

Pupil premium strategy statement 2021-2024

This statement details Colchester County High School for Girls use of pupil premium (and recovery premium for the 2021 to 2022 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 over the next three years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name:	Colchester County High School for Girls
Number of pupils in school	1128
Proportion (%) of pupil premium eligible pupils	3.28% (37)
Academic year/years that our current pupil premium strategy plan covers	Year 7 to Year 11
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Dawn Frost
Pupil premium lead	Mrs Dawn Frost
Governor / Trustee lead	Mr Laurence Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £35,595
Recovery premium funding allocation this academic year	£ To be confirmed
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ £3,979.76
Recovery premium funding carried forward from previous years	£49,112.21
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	£88,686.97

Demographic of Year Groups

Year Group	Total	PP	%PP
Year 7	192	7	3.65%
Year 8	192	9	4.75%
Year 9	160	6	3.77%
Year 10	160	6	3.77%
Year 11	158	9	5.70%

Disadvantage Pupil Performance overview

	2019	2020	2021
Progress 8	+0.71	+1.83	+1.32 (NA 0.13)
EBACC entry	88.89%	100%	100% (NA 21%)
Attainment 8	79.44	85	86.83 (NA 50.3)
% Grade 5 + in English and Mathematics	100%	100%	100% (NA 45%)

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

Our intent at CCHSG is to enrich the lives of all our students, no matter their background or prior attainment. The curriculum at Colchester County High School for Girls (CCHSG) is designed to enable students to:

- develop depth of knowledge
- have richness of experience
- develop their strength of character

At CCHSG students will develop the knowledge and skills to become life-long learners, to be independent, resilient, successful future leaders and enjoy life. This will enable our students to be prepared for the opportunities, responsibilities and experiences of adult life, and be able to compete in a sustainable global economy whilst making a positive contribution to society. The CCHSG curriculum also aims to promote a love of learning through subject mastery, social, spiritual, moral, and cultural opportunities alongside the mental and physical development of each student.

To that end, we aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. Our approach to achieve success with Disadvantaged students is therefore as follows:

Improve the progress of disadvantaged students through high quality teaching and learning.

- a) Ensuring the targets that have been set for disadvantaged students at CCHSG are aspirational and based in the upper limit of FFT.
- b) Ensure that PP students are represented fairly in all classes at CCHSG
- c) Ensure all staff are using data when planning for disadvantaged students and that this is evident on seating plans.
- d) Ensure that all subject meetings and Leadership meetings have a strong teaching and learning focus on disadvantaged students
- e) Develop whole school teaching and learning strategies to promote quality first teaching which will benefit disadvantaged students
- f) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged students and that this is planned

for in lessons.

g) Champion reading and the benefits it can bring to everyone, not just PP students

Effectively use data tracking based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions.

a) Ensure all Departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.

b) Create an effective accountability cycle in which the progress of all disadvantaged students is discussed at all levels within the school structure, resulting in effective in and out of class interventions.

c) Use accurate data to target disadvantaged students for high quality small group interventions that rotate to ensure disadvantaged students receive support in all their subjects.

d) Monitor the effectiveness and quality of the interventions that disadvantaged students receive through QA and data tracking.

e) Monitor the use of data to target interventions across subject areas

f) Monitoring the progress of all PP students in terms of achievement, progress, behaviour and attendance after progress check

g) Implement an academic mentoring system using data tracking points to promote the academic progress, motivation and positive behaviour of disadvantaged students.

h) Share all findings with all relevant parties including governors and parents.

Ensure all PP students have a wide range of co-curricular activities available to them to support progress and enrich their education and raise aspirations.

a) Development of the Matrix to provide an enriching curriculum and co-curriculum

b) Provide a wide range of co-curricular activities for disadvantaged students to engage with

c) Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities

d) Provide disadvantaged students with the opportunities to visit higher education establishments as well as work experience

e) Provide disadvantaged students with opportunities to expand their Cultural Capital through enriching activities such as the theatre and art galleries

f) All disadvantaged students to meet with the career adviser during KS4 to ensure they have timely and appropriate information, advice and guidance when it comes to higher education or careers guidance.

