

# Pupil premium strategy statement – King Edward VI Camp Hill School for Boys for 2025-2026

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	1,054
Proportion (%) of pupil premium eligible pupils	30.78%
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> )	2025-2028
Date this statement was published	12 November 2025
Date on which it will be reviewed	13 April 2026
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	£230,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£230,050

# Part A: Pupil premium strategy plan

## Statement of intent

### Foreword by the Headmaster:

At the time of publishing this strategy, Camp Hill Boys is proud to welcome the highest proportion of pupil premium pupils in any grammar school in England. We take our responsibility for students who are under-resourced very seriously, as we do for all pupils in our care. Whilst every pupil in our family is treated as an individual, and every pupil is known and therefore given individually tailored support, we recognise that there are wider strategies that can benefit all Pupil Premium pupils or specific groups of Pupil Premium pupils, and this document outlines these strategies and their intended goals. We are proud that so many under-resourced pupils make excellent academic progress at Camp Hill Boys, and they also flourish in our extra-curricular and academic enrichment offerings, but we do not take these outcomes for granted and we constantly review and refine our approaches to ensure that every child gets the best support that we can offer. This document outlines our intent to continue to do everything that we can to get the best deal and outcomes for Pupil Premium pupils and details the plans which will make this happen.

RWB

**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 meta-cognition 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.

*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 Safeguarding and 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 learning experiences and make resources accessible and better utilised to the benefit of our disadvantaged students.
4	Develop an exceptional Curriculum for high-ability students and utilise High-Quality Teaching and Adaptive Practice to maximise progress regardless of background or ability and suit the needs of our changing cohort while learning the lessons of the 2020 Cohort's GCSE.
5	Ensure under-resourced students are able to fully participate in wider school life and its extra- and super-curricular offer through either free provision or subsidised support.
6	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. <b>Narrow the attainment gap</b> between under-resourced and non-PP students in order to support students in meeting criteria for returning to Sixth Form	<p>The Attainment 8 achievement gap between the whole school cohort and PP students is 4.1 points (75.6 to 71.5) in 2025, this marks a closing of the gap which was 7.7 points in 2024 . 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 and Midyis data (which will be used in Year 7 and for in-year admissions – set realistic but ambitious</p>

	<p>targets for PP students (RADY – Raising the Attainment of Disadvantaged Youngsters) which are met in external examinations.</p> <p>Students are identified by target bands based on in-school data and Midyis scores identifying expectations of GCSE offer in Year 8 and 9 and ATGs (Agreed Target Grades) and Challenge 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 2025 – 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 and there is work to be done to ensure that the vast majority are able to meet that target with fewer than 10 students not meeting our access criteria.</p>
2. Improve student outcomes, including high-achieving but under-resourced students through <b>high-quality teaching and adaptive practice</b> with a focus on checking for understanding	Building on whole-school teaching and learning initiatives which have been built into the new Ofsted Framework, GCSE Achievement Strategy and Teaching and Learning Three Year Plan.
3. Support disadvantaged students with access to a <b>range of curricular (50% subsidy) and extra- and super-curricular (25% subsidy) opportunities</b> through subsidised funding	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. This will encourage students to have a richer experience in school and feel a fuller part of the community.
4. Offer a programme of <b>impactful learning behaviours and interventions</b> which prioritise and support under-resourced students	Cohort-wide and targeted intervention can assist in making sure pupils are ready to learn and make the most of their time in lessons, this can help in modifying learning behaviours and ensure that ambitions are more realistic and able to be met.
5. Maximise robust and relevant information about careers pathways for under-resourced students <b>for post-16 and post-18 opportunities</b>	<p>In light of changes in 2025 Careers guidance and 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 with appropriate information about Sixth Form and Apprenticeship provision we are unable to provide.</p> <p>Provide all help and guidance to enable parity with non-PP students in the ability to apply for</p>

	<p>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> <p><i>See destinations data in part B</i></p>
6. Prioritise robust <b>monitoring of educational progress</b> among under-resourced and vulnerable groups enabling regular targeted feedback to staff	Using Arbor MIS and Teams, as well as internal and external tracking data to be able to build up an evidence base to inform, middle-leaders and teachers of progress and highlight concerns and where interventions can support teaching, tracking and learning.
7. Introduce an <b>Equity Based Model</b> in school to identify barriers to success and make school-wide interventions to ensure widest possible inclusion	Based on the work of Lee Elliot-Major and the University of Exeter, this is an opportunity to audit how well our school is able to meet the needs of its diverse students and to ensure that none are left behind through robust scrutiny of current practice using the 'Assessing Educational Equity in Schools' Scorecard and using it as a means to develop current practice, highlight existing successes and identify areas to improve for under-resourced students. Participate in the programme as part of a wider commitment across the King Edward VI MAT schools in Birmingham.
8. Review of current <b>KS3 Curriculum Model</b>	For 2026 and beyond there is a chance to adapt the curriculum to better meet the needs of our cohort – this follows the national publication of the Francis Review into the curriculum. There has not been a review within school for over 15 years and it is a judicious time to adapt our approach in light of relative stability with GCSE and A Level for the next few years and an evidence-based understanding of our current cohorts after six years under a new admissions code and first experience of external examinations with Progress 8 also coming back as a Key Performance Indicator in 2027.

