

CHSG Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 academic year) funding to help improve the attainment of our disadvantaged pupils. This document reflects a 3-year strategy.

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	Carshalton High School for Girls
Number of pupils in school	1444
Proportion (%) of pupil premium eligible pupils	27.90%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Peter Baumann-Winn Headteacher
Pupil premium lead	Pamela Durrett Assistant Headteacher
Governor / Trustee lead	Anita Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,952
Recovery premium funding allocation this academic year	NIL
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£369,952

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, will have a better chance of success than if they attended any other school in the Borough. This starts with having high aspirations for all our students and a culture of 'advantaging the disadvantaged', including those who are already high attainers, across our 5 core curriculums. School matters for everyone, but it particularly matters to our disadvantaged students, and we understand that our students are not at risk of underachievement simply because they are disadvantaged, but it is instead the direct impact of socio-economic disadvantage on their learning over time. The 2021 Deaton Review of Inequalities carried out for the Institute of Fiscal Studies concluded that disadvantaged students "Start school behind their better-off peers, and the education system isn't succeeding in closing these gaps." Creating high achievement across a challenging, equitable curriculum is essential therefore if we are to prepare them for further education and better career opportunities. Students are entitled to have the best expected of them, regardless of their background or situation. In order to fully achieve this, we promote inclusion, community and a real sense of belonging.

The primary focus of our pupil premium strategy is to make the biggest difference to our students in our classrooms. A knowledge-rich curriculum with a relentless focus on excellent and inclusive teaching and learning is at the heart of our approach. We aim for all our teachers to be subject experts, and we seek to base our training provision on research, both national and local including the EEF Teacher Toolkit and the Sutton Trust to ensure that they pass on their knowledge to students in the most direct and effective ways. Teachers plan and deliver high quality, challenging lessons and respond to the academic needs of our students ensuring that powerful knowledge is learnt, remembered, and supports every child to achieve their fullest potential.

We have a culture that teaches to the top, yet says it is OK to get things wrong in our classrooms. We do not place differentiated ceilings on anyone, and students are challenged to take risks and to participate rather than passively make their way through a lesson. Staff are vigilant and monitor for students who are passive. In the context of an all-girls school these factors are key.

The professional development of all our staff is essential in continuing to improve both the effectiveness of teaching and learning and the pastoral care at our school. Our professional development is directly linked to our whole school priorities, which are always aimed at advantaging the disadvantaged and to improve the learning and experience of all students. We use assessment not assumption, and we have moved away from being 'label-led', to a more 'learning-led' approach where our curriculum biases have been reflected upon and acknowledged in our schemes of work and workbooks. The causes and consequences of disadvantage affect all students and as

such our pastoral intervention is bespoke and targeted. Using rigorous formative and summative assessment we can identify forensically and correlate how disadvantage has impacted on each individual student and their learning.

With the knowledge that the social and economic background of a student has the strongest impact on a students' academic success we strive to create equity for our disadvantaged students as opposed to equality. We do this through our curriculum and extra-curricular activities, the curriculum adaptations and interventions we offer and our curriculum extras and enhancements. By ensuring all our students feel they belong to our community we aim to see them thrive.

The approaches we have adopted act to provide an appropriate balance between academic and pastoral support to help students achieve their best.

To ensure they are effective we will:

- act early to intervene at the point need is identified.
- ensure interventions are responsive to appropriate assessment and evaluation avoiding subconscious bias.
- guarantee that staff receive appropriate CPD, so they are well-informed on how to best support disadvantaged students and take responsibility for their progress.
- take a 'longer-term' approach to our intervention rather than a series of 'short fixes'.
- embed clarity on the roles of individuals and the methods we use to ensure everyone understands the contextual challenges of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Data from assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students has been impacted to a greater extent than for other students by partial school closures. These findings are endorsed by several national studies. The lower attainment of our disadvantaged students in GCSE English Literature and English Language highlights the significant gap.
2	Observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when revising for academic assessments. Some students are unable to identify how to revise and what they need to do to improve their work. Some students also struggle with organisation of their work. Through student voice data and parental attendance at Parents' Evenings and Academic Reviews we can infer that our disadvantaged students may suffer from poorer levels of support at home and barriers to self-regulatory practices. Reflections from staff, students and families suggest that challenges