Our strategy is also integral to wider school plans for educational recovery and quality first teaching is at the heart of our strategy. Our approach will be responsive to individual needs and common challenges and will be led by diagnostic assessment, not assumptions.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in subject knowledge through lockdown learning; Assessments, staff observation and discussions (including low stakes assessments) indicate that there are students who still have gaps in their subject knowledge. These are addressed on an individual basis.
2	Lockdown learning impact on resilience of learners and need for more self-regulation; Our observations and discussions with families suggest that some students have lost resilience towards their learning. In general, all students would benefit from self-regulation advice post-lockdown.
3	Some PP students travel over 25 miles to get to school; Our observations and discussions with families, together with assessments, indicate that some PPG students as well students who travel over 25 miles to get to school can struggle with balancing travel and schoolwork.
4	PPG students who cannot freely access technology, educational materials or enriching experiences due to financial restraints can be disadvantaged in their studies compared to non-disadvantaged students, as well as in cultural capital.

5	Wellbeing, mental health and safeguarding concerns; Our observations and discussions with students and families have identified social and emotional issues for some students, such as disordered eating, anxiety, depression (diagnosed by professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and examinations/future prospects, and the lack of socialisation/enrichment opportunities due to the pandemic. These challenges affected all students in different ways. During the pandemic, teacher referrals for support increased.
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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
To close any achievement gaps by providing a positive educational ethos and additional support across the curriculum. Quality first teaching is key through relevant and effective staff training/ development and smaller classes at KS4.	<p>Students are achieving in line with/better than school average.</p> <p>Assessment data suggests that students are confident that they do not have any gaps in their knowledge</p> <p>1:1 or small group sessions are in place and help address any gaps in knowledge (EN, MA, SC)</p> <p>Marking is formative and addresses clearly how students can move forward in their learning</p> <p>Quality first teaching evident in the classroom (lesson observations)</p> <p>Smaller classes at GCSE in English, Mathematics and Science</p> <p>Computer rooms and facilities open to students to complete and print their work.</p> <p>Technology and revision materials are available and support student development of deliberate practice</p>

Improved metacognitive and self-regulatory skills among disadvantaged students and those particularly affected by SEMH issues across all subjects	Teacher reports and class observations suggest disadvantaged and SEMH students are more able to monitor and regulate their own learning. This finding is supported by academic data and pastoral referrals
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged	<p>Sustained high levels of wellbeing from 2021 to 2024 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from Student Voice, Student surveys, parent surveys and staff observations
To provide additional support for Disadvantaged and PP students facing emotional barriers to learning	<p>Pastoral support, academic mentoring and early help and support available</p> <p>Year 9 PP students attend residential to improve self-confidence, awareness, communication and resilience</p> <p>Efficacy of Disadvantaged and PP students raised</p> <p>Students who travel more than 25 miles to school feel supported and barriers of transport are raised with Parents</p>
To provide enrichment and equal educational experiences for all of our students from disadvantaged backgrounds, so they are able to access co-curricular and wider life opportunities	<p>There are no barriers to trips or enrichment opportunities (including music lessons, cultural trips, Duke of Edinburgh's Scheme or access to academic co-curricular clubs)</p> <p>Trips and visits to Universities, including virtual trips, raise aspirations and wider life experiences of PP students</p>

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: £ 23,400

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Quality First Teaching EN/MA/SC smaller classes	EEF Toolkit (+2 months)	£15K	1
CPD for ECTs and RQTs to ensure all supported in delivering Quality First Teaching	The Early Career Framework	£3K	
Marking is formative and support students moving forward in their learning. Calendared work scrutiny and CPD available to support staff Staff do not spend time on ineffective marking strategies	EEF Toolkit (+6 months learning) EEF Marking review (2016) Hattie and Timperley (2007) Sutton Trust 2011 Report Bromley, M (2019) Black and Wiliam, Inside the Black Box (1998)	£200 for additional CPD	1/2
CPD on Rosenshine and other metacognitive strategies allows staff to develop their pedagogy within the classroom which supports cognitive load and mitigates against cognitive overload. Students are encouraged to become Self-regulated learners	Sutton Trust 2011 EEF Toolkit (+7 months learning) Research Schools Sweller (1988) Bromley, M (2019) Renshine, B Principles of Instruction (2012) EEF Toolkit (+7 months)	£200 for additional CPD	1/2

