

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

This statement details our school’s use of pupil 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	716 (Years 7-11) 336 (Years 12-13)
Proportion (%) of pupil premium eligible pupils	29% (207 out of 716)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	30 April 2025
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	£184,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ n/a
Total budget for this academic year <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>	£184,800

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.

As part of the wider Foundation of the Schools of King Edward VI there is the KE Promise:

High Quality Teaching

- The schools of King Edward VI Foundation offer **good quality teaching**.
- Staff are trained in a wide range of **research led approaches** and encouraged in continual development
- Staff are trained in **safeguarding procedures**, SEND and EDI, to ensure inclusivity in our curriculum.
- Our schools are encouraged to provide **academic monitoring** for all our pupils and provide research led targeted support where difficulties arise.
- **Support is delivered** from the Foundation on a needs basis. Trust wide personalised CPD available.

Targeted Academic Support

- **Research led interventions** and support provided where required
- **Measurable impact**
- **Trust approved** interventions available.

Wider Strategies

- Each of our schools has dedicated staff to **support with wider issues** that can affect our families.
- **EDI** advocates in each school.

- **Well-being intervention/support** encouraged within our schools.
 - Dedicated staff knowing the **needs of our pupils**.
 - **Targeted careers support**
 - **Support to access materials** such as revision guides and internet access.
 - **Across the trust** access to events/ideas/material.
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- *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	Student Wellbeing through robust pastoral systems which can support learning and identify barriers to learning at an early stage to support disadvantaged students
2	Maintaining high attendance, punctuality and behaviour in school which are central to a productive and successful learning experience and require additional input for disadvantaged students.
3	Developing, through our infrastructures in school and online, means to optimise student encounters and make resources more accessible and better utilised to the benefit of our disadvantaged students.
4	Exceptional Curriculum and Teaching to maximise progress regardless of background or ability and suit the needs of our changing cohort.
5	Collaborate with others to share best practice and identify strategies for improvements for disadvantaged students.

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 reflecting their entrance test scores and progress from KS2.	<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-</p>

	<p>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> <p>Aim for students to show comparable performance and progress (as shown in the GCSE data for 2024 – see later) which can enable them to go onto the A Levels and higher education choices they are capable of. It would be expected that the vast majority of disadvantaged would be able to meet the criteria at GCSE to achieve a sixth form place at CHB.</p>
2. Financial support readily accessed when needed.	Currently most funding is claimed for transport, uniform, equipment, school trips and extra-curricular grants and this should continue to support students in having full access to the life of the school.
3. High attendance	<p>To maintain high levels of attendance across all key stages.</p> <p>School Average 95.6% (to 13 December 2024) and PP Average of 95.2% Up from 94.9%/95.1% at same stage in 2023)</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 much higher in non-Covid years)</p> <p>2023/2024 FFT Top 10% of all school for attendance award.</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>

	Destinations for leavers to show all PP students able to access Level 4 courses in universities or apprenticeships. <i>See destinations data in part B</i>
6. Review of current KS3 Curriculum Model	For 2025 and beyond there is a chance to adapt the curriculum to better meet the needs of our cohort. There has not been a review for over 15 years and it is a judicious time to adapt our approach in light of stability with GCSE and A Level and a firmer knowledge and understanding of our current cohorts after five years under a new admissions code.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Assessment, Tracking and Reporting	Early identification of issues with class-work, 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, 3
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, 5
Access to strong pastoral and behavioural support through a system of form tutors and Heads of Year; introduction of non-	Promoting and improving behaviour, dealing with low-level disruptions increases teaching time and enables students to be more task focused (EEF T&L	Whole school 1, 2, 3, 4, 5

teaching pastoral administrators and mentors including 1-to1 in class support	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)	
High Quality Careers Education, including the strengthening of opportunities to experience the world of work, includes Year 11 work experience	Raise awareness and aspirations for different courses and careers by 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)	Whole school 1, 3, 4, 5
Study support: extended library opening times, academic mentors in English, small group support in GCSE years for students needing to make most progress	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 Maths exam paper club, form time GCSE Intervention Groups and S Club for lower school students. Identified students given access to English learning support within school.	Whole school 1, 2, 3, 5
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 Sixth Form Bursary offering 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: £9,697.31

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
GCSE Intervention Groups	Targeted sessions for current Year 11 on the basis of performance in Year 10 exams with a target to provide small group tuition to increase core competencies in subjects. Education Endowment Foundation. (EEF T&L Toolkit +4 months progress)	Year 11 1, 2, 3, 4
Academic Mentors	Education Endowment Foundation (EEF T&L Toolkit +4 months progress) when acting as 1-to-1 tutors	1, 2

