

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Camp Hill Boys
Number of pupils in school	628 (Y7-11) 319 (Y12 & 13)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	14 October 2021
Date on which it will be reviewed	15 March 2022?
Statement authorised by	Russell Bowen
Pupil premium lead	Giles Hill
Governor / Trustee lead	tba

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,430
Recovery premium funding allocation this academic year	£21,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£160,600

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
4	Develop cultural capital through participation in a wide range of extra-curricular activities including: Duke of Edinburgh, music lessons, competitive sports, 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
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) which are met in external examination.</p> <p>Aim for students to show comparable performance and progress (as shown in the GCSE data for 2021 – see later) which can enable them to go onto the A Levels and higher education choices they are capable of</p>
Financial support readily accessed when needed.	Currently about 70% of funding claimed for transport, uniform, equipment, school trips and extra-curricular grants and this should continue
Laptops are available to those in need	Laptops loaned to students in need, especially if there is a need to return to remote learning
High attendance	To maintain high levels of attendance across all key stages. Remains at well over 90% and reflects well in comparison with non-PP attendance.

	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)
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: £ 53,737

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	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	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, Feedback and Metacognition "Quality teaching for all"	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	Raise awareness and aspirations for different courses and careers by providing a structured programme and strong guidance in applications for UCAS and apprenticeships. Provide	Whole School 1, 2, 4

	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	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.	Whole School Targeted Year Groups 1, 2, 4
Sixth Form Support	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: £ 5,012

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 subject	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)	30 Year 8 Students for Maths and English 1, 2

Total budgeted cost: £ 161,140

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

Budgeted cost: £ 102,390

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
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)	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
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.	Whole school 1, 2, 5

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.

<p>GCSE Outcomes - 2021 GCSE Results (Progress based on KS2 results – all classed as High Attainers at KS2)</p> <p><i>NB- All examination results from anonymised assessments</i></p> <p>Average GCSE GCSE Grade 8.0 for PP (8.2 for non-PP) Progress overall 0.7 for PP (0.9 for non-PP)</p> <p>English and Maths performance and progress for PP students in line with overall cohort 100% above Grade 5 for Maths and English 82.6% Grade 9-7 English - Average 7.9 for PP (8.2 for non-PP), VA 0.6 (0.7) 93.3% Grade 9-7 Mathematics – Average 8.6 for PP (8.6 for non-PP) Progress +0.8 (+0.7)</p> <p>Levels of expected current attainment for all subjects in end of year assessments were proportionately lower for PP students, however this is due to the lower starting levels as identified in entrance test scores; English & Maths were more in line with their peers. <i>As many PP candidates enter the school with a lower attainment level (e.g. 29 of the 49 students in 2020 entry were below priority score threshold), this results in PP attainment being lower overall</i></p> <p>Recovery funding targeted in Year 7 to 11 reached 43 PP students</p> <p>Year 13 leavers included known former PP students who have achieved places on prestigious courses at Russell Group universities. Of the six PP students who were at CHB prior to Sixth Form, 5 achieved places at university with one applying in 2022, three have accessed courses at Russell Group universities. Many students in receipt of the sixth form bursary who joined in Year 12 also achieved good university places having been given additional support with their ambitions and applications. In total 10 out of 16 students in receipt of PP up to year 11 or on FSM achieved places at Russell Group Universities, this included 2 students accepted into Medicine.</p> <p>70 laptops loaned out to students to facilitate online learning</p> <p>73% of funding 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.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme for Covid Recovery	Charlie Waller Memorial Trust for sessions on mental health (Dick Moore)
	Innerdrive Skills Camps
	Connex
	My Tutor

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

Summer School for new Y7 students which is made free for PP students (35 PP students attended in 2021 at a cost of £1500) in order to encourage collaborative engagement with new classmates, physical activity and ensuring greater readiness for starting lessons in September.