	of physical space, cognitive ability and independent study habits prevent them from organising homework and revision schedules.
3	Attendance rates for disadvantaged students in 2023-4 was 90.29% compared to 94.29% for non-disadvantaged students. This significant gap is a concern due to the correlation between good attendance and good attainment. Students with poor attendance notably fall into a cycle where absenteeism contributes to anxiety about school and lack of engagement and therefore further absences.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. A rise in mental health concerns have an impact of levels of attainment, which then often results in lesson avoidance (on-site truancy) and further disruptions to learning. These challenges particularly affect disadvantaged students.
5	We are aware that our disadvantaged students often need additional information and support in terms of developing aspirations and progressing to further education. They can often lack understanding about career opportunities and the routes that are available to them in the future.
6	Research suggests that disadvantaged students lack cultural capital - the powerful knowledge they need to be successfully socially mobile. Our initial diagnostic assessments before every new unit of work tells us that disadvantaged students arrive with lower tacit knowledge in which to build new learning upon, which results in a slower pace of learning new content.
7	Our observations also note that disadvantaged students be under resourced and can lack access to material resources, such as revision materials, IT access and peripatetic music tuition. Some disadvantaged students do not eat an adequate breakfast to prepare them for school and some of our students also require support with the purchase of or replacement of uniform. The requests for uniform support have dramatically increased in recent years and there is a need to ensure equity across the access to education in our educational setting.

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
Excellent attainment outcomes for disadvantaged pupils across the curriculum at the end of key stages 3 and 4	2024/5 KS4 outcomes demonstrate: <ul style="list-style-type: none"> • 65% of PP students will achieve their targeted five 9-4 grades, including English and Maths • 95% of students undertake the EBACC. • At KS3 100% of student progress is at least maintained – student ranking is within a 10% tolerance. •
To achieve and sustain improved attendance for disadvantaged pupils	2024/5 evidence on high attendance to include: <ul style="list-style-type: none"> • Sustained high attendance demonstrated by overall attendance rate of 93.5%. • Attendance gap between disadvantaged pupils and non-disadvantaged pupils above national benchmarks. • Persistent Absence (PA) is reduced to pre-pandemic national rates of 10.9% by 2024/5. •
Improved reading comprehension, writing and oracy levels	2024/5 evidence on high literacy levels include: <ul style="list-style-type: none"> • Students read at least 6 fiction books a year. • Attainment for disadvantaged pupils in GCSE English Language in line with or above the national average for non-disadvantaged. • Students have a greater understanding of tier 2 language as evidenced by NGRT. • Fluency of reading tests – all students have a reading accuracy rate of 85%. •
High Levels of metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	2024/5 evidence on self-regulated learning to include: <ul style="list-style-type: none"> • Students use revision techniques as standard practise. • Workbooks have built in opportunities for revision of knowledge. • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. • Homework completion rates improve. • Disadvantaged students' progress lies within the top quintile nationally. • Survey data and exam wrapper reflections acknowledge ownership over revision and assessment preparedness.
High levels of mental health and wellbeing	2024/5 evidence of strong and sustained high levels of wellbeing to include: <ul style="list-style-type: none"> • Qualitative data from student voice, parent surveys and teacher observations as well as feedback from our Pastoral Support Officers. • A significant increase in participation rates in co-curricular and enrichment activities by disadvantaged students.

	<ul style="list-style-type: none"> • Participation in surveys and events along with student voice indicating improved belonging and connectedness.
Increased opportunities to broaden cultural capital	<p>2024/5 evidence of strong cultural capital to include:</p> <ul style="list-style-type: none"> • Improved GCSE music outcomes. • Significant increase in proportion of disadvantaged students attending trips. • Exposure to external organisations and individuals to broaden horizons.
Improved equity for the under resourced.	<p>2024/5 evidence of equity to include:</p> <ul style="list-style-type: none"> • 100% of students use workbooks in all their subjects. • 100% of students can access the school VLE to retrieve homework information and additional subject resources. • Students are equipped for school and lack of equipment, resources and uniform does not impact on attendance or one's ability to fully participate.

