

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Challney High School for Girls
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	307 students (29.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Mylles
Pupil premium lead	Sam Fisher
Governor/Trustee lead	Karen Hooker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,315
Recovery premium funding allocation this academic year	£113,575
Pupil premium funding carried forward from previous years (enter 0 if not applicable)	£0
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	£401,890

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged students at Challney High School for Girls

The pupil premium is additional funding given to schools to improve education outcomes for disadvantaged (DA) pupils in England. Evidence shows that these students' attainment is often lower than their non-disadvantaged peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who:

Have registered for free school meals in the last six years (Ever 6 FSM).

Have been looked after continuously for more than six months.

Are children of service personnel.

Challney High School catchment is situated within an area of significant social deprivation: 29.3% of our students are eligible for pupil premium funding.

We aim to ensure that **every** child is able to thrive socially, financially and academically once they leave our school. Our school's vision is driven by our mission to '*Develop influential women of the future*'. We are committed to ensuring that **all** students (whether disadvantaged or not) achieve their personal best academically to enable them to progress with confidence to the next stage of their education. We aim to do this through an ambitious curriculum, high quality teaching and learning and strong pastoral care.

We also aim to ensure that **all** students have a rich and varied experience at our school which develops their leadership skills, strong oracy skills, their sense of self, their awareness of the world of work and the opportunities beyond school. We aim to ensure that **all** students enjoy a range of 'memorable experiences' whilst at school to give them a broad experience of for example sport, dance, drama, STEM and leadership development activities.

We track and monitor the progress, achievement and well-being of **all** students in the school so that we can respond, with appropriate support and adaptive provision, to any individual that is underachieving or failing to flourish.

Our ambition for disadvantaged students is underpinned by the commitments outlined above as disadvantaged students thrive in an environment where there is an ambition for high quality provision and outcomes for **all** irrespective of background and starting points.

For disadvantaged students in particular, we aim to mitigate any individual barriers (access to technology, equipment issues, emotional challenges etc) in order that they can flourish at school. We aim that outcomes for pupil premium students match the attainment for

non-pupil premium students nationally and that the students access an ambitious curriculum which enables choice beyond Year 11 when they leave our school.

The key principles underpinning our strategy

The principles underpinning our strategy for disadvantaged students are our overall vision and values:

Respect: our school develops core values of respect, tolerance and kindness for all members of the school community.

Opportunity: our work focusses on memorable experiences for the students which extend their experiences and cultural understanding.

Achievement: our work is underpinned by the desire to ensure that students achieve academically more than might ever have been expected.

In our day-to-day life at the school we demonstrate our commitment our vision and values by:

- Developing the highest standards of teaching and learning.
- Working in a strong partnership with parents, carers and the local community.
- Ensuring all members of the school community have the opportunity to make a difference to the world around them through social action and charity work.
- Setting and modelling high expectations and aspirations within all aspects of school life.
- Nurturing students to develop leadership skills and cultural knowledge through planning memorable experiences.
- Working alongside other schools to learn from them and share our practices.
- Maintaining a focus on sustained and continued improvement through constructive evaluation.
- Focusing on individual needs and provision in the most inclusive way possible.

Related to the above over arching principles for disadvantaged students we aim to:

- address levels of attainment and progress across all subjects for disadvantaged students;
- close attainment gaps relative to national averages;
- improve or support more sustained attendance to support student achievement;
- ensure disadvantaged students have memorable experiences through enrichment days and extra-curricular activities
- enhance reading, writing, mathematics and oracy skills;

To inform our work for disadvantaged students we have considered the research around barriers for disadvantaged (and non-disadvantaged students) and effective approaches.

In particular we have considered:

Provision for personal development: <https://www.worldclass-schools.org/>

How to develop a high quality oracy programme for all students:
https://voice21.org/wp_content/uploads/2019/10/The-Oracy-Framework-1-1.pdf

The importance of high quality teaching and learning:
https://www.suttontrust.com/wp_content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf

The importance of high quality teaching and learning:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

High quality provision for PP students:
https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

How to support student well-being effectively:
<https://www.gov.uk/guidance/supporting-pupils-wellbeing>

Barriers faced by students re devices: Office for National Statistics: report 'Exploring the digital divide' <https://www.ons.gov.uk>

Reading comprehension development: high impact: <https://literacytrust.org.uk/>

High quality provision for PP students:
https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

How to support student well-being effectively: <https://www.gov.uk/guidance/supporting-pupils-wellbeing>

Barriers faced by students re devices: Office for National Statistics: report 'Exploring the digital divide' <https://www.ons.gov.uk>

Reading comprehension development: high impact: <https://literacytrust.org.uk/>

Reading together programmes and resources which engage adolescents:
<https://literacytrust.org.uk/research-services/research-reports/diversity-and-children-and-young-peoples-reading-in-2020/>

How does the current strategy plan work towards achieving the objectives?

