

Pupil premium strategy statement

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 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	611
Proportion (%) of pupil premium eligible pupils	31.8% (194)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alexander Silk, Headteacher
Pupil premium lead	Laura Binz, Deputy Headteacher
Governor / Trustee lead	Liz Jackson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,850
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	£227,850

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 English Baccalaureate (EBacc) subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are defined as being 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 focus is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than 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 are set
- act early to intervene at the point the need for support 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, evaluation and review of their answers. This is indicated across the curriculum.</p>
3	<p>Our assessments, 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 and their future prospects, and the slowed and inconsistent uptake with enrichment and extracurricular opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Over time, there have been increased safeguarding concerns year on year and we have expanded the DSL (Designated Safeguarding Lead) team to include three Heads of Year (HoY) and will look to do DSL training with the remaining two HoYs this academic year. .</p> <p>Currently 45 students currently receive support with their social and emotional needs (19 - 42% - of whom are disadvantaged). Many other students are also receiving informal support from form tutors and HoYs.</p>
4	<p>Extracurricular provision has been set up for the 2024-2025 academic year - numerous educational visits have already been organised and there are a wide variety of clubs for students to choose from. The plan is to give our disadvantaged pupils greater access to wider learning opportunities and to be introduced to new interests (see also Ofsted report). Registers are taken on</p>

	Evolve and attendance is monitored so that we can track engagement from PP students which the Deputy Head will work with HoYs to promote.
5	Our records identify a number of disadvantaged students who require financial support so that they are not further disadvantaged and can engage fully in both educational and extracurricular opportunities. We have loaned chromebooks to and subsidised educational visit costs for PP students. We may use funds to purchase other essential items such as school equipment and uniform 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 2024-25, we will be running a minimum of five 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	Whilst the 2023-2024, the Progress 8 figure for disadvantaged students (-0.08) exceeded that of non-disadvantaged (-0.18), by the end of 2024-2025, there will be an improvement in both Progress 8 figures especially in Maths and EBacc subjects. The 2023-2024 Attainment 8 figures however did show a gap between disadvantaged and non-disadvantaged students (46.15 compared to 50.19), this difference will have narrowed by the end of 2024-2025.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Data gathered from pupil progress, CPD case studies, student voice and Teaching and Learning Quality Assurance will demonstrate improved metacognitive and self-regulatory skills
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustain high levels of wellbeing from 2023-2024 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	Sustain high levels of parental involvement and satisfaction from 2023-2024 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from parent surveys • 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: £25,000

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

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekend and holiday catch-up revision All Year 11 and some targeted Year 10 students	Subject areas required additional time to cover skills and content for exam preparation. Evidence shows face-to-face, high-quality teaching will optimise outcomes.	1, 2

benefit from additional face-to-face time to catch up with extra learning.		
Disadvantaged underachieving students benefit from targeted intervention for core subjects, improving life chances.	A coordinated timetable, using Action Tutoring, which has a track record on impact. Small group tuition can improve outcomes for students by 4+ months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Students identified as SEN benefit from lesson support from Learning Support Assistants	Teaching assistant intervention can improve student outcomes by 4+ months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2

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

Budgeted cost: £127,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist learning mentoring and counselling interventions for identified students who require support with regulating their emotions and behaviour. This includes Learning Mentor and counselling costs (including training and supervision)	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: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	3
Reintroduction programme of specialised Parent workshops ('Time 4 Us') (home learning, metacognition and pastoral) including external organisations.	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 an evidenced positive impact - especially when sessions are flexible to accommodate the needs of all parents	6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Tailor school communications to encourage positive dialogue about learning including personalised messages about learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Contingency fund for acute issues	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	5, 6
ECP provision widened post covid - student and parent voice. PP targeted to increase uptake of disadvantaged students.	<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 and included time for running clubs in teachers' directed time.</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>	3, 4, 5

Total budgeted cost: £ 227,850

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 2023 to 2024 academic year.

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

The 2023-2024 Progress 8 figure for disadvantaged students (-0.08) exceeded that of non-disadvantaged (-0.18), although both scores are negative. The 2023-2024 Attainment 8 figures however did show a gap between disadvantaged and non-disadvantaged students (46.15 compared to 50.19).

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 are using metacognition strategies to develop their independent learning.

Go4schools training on 31/1/24 - all teaching staff can now identify PP students in their year 11 classes immediately. There is information of how close and far they are from their MEG. HODS met with HT to plan a strategy to support year 11 until examinations begin.

Autumn term lesson observations for year 11 show that all students are focused in lessons and able to progress. Spring term lesson observations focussed on KS3 classes. Clubs and Action Tutoring both hone in on PP students and their attendance to these.

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

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

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
Sparx Maths	Sparx Learning
UniFrog	UniFrog

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