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: £180,100

Activity	Evidence that supports this approach	Challenge addressed
Make better use of assessment, so we can identify issues early. Training will be provided on how to interpret assessment data and how to act upon this knowledge. We will implement a ranking system at KS3 and develop our DAICTL (Data and Assessment informing Curriculum, Teaching and Learning) as well as know and monitor our students' progress in every lesson across all year groups.	DfE guidelines on successful schools pointed out that these schools used 'robust tracking systems' as well as 'ensuring that class teachers knew which pupils were eligible for PP funding.	1, 3, 4, 5, 7
Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. Staff training as well as funded courses in behaviour, positive framing and inclusivity in the classroom will help to prioritise our disadvantaged students. Our	Evidence from the EEF Implementation Guidance Report and research on cognitive science suggests underlying values and beliefs need to change to make sustained changes to human behaviour.	1, 2, 4

<p>whole school priority on challenge in the classroom will raise expectations on all students leading to improved outcomes.</p>		
<p>Students in years 7 – 10 experience a focus on Disciplinary Literacy within each of their subjects. Our Literacy Lead continues to develop this through specialist guidance for each HOD throughout this year. We will fund more <i>Tutor Reads</i> books so that our students experience high quality reading every day and we will expand NGRT to Year 9 and Year 12 last year and will continue this trend to ensure teachers have the most up-to-date and accurate information on our students so that targeted support can be provided.</p>	<p>The EEF Guidance Report on Improving Secondary literacy states that ‘it is important that we emphasise the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.’</p> <p>There is significant evidence that improving pupils’ reading comprehension and vocabulary skills impacts attainment at GCSE.</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Develop students’ ability to self-regulate through specifically taught metacognitive revision strategies, self-reflection opportunities and lessons on proactivity and motivation. This is largely taught through our Personal Development Programme (PDP) but also being embedded in all lessons and workbooks this year.</p>	<p>EEF guidance argues that metacognition and self-regulation must be explicitly taught and that these “strategies have consistently high levels of impact, with pupils making an average of eight months’ additional progress.”</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Improve the teaching of our Careers Curriculum to increase aspirations in all our students. Our focus this year will be to improve the careers workbooks and teaching resources. We will fund an independent careers advisor to prioritise disadvantaged students and work throughout the year to make more explicit the links between subject disciplines and careers.</p>	<p>‘Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.’</p> <p>Good Career Guidance Education Gatsby</p>	<p>1, 2, 5</p>

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

Budgeted cost: £55,651

Activity	Evidence that supports this approach	Challenge addressed
Offer academic tutoring in English, Maths and Science for underperforming disadvantaged students in Y10 and Y11.	“Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.” (DfE, 2021)	1, 6, 7
Use of ‘Reading Mentors’ to improve the standard of reading and reading comprehension in Year 7 pupils.	“A reading mentor programme helps to embed a culture of reading across a school: giving older students invaluable skills and raising literacy levels for younger pupils, allowing them to engage more effectively with their studies.” (The Children’s Literacy Charity, 2024)	1, 2, 3, 4, 7
All disadvantaged students resourced with revision guides by the end of Year 10 to support their learning and achievement. Funding for tangible resources in practical subjects as well as subsidised peripatetic music lessons offered. Laptop provision will continue so no child is unable to access our VLE or homework.	The EEF states that ‘Pupils eligible for free school meals typically receive additional benefits from homework.’ The impact of effective homework can be +5 months. Homework EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 7

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

Budgeted cost: £134,201

Activity	Evidence that supports this approach	Challenge addressed
Participation in a Borough-wide cluster for improving Mental Health and Wellbeing. This will help us develop a more strategic and inclusive mental health and wellbeing strategy, enable training in ELSA for staff members as well as access to professionals who will work with our pupils.	The Early Intervention report on adolescent mental health found evidence that Social and Emotional Learning (SEL) interventions can impact young people’s social and emotional skills and address anxiety.	1, 3, 4
Set up and run a Peer Mentoring Programme with Year 12 students trained by the Sutton Wellbeing Service, offer provision and meeting regularly with pupils from the lower year groups who have been nominated by their Head of Year. Y11 students will also be given an academic mentor throughout their final year.	“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.” Mentoring EEF	1, 3, 4