The plan focusses on the following to achieve the objectives for disadvantaged students:

1. Supporting the development of outstanding teaching and learning across all teachers and across all subjects to ensure disadvantaged students achieve their personal best.
2. Developing support for high quality oracy for disadvantaged students as well as literacy development, including reading.
3. Ensuring that all barriers for disadvantaged students are removed by the provision of pastoral support to ensure attendance, well-being and targeted support where needed in and outside the classroom.
4. Providing memorable experiences for disadvantaged students to open doors and to develop skills and knowledge.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and literacy: ensure disadvantaged students have high quality teaching and learning and access to opportunities to practice and develop high levels of fluency for a range of audiences. Literacy and reading: address lower than average reading ages on entry and lower levels of literacy
2	Digital access: Highest quality teaching and learning for all, which supports remote learning and is accessible to all, removing the barriers of digital poverty, and improve levels of attainment and progress
3	Attainment and progress: ensure disadvantaged students achieve consistently across all their subjects through highest quality teaching and learning for all to improve attainment and progress

4	Student experiences: to ensure disadvantaged students are provided with greater access to a range of memorable experiences designed to build their cultural capital, alongside their own rich heritage.
5	Students' well-being: Identify and address any constraints to learning (emotional, social) alongside any recurring concerns regarding patterns of attendance.

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
<p>1. Outstanding outcomes attainment and progress</p> <p>For disadvantaged pupils to make excellent progress and attainment across the broad range of qualifications at KS4, and to perform better than non disadvantaged nationally.</p>	<ul style="list-style-type: none"> • Outstanding progress and attainment scores sustained across the next 3 years. • Disadvantaged students to consistently achieve a progress score of 0.5. • Gap between disadvantaged and others is not a significant gap for both strong and standard basics • SENDK/disadvantaged students to make good progress
<p>2. High quality teaching and interventions</p> <p>95% of teaching is at least 'good' to ensure consistent experience of disadvantaged students across subjects and targeted support in subjects (especially core where needed)</p>	<ul style="list-style-type: none"> • Reading scores for disadvantaged students across all year groups show improvement on retesting. • Students speak confidently in front of a variety of audiences. • Lesson observations indicate adaptive teaching and in-school data and external exams indicate disadvantaged students performing consistently across all subjects.

	<ul style="list-style-type: none"> • Outcomes for disadvantaged students are outstanding at GCSE (see above). • EBACC entries of disadvantaged students increase.
3. Support social and emotional well being Barriers to well-being are addressed as well as attendance to ensure high levels of attainment and progress	<ul style="list-style-type: none"> • Attendance post-Covid continues to improve for disadvantaged students. • Support in place within school or with outside agencies to address social and emotional issue, evidenced by attendance and behaviour for learning data.
4. Resources Supporting students access to resources to enable equal access to curriculum and experiences	<ul style="list-style-type: none"> • PP students to be fully equipped for all lessons to avoid disruption to learning. • PP students are supported through GCSEs with revision materials and practical materials for subjects such as engineering and art/photography. • Adaptive resources in place for PP students.
5. Student experience Students to have a wide range of experiences to support development of leadership skills and cultural capital	<ul style="list-style-type: none"> • All disadvantaged students to have a 'memorable experience' every year through enrichment days. • All students to experience high quality CEIAG across all 5-year groups through work experience, direct contact with employers and through the PDC curriculum. • Building upon the World Class framework accreditation which was achieved in 2023, evidencing leadership and character education for all students.