CPD and Subject Mastery focused around evidenced informed practice	Teacher Development Trust's Developing Great Teaching Department for Education Standard's for Teachers EEF Toolkit (+5 months)		1/2
Homework is planned and targeted to reinforce and embed learning	EEF Toolkit (+5 months)		1/2
Reading and reading comprehension is positively encouraged and celebrated as a community via Star reader programme and in DEAR reading sessions in form time	EEF (+ 6 months) Quigley, A 'Closing the Reading Gap'.	£500	1/2
Virtual School development to address gaps in learning, enrich and embed learning in the classroom (development of online resources, support resources etc...)	Christodolou, D, 'Seven Myths about Education', (2013) DfE guidance on Remote Learning	£2.5K	1
Development of Staff Academic Library (supporting Teacher Development) to ensure classroom teaching and interventions are evidenced based and appropriate.	Darling-Hammond et al (June 2017) Standard for teachers' professional development, DfE (July 2016)	£2K	1/2

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

Budgeted cost: £ 33,300

Activity	Evidence that supports this approach	Cost:	Challenge number(s) addressed
1:1 and small group Academic Mentoring available to Disadvantaged students requiring support by both CCHSG Department staff and linked staff (HGR, JHA, CCO, ENO/JBO/ENO/Language Assistants, incl. resources for these sessions)	EEF Toolkit (+5 months) EEF Putting evidence to work: A School's Guide to Implementation	£10K	1
Formal Training for Peer Mentors by MADE training to raise the quality of targeted peer mentoring in departments	EEF Toolkit (+5 months)	£5K	1/2/3
Focused, regular data monitoring (incl attendance) of Disadvantaged Students	Monitoring Education – Carol Taylor Fitz-Gibbon Teaching backwards Mark Burns (2014)	£1K	1
Parental Engagement via Information evenings and separate evening addressing support for students travelling more than 25 miles to school. (including MADE session on 'The Power o	EEF Toolkit (+5 months) EEF Working with Parents to support Children's learning: Guidance report	£300	3
Peer Tutoring organised within Departments, including training and resources for the Peer Tutors (MADE Training)	EEF Toolkit (+5 months)	£2K	1
MADE Training to support Metacognition and self-regulated learning, with Parent session	Sutton Trust 2011 EEF Tookit (+7 months learning)	£3K	1/2

	Research Schools Sweller (1988) Bromley, M (2019) Rosenshine, B Principles of Instruction (2012)		
GL Assessment PASS to all Year Groups (Pupil Attitude to School Survey)	GL Assessments used with EEF. Assessments created in conjunction with King's College London and the University of York	£4K	5
Revision materials/ key texts and revision sessions available to students who may not be able to afford these due to financial constraints. Allowing independent revision to take place.	EEF – How metacognitive strategies can support independent learning and revision – An EEF School Case Study – Oldham Sixth Form College	£3K	4
BYOD offer to PPG students to access to technology	DfE guidance on Remote Learning	£5K contribution to PPG students purchase of a device in Years 7 to 9	4

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Cost:	Challenge number(s) addressed
Rewards system is revamped and recognises wider school life and achievements	Shreeve et al 'Student perception of Reward and Sanction' (2006) M Rowland, Addressing Educational Disadvantage, (2021) p34. Culture	£3K for AWARDS	5
PSHCE develops self-regulation , resilience and study skills	Kearney, Perfectionism in a UK Secondary School (2018)	£2K for PSHCE association membership and resources new units	2
Bespoke wellbeing sessions for vulnerable students and those who travel more than 25 miles	Wigelsworth Quinn (2020)	£1K	3/5
CPD on TPP, including both Teaching Staff, Support Staff and Form Tutor focus.	Early Intervention Foundation (2020) 'Supporting children's social and emotional wellbeing as they return to school' EEF, 'Social and Emotional Learning in Primary schools guidance report	£2K	3/5
Additional Form Tutor allocated to Year groups to allow flexibility and 1:1 if required	EEF (+5 months)	£1K	5
OM Health and Wellbeing specialist sessions (6 week block) for anxious learners and those with SEMH issues		£2K	2/5
To offer highly qualified counselling to support Pastoral Approaches		£4K	5

Creation of a sensory wellbeing area for Disadvantaged/ SEMH/ SEND students		£5K	5
Contribution Disadvantaged to Trips/Cultural Capital activities, equipment/Uniform		£4K	
Support for Wellbeing clubs/activities that build efficacy and enjoyment. Allow for social interaction		£4K	

Total budgeted cost: £ 84,700

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 2020 to 2021 academic year.

During the academic year 2020-21, the school received £33,446.25 Pupil Premium Grant funding (PPG). The school anticipates receiving approx. £35,595 Pupil Premium Grant in 2021-2022, however this is dependent on the school census.