## 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: £ 85,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching and continuing CPD to ensure evidence informed practise in the classroom through our Teaching and Learning Framework	High quality teaching is identified as the driver of improved learning outcomes – Whole school CPD through external providers like James Nottingham and the development of whole staff training in adaptive practice and using the T&L Framework to ensure checking for understanding. Good quality feedback and oral interventions are both identified as having high level impact of 6+ months (EEF Toolkit). Oracy and Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches and have been given prominence in the 2025 Curriculum Review and new Ofsted framework.	Whole school 2, 3, 4, 5
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. Use ARBOR MIS to identify groups and intersections of targeted groups to identify where there is greater needs.  Role of Pastoral and Departmental Leads to identify individuals in need of more support and provide time and resources in allocation of need.	Whole school 1, 2, 3, 6
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, 3, 6

	Ensure high standard of universal provision and awareness for all staff of modifications needed to approach.	
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, 3
High Quality Careers Education, including the strengthening of opportunities to experience the world of work, includes Year 10 work experience and Year 12	Using Compass evaluation from The Careers and Enterprise Company track and monitor the raising of awareness and aspirations for different courses and careers by providing a structured programme and strong guidance in applications for progress to further and higher education, 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  2, 3, 4, 5, 6
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 clubs for lower school students. Identified students given access to English learning support within school.	Whole school  1, 2, 3
Sixth Form Support, including careers meetings, dedicated sixth form learning mentor, targeted additional supervised study periods	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	Years 12 and 13  1, 2, 4 and 5



and developing study spaces	4 courses at universities and in apprenticeships	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,852

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) particularly in languages and mathematics and providing in class support.	2, 4, 5
Year 11 English Intervention	Targeted support for language and grammar support to promote better progress across different subjects,	Year 11 2, 4, 5
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 2, 3, 4, 5
Academic Mentors	Education Endowment Foundation (EEF T&L Toolkit +4 months progress) when acting as 1-to-1 tutors	1, 2
One-to-One and Small Group Catch-Up Tuition	Using resources to invest in enabling selected students to make progress in particular subjects using online platform with tutors and mentors to support learning following Year 11 mock examinations with The Learners Collective	2, 3, 5

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

Budgeted cost: £ 130,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to provide PP students with support for the costs of public 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.	1, 2, 3, 6
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. Development of provision especially in Sixth Form  (EEF – Using Digital Technology to Improve Learning)	2, 3, 4
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.	1, 2
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 Arbor MIS to track incidents and support positive behaviour, use of Arbor, Edulink,	1, 2, 3

	Studybugs, 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. This can also inform productive communications with home. PP funding contribution to HoYs and Data Manager salaries as a proportion of school PP intake.	
Canteen availability 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	1, 2

**Total budgeted cost: £ 230,050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **GCSE Outcomes:**

Note that the PP cohort at CHB which entered school in 2020 is the highest ever PP cohort to take GCSE exams in a UK selective school in terms of percentage and absolute numbers.

2025 Summer: Average GCSE Grade 6.75 for PP (53 students) 7.4 for non-PP (96 students)

2025 Summer Attainment 8: Average for PP is 71.5 and 77.9 for non-PP

91% of PP above Grade 5 for Maths and English (95% for whole cohort)

70.2% Grade 9-7 English – Average 6.79 for PP (7.14 for cohort),

88% Grade 9-7 Mathematics – Average 7.53 for PP (Av. 7.8 for cohort)

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. 37 students failed to make this target of whom 20 qualified as PP and all were in the bottom ten scorers on the entrance exam – 13 of those PP students had achieved an entrance test score below any previously seen at CHB, however 5 others with a low score on the entrance test qualified for the Sixth form – three had an average grade of over 7 in their GCSEs, 16 PP students in total were able to achieve an average points score of over 8.00 with two students achieving 9 Grade 9s and a Grade 8.

#### **A Level Outcomes:**

2025 At A Level those on Sixth Form Bursary or having historically had PP up to year 11 numbered 34, in terms of destinations 28 were placed at university, 1 at Oxbridge, 24 at Russell Group Universities, 6 to study Medicine, 1 to study Dentistry and 3 to study Engineering/Computer Science. School Sixth Form provides support in accessing bursary schemes and student application aspirations through programmes from higher education providers such as A2B from the University of Birmingham, the Warwick Scholars Programme and Sutton Trust programmes

For the 34 identified under-resourced students in Year 13 the number achieving A\*-A was 56.1% against 64% of the whole cohort, for A\*-B it was 77.6% against 85%

Altogether there are 34 students who have evidence of PP within this cohort. The 2018 Cohort included 20% PP based on rank order in the entrance exam and others who did not start with PP in Year 7 making 28 in total, 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. 11 of the 34 students achieved at least three A grades at A Level and two candidates with three A\*s.

## 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	

## 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. The cost of PP support of this was £22,360 in 2025.

Year 6 to Year 7 Transition: Summer School for new Y7 students which is made free for PP students (in 2024 28 PP students attended 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