

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for 2022 to 2023 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	Connaught School for Girls
Number of pupils in school	636
Proportion (%) of pupil premium eligible pupils	32.6% (202)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 (a new report strategy to be written this year to cover next 3 years)
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Linsey Hand, Headteacher
Pupil premium lead	Alexander Silk, Deputy Headteacher
Governor / Trustee lead	Liz Jackson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Recovery premium funding allocation this academic year	£0
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	£209,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are White British, low and middle attainers and pupils with SEN. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by industrial action in the school to a greater extent than for other pupils. These findings are backed up by several national studies conducted where there were partial or full closures.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind expectations. In particular we have noted that some department areas have been disproportionately impacted due to larger numbers of teachers in those areas being out of school for the strikes, notably in Maths, Science and to a lesser extent, English.</p>
2	<p>Our observations and outcomes of CPD case studies, lesson observation feedback and learning walk analysis show many lower and middle attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
3	<p>Our assessments (including student and parent wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, low self esteem, students emotional dysregulation and self harm behaviours (diagnosed by CAMHS). This is partly driven by concern about exams/future prospects, and the slowed uptake/ inconsistent uptake with enrichment and extracurricular opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Over the last 3 years there have been increased safeguarding concerns year on year and we have expanded the DSL team to include a HoY and will look to do DSL training with all HoYs in this academic year. .</p> <p>Currently 51 students currently receive support with social and emotional needs (21.6% of whom are disadvantaged). Many other students are also receiving informal support from tutors and HoYs.</p>
4	<p>Extracurricular opportunities and clubs have been set up for 2023-24 academic year and there are a wide variety of clubs this academic year. These are on Evolve and attendance is monitored. The plan is for our disadvantaged pupils now being able to access wider learning opportunities and to be introduced to new interests (see also Ofsted report). We are now using Evolve clubs and once ECP is up and running effectively we will be able to monitor engagement from PP students. SIL will meet HoYs to promote ECP amongst PP students.</p>

5	Our records identify a number of disadvantaged students who require financial support in order that they are not further disadvantaged and can engage fully in both educational and extracurricular learning opportunities. We have loaned laptops to PP students and we may use funds to purchase other essential items such as school equipment if needed.
6	Our parent voice has identified further demand for enabling parents to help support their child's learning via improved progress and achievement reporting and through parent forums and workshops. In 2023-24 we will be running a minimum of 5 parents information sessions as either Time4Us sessions or less formal information mornings with parents.

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
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2024/25, there will be a decrease in the gap Progress 8 differences between disadvantaged and non- disadvantaged middle and low attainers and White pupils . In 2023 differences between these groups were stronger for higher attainers, middle attainers, low attainers and students from particular ethnicity groups will be a focus. <ul style="list-style-type: none"> ■ FFTAspire-Org-PupilGroups.pdf ■ Results by pupil characteristics - Conn... ■ Results by pupil characteristics - Conn... PRIOR ATTAINMENT
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Progress data, CPD case studies, student voice and T&L QA will demonstrate improved metacognitive and self-regulatory skills
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observation • a significant increase in participation in enrichment and extracurricular activities, particularly among disadvantaged pupils recorded on Evolve Clubs
Parents, including those of disadvantaged students, feel confident to support their child's learning	Sustained high levels of parental involvement and satisfaction from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from parent surveys

	<ul style="list-style-type: none"> increased participation in parent forums and workshops
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing CPD for action research projects</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2

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

Budgeted cost: £ 60,000 (based on 2022-23 PP spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekend/holiday catch-up revision</p> <p>All Year 11 and some targetted yr10 students benefit from additional</p>	<p>Subject areas required additional time to cover skills and content for exam preparation. Evidence shows face-to-face, high-quality teaching will optimise outcomes.</p>	1, 2

face-to-face time to catch up with extra learning.		
The extensive NTP programme managed by AHT included a study space in the school library throughout the Easter break.	Students (including PP students) had requested a space to study which they didn't have at home.	1,3,4
Disadvantaged underachieving students benefit from targeted intervention for core subjects, improving life chances.	<p>A coordinated timetable, using Action Tutoring, which has a track record on impact.</p> <p>https://drive.google.com/file/d/1ceUbPpVe_KOsmFPPrjsLE7AcPkC7stGj7/view?usp=sharing</p> <p>1-2-1 tuition evidently improves outcomes for students by 3+ months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Yr10 data showed significant improvements, and Yr7 data will be available after the end of year assessments.</p>	1, 2
Academic mentoring	<p>A combination of self-select and NTP-approved mentoring will be timetabled.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1, 2
Accelerated Reading SEN LSA		

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Specialist learning mentoring and counselling interventions for identified students who require support with regulating their emotions and behaviour.</p> <p>This includes Learning Mentor and counselling costs (including training and supervision)</p>	<p>EIFs report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	3
<p>Reintroduction programme of specialised Parent workshops ('Time 4 Us') (home learning, metacognition and pastoral) including external organisations.</p>	<p>While it is recognised that parental engagement strategies have less of an impact on the attainment of older children and can risk widening gaps, there is evidenced positive impact, especially when sessions are flexible to accommodate the needs of all parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6
<p>Tailor school communications to encourage positive dialogue about learning including personalised messages about learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6
<p>Contingency fund for acute issues</p>	<p>Based on our experiences we have identified a need to set aside funding to respond quickly to needs that have not yet been identified. These may include providing uniform and school equipment and contributing to enrichment and extracurricular opportunities</p>	5, 6
<p>Breakfast club intervention support in Maths</p> <p>Breakfast club is staffed by teachers/ LSAs to be able to offer support to students with Maths work early in the morning and on an individual basis</p>	<p>Small group/ individual tutoring programmes offer great support to students with demonstrated impact</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1,3, 4

<p>ECP provision widened post covid - student voice. PP targeted to increase uptake of disadvantaged students.</p>	<p>Opportunities have been created to widen the enrichment provision across the school, in terms of clubs, workshops and educational visits and work experience.</p> <p>The school has purchased Evolve clubs in order to further analyse the take up of enrichment activities, in particular for PP students.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>3, 4, 5</p>
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Total budgeted cost: £ 200,000

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.

Improved attainment and progress among disadvantaged pupils across the curriculum by the end of KS4

There has not been a reduction in the gap between disadvantaged and non-disadvantaged pupils in 2023 outcomes. Progress measures demonstrated an increase in the gap between PP and non PP (-0.58); PP pupils did better than non PP students in these groups in 2022. PP entries for EBACC are at 77%, which are above both Local authority and National averages for 2023. Higher Prior Attainers who were PP scored between average GCSE grades 6-7, showing no gap between PP and Non PP in 2023. There remains a gap between middle PP and non PP pupils with PP students doing better in English specifically (+0.1) in 2023.

Improved metacognitive and self-regulation skills among disadvantaged pupils across all subjects

Action research case studies and feedback from lesson observations demonstrate progress. Our teaching and learning best practice register identifies where students have been taught, and use metacognition strategies to develop their independent learning.

Achieve and sustained improved wellbeing for all pupils, including those who are disadvantaged

Student voice survey due start of Autumn term as this was delayed during the industrial action..

Parents, including those of disadvantaged pupils, feel confident to support their child's learning

Parent survey due start of Autumn term as this was delayed during the industrial action.

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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
Accelerated Reader	Renaissance Learning

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?	Stationery, equipment and support with IT provision
What was the impact of that spending on service pupil premium eligible pupils?	The student has been able to fully engage in their learning.