The PPG is made up of £935 Pupil Premium for each student eligible for free school meals (FSM) including those students who have been entitled to FSM in the preceding 6 years (EVER6FSM).

The Service Premium is paid to the school for those students whose parent(s) are in the armed services and is £300 per student. For 2020-2021 the Service Premium received by the school as a proportion of PPG was £2,400 (8 Students).

The school uses PPG funding to support systems and processes which ensure continued progress and academic achievement for those in vulnerable groups. The school will also continue with programmes, projects and initiatives which support the engagement and involvement of disadvantaged students. The school reserves the right to allocate Pupil Premium resources to other disadvantaged students who may not necessarily qualify for Pupil Premium.

Our aims in using this additional funding are to:

- Help close any achievement gaps by providing additional support across the curriculum for example one to one tuition in English and Mathematics. In addition, we will continue to support quality first teaching across the curriculum through relevant and effective staff training and development and smaller classes at Key Stage 4 in the Core Subjects.
- Provide additional academic support to help students achieve their potential at GCSE and beyond for example through providing revision materials, access to revision workshops, and academic mentoring.

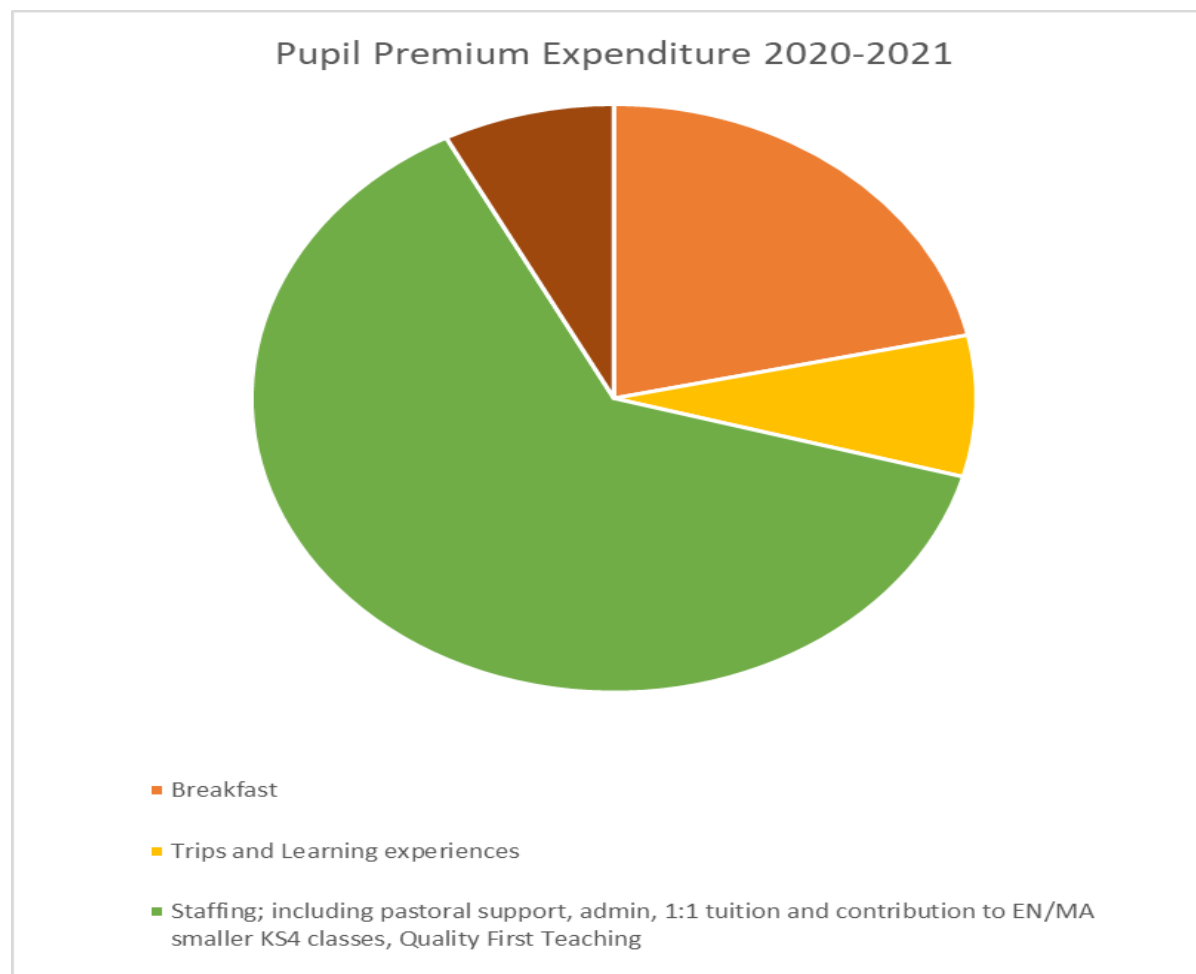
- Provide additional support for students facing emotional barriers to learning (social, moral, economic or cultural) for example through providing counselling or individual support from Pastoral Assistants.
- Ensure students from disadvantaged backgrounds are able to access co-curricular opportunities for example through subsidising music lessons and educational trips and visits from which the student would benefit.