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: £ 185,662

Activity	Evidence that supports this approach	Challenge number to be addressed
Collaborative planning for departments to support progress and attainment for disadvantaged students: one lesson per fortnight for all teaching teams	Collaborative planning across all departments enables a consistent approach to supporting disadvantaged students both in terms of pedagogy and adaptive materials. Collaborative planning ensures opportunities for regular dialogue about individuals and their learning needs. Research re impact of collaborative planning – Philippa Cordingley http://www.curee.co.uk/files/publication/%5Bsite%5D/What%20does%20teacher%20impact%20data%20tell%20us%20about%20collaborative%20CPD.pdf	1, 2 and 4
High Quality CPD on the school's teaching and learning framework TEEP for ECTs and all new staff in 2023/2024	The TEEP framework provides the teaching and learning framework for pedagogy. In 2022/23, all new staff are participating in a 3-day training to induct them into the framework. The TEEP framework enables the school to address the quality of teaching and learning and addresses unevenness in teaching and learning to benefit outcomes for disadvantaged students https://www.ssatuk.co.uk/cpd/teaching-and-learning/teep/ Teacher effectiveness: OECD report finding that teacher quality is the single most important school variable influencing student achievement https://www.oecd.org/education/school/34990905.pdf Framework provides teachers with a toolkit for mastering memory and meta cognition, key factors indicated by the EEF as high impact levers Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 2 and 4

<p>Whole School oracy approach to be further developed across 2023/24 via Voice21, led by the Deputy Headteacher (Teaching and Learning two oracy champions)</p> <p>Staff training to support classroom practice</p> <p>Resources to be developed to support oracy in the classroom</p> <p>Staff training on reading strategies across the curriculum to support the development of subject specific vocabulary</p>	<p>890 students at the school are EAL (84.9%). The development of oracy from Year 7 supports their academic achievement.</p> <p>How to develop a high quality oracy programme for all students: https://voice21.org/wp-content/uploads/2019/10/The-Oracy-Framework-1-1.pdf</p> <p>Reading comprehension development: high impact: https://literacytrust.org.uk/</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 135,625

Activity		Evidence that supports
<p>Reading programmes to support love of reading, reading comprehension and phonics</p> <p>HLTAs lead Lexia programme as targeted intervention for disadvantaged students as needed</p> <p>HLTAs lead whole school weekly reading programme and the peer to peer reading programme</p> <p>One-to-one support for disadvantaged students with HLTAs</p>		<p>Individualised support for students to increase fluency and comprehension in from Year 7 to ensure readiness for GCSEs.</p> <p>Reading comprehension development impact: https://literacytrust.org.uk/research-reports/reading-comprehension-development-impact</p> <p>Reading together programme which engage adolescents https://literacytrust.org.uk/research-reports/reading-together-programme-which-engage-adolescents</p>

One-to one tuition for targeted KS3 and KS4 students	<p>Individualised support to address learning needs, study skills and any barriers to learning.</p> <p>EEF Toolkit: one-to-one support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
<p>Access to digital devices to reduce inequality</p> <p>Devices and access to internet provided for LAC students and disadvantaged students without access at home</p>	<p>Pastoral staff and Home School Liaison Officer work with parents and teachers to enable disadvantaged students to be identified for provision of devices to support completion of home learning and remote learning</p> <p>Barriers faced by students re devices: Office for National Statistics: report 'Exploring the digital divide' https://www.ons.gov.uk</p>	2

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

Budgeted cost: £80,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for well-being from a pastoral support worker</p> <p>Helping Hands programme</p> <p>Circle of Friends</p> <p>One-to-one counselling</p> <p>Liaison with families and outside agencies</p> <p>Bereavement support through CHUMs support</p> <p>Support from Assistant HOY (non-teaching)</p> <p>Parental contact throughout the day</p> <p>Support available to students throughout the day</p> <p>Safeguarding support throughout the day</p>	<p>Individual barriers for learning addressed for disadvantaged students.</p> <p>Social and emotional needs addressed.</p> <p>Perseverance can be a key issue for disadvantaged learners. An international report (OECD, 2016) found that 15-year old disadvantaged students were less likely to persevere in the face of a challenge in comparison to their more advantaged peers, and that the gap between perseverance of high and academic performers in the UK was greater than the OECD average.</p> <p>EEF points to impact of parental engagement on learning</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>2012 report from Childhood Well Being Centre highlights emotional and behavioural wellbeing and positive friendships are supportive in secondary school</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	3

