tailored to pupils' needs. This aligns with Essex County Council's guidance on evidence-based strategies for tackling educational disadvantage.	1, 2, 4, 5, 6
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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Year Leader support	Our Year Leaders play a vital role in supporting disadvantaged students throughout the academic year. They provide regular check-ins to monitor wellbeing, engagement, and progress, and hold focused discussions with pupils following each termly teacher assessment data release. This ensures that any emerging barriers to learning are identified early and addressed through targeted support, helping to sustain academic momentum and promote personal development.	1, 4, 5

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

Budgeted cost: **£45,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Uniform	<p>We work in partnership with Monkhouse to provide free school uniform for our disadvantaged pupils. In addition, the school supplies P.E. kits at no cost.</p> <p>Research from the Children's Society confirms that this approach supports attendance, reduces stigma, ensures all pupils feel part of the school community.</p>	6, 7
Resources & Stationary	<p>We ensure that disadvantaged pupils have full access to essential learning materials by providing fully funded resources throughout their time at school. In Year 7, this includes art materials, a scientific calculator, and language workbooks. As pupils progress, we supply subject-specific workbooks to support classroom learning. In preparation for GCSEs, we offer revision guides tailored to their exam subjects. This provision removes financial barriers, promotes equity, and ensures all pupils can engage fully with their education.</p> <p>The EEF highlights that providing targeted academic resources — such as revision guides and subject workbooks — can support disadvantaged pupils when combined with effective teaching. These materials help reinforce learning and promote independent study.</p>	5
Extra-Curricular Activities	<p>We are committed to ensuring all pupils, including those from disadvantaged backgrounds, have access to a wide range of extracurricular activities. Research from the Education Policy Institute and the Social Mobility Commission confirms that participation in enrichment activities improves academic outcomes, builds essential life skills, and supports long-term social mobility. By removing financial and logistical barriers, we aim to ensure every pupil can benefit from these opportunities.</p> <p>The school offers a wide range of extracurricular opportunities. These include theatre visits, and subject-specific trips such as history excursions and a geography field trip to Snowdonia. Pupils also have the chance to participate in an adventure day, the Duke of Edinburgh Award scheme, and overseas educational visits to Ypres and Normandy, broadening their cultural horizons and supporting their personal development.</p>	6, 7
Travel	<p>We provide financial support for transport, including bus passes and train tickets, ensuring that students</p>	3

	<p>can travel to and from school safely and reliably. This support helps reduce persistent absences, promotes punctuality, and ensures that all pupils have equitable access to education regardless of their financial circumstances.</p> <p>The EEF evidence brief on improving attendance highlights that disadvantaged pupils are disproportionately affected by persistent absence, and that removing practical barriers such as transport costs is a key strategy for improving attendance and engagement.</p>	
Counselling	<p>We provide up to seven hours of counselling with a qualified professional for selected disadvantaged pupils experiencing emotional or mental health challenges. This targeted intervention helps pupils manage anxiety, trauma, and other barriers to learning, improving their wellbeing and readiness to engage in school life. By addressing these issues early, we aim to foster resilience, reduce disengagement, and support sustained academic progress.</p> <p>The EEF's Teaching and Learning Toolkit highlights that social and emotional learning interventions can lead to up to +4 months of progress, especially when delivered by trained professionals and integrated into a broader support strategy</p>	6
Music Lessons	<p>We free instrumental music lessons to disadvantaged pupils, ensuring that all students have the opportunity to explore and develop their musical talents regardless of financial background. These lessons not only enhance creativity and self-expression but also contribute to improved concentration, confidence, and academic engagement. By removing cost as a barrier, we promote inclusion and support the broader development of our pupils.</p> <p>While not specific to music, the EEF notes that arts participation can lead to up to +3 months of academic progress, especially when integrated into a broader curriculum and enrichment strategy.</p>	7

**Total budgeted cost: £59,650**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

While high-quality teaching and learning remain at the heart of our approach, we recognise that pupils' wellbeing and happiness are equally vital to their success. Our Pupil Premium funding is used not only to support academic progress, but also to provide enriching experiences and essential resources that many disadvantaged pupils might otherwise go without. From school trips and music lessons to learning materials and even a Christmas hamper, we aim to remove barriers, raise aspirations, and ensure every child feels valued and included.

The balance carried forward from 2023-24 was £5,305. Incoming PPG grant for 2024-25 was £54,151, giving a total of £59,456.

The spend for 2024-25 was as follows:

Counselling	£13,708
Curriculum Resources	£1,359
Extra-curricular activities	£183
Food	£422
Music lessons	£9,767
Software	£1,880
Travel	£3,909
Trips & Educational visits	£6,274
Uniform	£2,591
Year Leader contribution	£19,363
<b>Total Spend</b>	<b>£59,456</b>



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising support from our local Mental Health Support Team and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils 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 multiply 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 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.