In addition, at CCHSG all students who are eligible for FSM receive a free breakfast every day from our dining hall breakfast or break time service. Parents of those pupils in Year 7-11 who are eligible for Pupil Premium have been informed that the school is in receipt of the additional funding and how the school intends to support students as outlined above. Whilst the school is open to and encouraging of ideas on how parents would like to spend the grant, the final decision on how the grant is spent rests ultimately with the school.

The school has in place rigorous monitoring and support systems. The outcomes for these students in 2020-2021, as demonstrated in attainment data below, show that the students in receipt of Pupil Premium achieved higher than the national average (based on 2019 data) and slightly above the rest of their school cohort.

	PPG students	Whole cohort	National Average
P8	+1.32	+1	0.13
A8	86.83	84.03	50.3
ENMA 5+	100%	100%	50%
EBacc 5+	100%	98.2%	21%
Entering EBacc	100%	89%	45%

Pupil Premium Grant 2020-2021 Review of Impact



Item	Cost:
Balance carry forward from 2019-2020	£5,409.00
Breakfast	£7,695.00
Trips and Learning experiences	£2,770
Staffing; including pastoral support, admin, 1:1 tuition and contribution to EN/MA smaller KS4 classes, Quality First Teaching	£22,514.45
Revision and learning materials	£2,735.54
TOTAL:	£35,714.99
Balance to carry forward to next year	£3,979.76

Examples of PPG spending and impact:

- FSM students receive funding of £1.50 every day for breakfast.
Impact: This enables them to ensure that they have food in the morning either before school or at break time to be ready for learning.
- PP Student progress is monitored as part of whole school and year group data checking throughout the year to check progress and determine if interventions are needed.
Impact: An improvement in confidence and written answers; attainment of PPG students in line with Teacher predictions due to 2021 examination season.
- 1:1 offered to all PP students in English post lockdown
Impact: The Year 11 student who received one to one achieved in line with their predicted grades
- Mentoring of PP students on specific programmes, e.g. Year 8 Yes to Success and GCSE mentoring by members of the wider Leadership Team has contributed to the overall GCSE achievement of the school.
Impact: See achievement table above. PP students achieved above national average and above their cohort in 2021 Teacher Assessed Grades.
- Year 10 and 11 students have been supported in their preparation for Teacher Assessed Grades by the purchase of specific revision books and materials e.g. 6 Year 10 students were provided with Religious Studies Text books and revision guides, for their RE GCSE preparation for examinations which should have taken place in May 2021. 4 Year 11 students received a graphic calculator.
Impact: students were able to have access to materials and be more fully prepared for Teacher Assessed Grades; 5 out of 6 students Year 10 PPG students achieved a grade 9-7 for Religious Studies GCSE Teacher Assessed grades, with 100% achieving grades 6 or above in the Religious Studies GCSE Teacher Assessed Grades in 2021.
- There have been several externally provided workshops to help raise student confidence and attainment across Key Stage 3 and 4. Maximise Revision Workshop for Year 7 held prior to their Year 7 examinations; Years 8, 9 and 10 participate in

MADE training which covers a variety of study skills and is partly funded by Pupil Premium. Pupil Premium students in Year 8 were part of a group who engaged with Virtual Oxford University as part of a 'Committed to Excellence Club', in order to experience what higher education can offer and raising aspirations.

Impact: this helped all students including PP students to feel confident in their own study style and prepare for formal examinations at school. PP students are not identified or separated from their peers, ensuring achievement for all. Aspirations for higher education have been encouraged.