<p>Education Welfare Officer and Home School Liaison officer support for attendance</p> <p>Home visits Liaison with outside agencies</p> <p>Translation support - Support for parents</p>	<p>Work with EWO and Home School Liaison officer build relationships with families and addresses individual barriers.</p> <p>DFE (2016) report identifies clear link between poor attendance and lower academic achievement. https://www.gov.uk/government/publications/improving-attendance-at-school</p> <p>EEF points to impact of parental engagement on learning Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Memorable experiences to build skills, knowledge and enjoyment of school - 2 days per year (plus a rewards trip for each year group)</p> <p>enrichment activities: December and March enrichment. June rewards trip</p> <p>December 2022: Cultural Capital</p> <p>March 2023: Cultural Capital</p> <p>July 2023: Health and Well-being</p>	<p>Memorable experiences in school organised in conjunction with 'Challney Voice' (including disadvantaged students) to incorporate projects and activities shaped by students.</p> <p>Importance placed on engagement and enjoyment for students to encourage positive behaviour for learning, embedded leadership development in activities and immersion in new skills and knowledge.</p> <p>2012 report from Childhood Wellbeing Centre foregrounds enjoyment as important in school engagement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p> <p>Student leadership built by choice and co construction. https://www.open.edu/openlearn/ocw/pluginfile.php/617769/mod_resource/content/1/e807_reading_chpt3_childrenandyoungpeoplesparticipation.pdf</p>	5

<p>Duke of Edinburgh's Award</p> <p>The main personal development benefits are:</p> <ul style="list-style-type: none"> - realising their own capabilities - overcoming challenge - building resilience - developing perseverance - having fun - the chance to do something new - gaining independence - achieving what seems impossible 	<p>A nationally accepted and evidenced cultural and social mobility development activity.</p> <p>Externally assessed and awarded commendation.</p> <p>https://pearsfoundation.org.uk/wp-content/uploads/2018/06/DofE_Impact-exec-summary.pdf</p>	<p>5</p>
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Total budgeted cost: £401,890

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 2022 to 2023 academic year.

Year 11 outcomes

Year 11 outcomes for disadvantaged students were outstanding. This cohort achieved a progress score of 0.63, which is significantly above the national average for disadvantaged students (which was -0.55) and also significantly above the national average when compared to non-disadvantaged students nationally (which was 0.15).

The strong basics (grades 5-9 in English and mathematics) for this group was 40.9% which is well above the national average which was 29.6%.

The standards basics (grades 4-9 in English and mathematics) for this group was 56%, which is also well above the national average for disadvantaged.

These results enabled disadvantaged students to secure their first-choice placements at the 6th form college, further education college or an apprenticeship.

Impact:

Outstanding achievement of disadvantaged students.

Extra-curricular and enrichment

A wide variety of extra-curricular and enrichment activities have taken place this year. Enrichment day included activities like Jack the Ripper Tour, Duke of Edinburgh experience day, Go Ape, Whipsnade, CSI, jigsaw project, problem-solving activities, escape room, Up at the O2, Flip Out, Chessington, Thorpe Park, Southend, Crotchet and We're a Knockout.

Numerous additional opportunities have also been provided as part of the extra-curricular activities. Broughton Woods (September Year 8 2023), Ted Talks, Voice 21, Duke of Edinburgh, World Book Day, Expressive arts evening, sports clubs and festivals, Dragons Den, Safer Streets Project, #WeWill project, Police Commissioners Youth Conference, and STEM trips.

A week residential sailing trip also took place for our most vulnerable children.

Impact:

It helps provide children with a rounded, culturally rich education through activities that enhance their learning.

Gives the students opportunities to try new and varied activities that develop character, resilience and motivation, and encourage them to pursue wider goals.

It supported the development of life skills that benefit students beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility.

Provision of personalised resources and equipment

All disadvantaged students were equipped with a device, if they did not have an individual lap top/chromebook at home. Students were able to access google classroom from home, where they have extended work that is set for them, to support the learning that has taken place in school. Resources were uploaded onto the classroom for students to access and some departments were successful in bidding for some PP money to purchase electronic textbooks and revision aids, to support the progress of disadvantaged students (mentioned below under curriculum).

Impact:

Disadvantaged students had the same access to google classroom, online tools, revision aids etc, in line with non-disadvantaged students.

Curriculum

Departments were able to bid for resources from a central pot for disadvantaged students (£10,000) to meet the needs of disadvantaged students. Examples of resources purchased was online textbooks for students to access from home, art and textile packs (sketch books, paints, pencils etc), to equip students with the same resources as non-disadvantaged students, revision flashcards and subscriptions for dynamic learning resources to accelerate progress in engineering and child development.

Impact:

Disadvantaged students achieved well across the majority of subjects. Where bids had been placed in certain subjects, disadvantaged students did well and in some cases, outperformed non-disadvantaged students.

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