	(educationendowmentfoundation.org.uk)	
ELSA (Emotional Literacy Support Assistant) training for PSO's to build the capacity to support the emotional needs of our students. The training will allow PSO's to develop and deliver individualised support programmes to meet the emotional needs of students in their care.	It is recognised that children learn better and are happier in school if their emotional needs are also addressed. "ELSAs reported increased knowledge of ways to help children and young people understand and talk about how they might feel." Tower Hamlets Educational Psychology Service (2018)	3, 4
Uniform bursary will provide support with uniform from main school uniform to PE kit across all disadvantaged pupils from Year 7 to Year 11.	Providing a uniform bursary for our families in receipt of free school meals helps to support those most in need to ensure that students have the appropriate uniform they need to engage in school in the same way as non-disadvantaged students. This initiative helps to support our attendance objectives. "Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms." School uniform EEF (educationendowmentfoundation.org.uk)	3, 5, 7
Attendance officer used to monitor attendance, meet with parents and issue PNs. Heads of Year will establish 'clinics' to address any attendance concerns with pupils and parents.	"Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school." Gov.uk School attendance guidance (publishing.service.gov.uk)	1, 3
Cultural enrichment through funding 50% costs for trips for the disadvantaged.	The National College says that "Addressing cultural capital disparities can help bridge the achievement gap among pupils from different socio-economic backgrounds"	5, 6

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Having analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data as well as internal assessments, we have demonstrated an increase in the progress of our disadvantaged pupils despite the gap between disadvantaged and non-disadvantaged pupils remaining. Our curriculum areas focused on embedding literacy and metacognitive revision and learning strategies into workbooks and lessons to ensure this was more consistent across the lessons and the school as a whole. Student voice highlights significantly lower numbers are stating that they do not know how to revise with the main concern being procrastination and motivation, which will be focused on in the coming year.

69% of PP students achieved a grade 4 or more in English and Maths versus 81% of non-PP students. Whilst our English ALPs score was positive for disadvantaged, sitting at an ALPs score of 5, there remains a gap compared to the overall ALPs score of a 3 for both English Language and English Literature GCSE. Our overall EBACC entry rate was 10.5% whilst the figure for disadvantaged students was 5.6% and 12.2% for non-disadvantaged.

Our overall Progress 8 score was +0.29 and so significantly higher than 2019 when it was -0.01. The Progress 8 score for PP students in 2024 was -0.25 compared to -0.18 in 2023; The Progress 8 for non-PP in 2024 was +0.49 so it is important we work to continue to close this gap. Our PP students were well resourced and well supported for their revision. We also opened independent study spaces for students to quietly revise with teachers on hand for any guidance where necessary.

Our behaviour data showed that disadvantaged students were more likely to be removed from lessons and were more likely to receive detentions for being late to school and for not completing homework. Attendance has improved for our disadvantaged students from 89.9% in 2023 to 90.29%, although this is still considerably lower than that for non-disadvantaged, which was 93.6% in 2023 and 94.29% in 2024. Our gap remains and so will continue to be a priority in the coming year.

We increased the numbers of KS4 pupils provided with tutoring and widened opportunities to enrich our disadvantaged with cultural capital that aimed to increase aspirations and experiences. 11 out of 9 underperforming disadvantaged students in receipt of one-to-one academic tutoring succeeded in achieving a Pass with 40% of students increasing their grades from a 2 or 3 to a 4 or 5 respectively. We saw increased pupils engaged in peripatetic music lessons, larger numbers attending the Duke of Edinburgh as well as targeted theatre trips and so believe we have widened cultural opportunities also.

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Development of the school assessment policy to ensure teaching is responsive to student needs. Teachers use data from initial, formative and summative assessment to address gaps in learning.
- Use of teaching and learning coaches to improve teaching and learning. Lesson observations provided by the Teaching and Learning Coaches, on either a directed or voluntary basis.
- Ongoing development of a personal development curriculum for KS3-5, which includes the PSHE curriculum.
- Development of the SEND department - guaranteeing that every child on the SEND register is provided with provision 'different to and beyond' what other students receive, at least once per academic year.
- Development of co-curricular provision to include a broad range of activities to boost wellbeing, behaviour, attendance, and aspiration. such as Young Interpreters, Chess club, choir, sports clubs, Maths clubs, Science, Language Club and Global Citizens. Disadvantaged pupils will be encouraged and supported to participate.