- Whole school work scrutinies have focused solely on the work and achievements of PP students ensuring any gaps in attainment are identified, addressed and supported. Learning walks have focused on PP students in lessons and the challenge the curriculum offers.

Impact: Staff are clear on who the PP students are in their classes and are able to measure their work and progress against the rest of the cohort to ensure there are no gaps or missed opportunities. When needed, staff purchase extra subject specific materials to give to the PP students to help assist them with their studies.

- FSM and PP students were funded for a range of learning experiences like Duke of Edinburgh Award on request across Years 7 to 11 and a Magistrates Competition for Year 9 students that included PPG students.

Impact: this has enabled students to fully participate in opportunities available to them, for example 4 PPG Year 11 students benefitted from places on the Dof E Award which built leadership, self-esteem and confidence. PPG Students have also been able to engaged in enriching experiences like participation of the History Book Club and the Magistrates Competition. However, due to Covid-19 the amount of Trips and Visits has been limited. Paying for Co-curricular experiences has aided the development of their confidence, resilience and leadership skills. This has also enabled them to learn new skills and broaden their communication skills.

- Emotional well-being is monitored by the KS3 and KS4 Pastoral Assistants if required.

Impact – improved emotional well-being and ability to cope with pressures at school or home.

- Quality first Teaching for English, Maths and Science classes. Smaller class sizes, with focus on marking and feedback.

Impact –Quality first teaching, tracking and monitoring their progress as a group and a focus by staff on marking and feedback has resulted in the PPG students achieving slightly higher overall than the rest of the cohort (See below).

	PPG students	Whole cohort	National Average
P8	+1.32	+1	0.13
A8	86.83	84.03	50.3
ENMA 5+	100%	100%	50%
EBacc 5+	100%	98.2%	21%
Entering EBacc	100%	89%	45%

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
Study Skills/Revision sessions/CSI	MADE Training Maximise
6 Week support package for Anxious students called 'Reconnection', started April 2021	OM Health and Wellbeing Consultancy

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?	Service Pupil Premium had the same opportunity of education as Pupil Premium students. They were allocated funds alongside PPG for 1:1 Tuition, Quality First Teaching and other resources and opportunities as the year progressed.																								
What was the impact of that spending on service pupil premium eligible pupils?	<div>Service Children achieve broadly in line with school average.</div> <table><tr><td></td><td>Service Child (2 students)</td><td>Whole cohort</td><td>National Average</td></tr><tr><td>P8</td><td>+0.98</td><td>+1</td><td>0.13</td></tr><tr><td>A8</td><td>86.5</td><td>84.03</td><td>50.3</td></tr><tr><td>ENMA 5+</td><td>100%</td><td>100%</td><td>50%</td></tr><tr><td>EBacc 5+</td><td>100%</td><td>98.2%</td><td>21%</td></tr><tr><td>Entering EBacc</td><td>100%</td><td>89%</td><td>45%</td></tr></table>		Service Child (2 students)	Whole cohort	National Average	P8	+0.98	+1	0.13	A8	86.5	84.03	50.3	ENMA 5+	100%	100%	50%	EBacc 5+	100%	98.2%	21%	Entering EBacc	100%	89%	45%
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Further information (optional)

CCHSG is currently following the Essex County Council 'Disadvantaged Champion' strategy and wider network. As a consequence there are numerous training/conference and networking opportunities throughout the year. This allows schools to share good practice, engage with wider academic research and offer CPD to staff at school. At CCHSG we appreciate that Disadvantaged status does not always come with an official title. We teach individuals, not labels.

We have our own bespoke disadvantaged groups including those who travel more than 25 miles to school. We aim to be experts in our students and follow the 3R's – Restoration into school life, Relationships and Responding to need (M Roland 2021). We engage in Trauma Perceptive Practice (TPP) to ensure our staff are tuned in and sympathetic into the wider elements and trained in strategies to offer direct help when it is needed.

Planning, implementation and evaluation

When planning the Pupil Premium Strategy, we triangulated evidence from a number of sources of data including assessments, engagement in class and class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged students. We looked at number of reports and studies about the effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address these challenges. Additionally, we looked at a number of studies about the impact of the pandemic on disadvantaged students and SEMH in general.

We used the EEF's implementation guidance and Marc Rowland's 'Addressing Educational Disadvantage' to help us develop our strategy and will continue to use both through the implementation of our activities.