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

Budgeted cost: £97,677.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to provide PP students with support for the costs of transport,	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 – “positive impacts on	Years 7-11 1, 2, 3, 4, 5

uniform, equipment, extra-curricular opportunities, trips	<p><i>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.”; Uniform “There is a belief in some countries that school uniform supports the development of</i></p> <p><i>a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.”, Transport measures ensure good attendance and punctuality which, in turn, remove barriers to effective learning.</i></p>	
Provision of more laptops in school and for PP support inside and outside the classroom	<p>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. Development of provision especially in Sixth Form</p> <p>(EEF – Using Digital Technology to Improve Learning)</p>	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 on two days per week.	Whole School 1, 2, 5
Form Time and Assemblies	Form Tutors are able to develop a trusting relationship with students in their form; identifying any issues arising. Form Tutors use the attendance tracker to notice and support students who are struggling with attendance issues. Assemblies can address whole school and year-based challenges and concerns.	Whole school 1, 2, 3
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	Whole school 1, 2, 3, 5

	and whole school behaviour programmes to further develop good learning and social practices around school. Data can be used on an Academy Trust level to identify trends, outliers and areas for improvement.	
Breakfast club and increased range of free school meals options	Identifying a number of students missing breakfast at home and as an encouragement to arrive earlier for school and to make positive food choices, expansion of canteen provision and food outlets are able to ensure all students are learning ready. "Hungry children struggle to concentrate, have low energy levels and are more likely to be involved in disruptive behaviour (which also affects others) and display higher levels of absenteeism." Sutton Trust	Whole school 1, 2, 3

Total budgeted cost: £186,833.52

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE Outcomes:

2024 Summer: Average GCSE Grade 7.4 for PP (26 students) 8.2 for non-PP (119 students)

2024 Progress overall 0.72 for PP (1.2 for non-PP) 0.72 and 1.07 in 2023

2024 Ebacc (Grade 4+) 92% for PP 99% non-PP

99% above Grade 5 for Maths and English

81% Grade 9-7 English – Average 7.7 for PP (8.3 for non-PP), Progress 1.2 (0.7)

85% Grade 9-7 Mathematics – Average 7.8 for PP (8.7 for non-PP), Progress 1.7 (0.7)

For 2024 GCSE cohort, the students qualified on the old admissions system for the very last time. (2019 Entry with an average point score of 247 and 20% admissions for PP based on rank). To qualify to get into the Sixth Form students required 54 Points from a criterion based on Maths and English and their best six others – giving a mark out of 72. Only six students failed to make this target of whom 5 qualified as PP and all were in the bottom ten scorers on the entrance exam – with scores ranging from 221 to 227. It is worth also noting another PP student in the bottom 10 on 226 achieved all grades 8 and 9. However, all five who did not gain the score to return in Year 12 achieved a strong EBacc qualification.

For the GCSE cohort, 28 students were either PP on entry or PP at the end of Year 11 or both. Four achieved all Grades 8 and 9 and eight achieved all Grades 7 to 9. Three PP candidates took on the additional qualification of Additional Maths out of 45 in total.

A Level Outcomes:

2024 At A Level those on Sixth Form Bursary or having historically had PP up to year 11 numbered 32, in terms of destinations 27 were placed at university, 3 at Oxbridge, 17 at Russell Group Universities, 6 to study Medicine, 2 to study Dentistry and 7 to study Engineering.

For the 26 still in receipt of FSM in Year 13 Average Points Score was 44.7 (46.4 overall for CHB)

2024 %A/C for FSM was 88.5 (93.5 whole school)*

Altogether there are 32 students who have evidence of PP within this cohort. The 2017 Cohort included 20% PP based on rank order in the entrance exam, there was the addition of six further students into Year 12 of those in receipt of Sixth Form Bursary, however we do not have evidence of overall historic PP for all joiners.

Within this group there were some fantastic individual achievements and a strong overall grade profile which enabled the students to continue their education at university. 15 of the 28 students achieved at least three A grades at A Level and two candidates with all A*s.

As of 18 September only one of this cohort had not been placed on a University course, 17 of the students had places at Russell Group Universities with three achieving a place at Oxbridge. 7 have been placed on Medicine or Dentistry courses, 7 for engineering and only one in the Humanities.

Externally provided programmes

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

Programme	Provider
n/a	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Use of Pupil Premium to support costs to participate in the Year 8 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.

Year 6 to Year 7 Transition: Summer School for new Y7 students which is made free for PP students (28 PP students attended in 2024 at a cost of £2260) in order to encourage collaborative engagement with new classmates, physical activity and ensuring greater readiness for starting lessons in September