

Pupil premium strategy statement – Camden School for Girls

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Kateryna Law
Pupil premium lead	Jenny Man
Governor / Trustee lead	Bob House

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,130
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£229,130

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide high-quality teaching and a challenging curriculum that enables all students, regardless of background or disadvantage, to exceed their own expectations and achieve their full potential. We will also support vulnerable students who are not eligible for the pupil premium grant. The activity outlined in this statement is intended to support the needs of all pupils regardless of whether they are eligible for the funding or not.

Our intention is to focus on the following within the 2024 -2028 strategy cycle:

- 1. High quality teaching is central to our approach with a focus on areas where our disadvantaged pupils may require the most support. This is proven to have the greatest impact on improving outcomes and at the same time will benefit all pupils in our school. Our Pupil premium strategy closely aligns with our school improvement plan objectives which include clear routines and systems for learning.*
- 2. Strong oracy skills are important for confidence, critical thinking and engagement. The Oracy Commission (2024) defines oracy as “Articulating ideas, developing understanding and engaging with others through speaking, listening and communication”. We will enable our students to develop a strong repertoire of oracy skills and knowledge that will help them become fluent and confident communicators.*
- 3. We will ensure that disadvantaged students receive a broad educational experience by encouraging them to get involved in wider school experiences such as engaging with enrichment activities and ensuring they receive guidance and support to move forward in their education.*
- 4. We will have a specific focus on Years 7 and 8. By addressing gaps in attainment early on, we can prevent them from widening over time. We can also provide crucial support during the challenging transition from primary to secondary school. Ultimately, our goal is to establish strong learning habits, support students at risk of underachievement, and build the foundations for success at GCSE.*

Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic remains noticeable. At KS3 the risk of lower concentration, effort and some issues with attendance is noted by teaching and support staff. Parents and carers occasionally report difficulties in supporting pupils with motivation and organisation.
2	Increased workload for staff as a result of the greater pressures faced by schools remains a challenge as well as the national issues with recruitment and retention.
3	Strengthening vocabulary and oracy skills - some disadvantaged students struggle with vocabulary and oracy demands across subjects. Departments need to increase the time spent on explicitly teaching vocabulary to enable all students to access the curriculum. Teachers need to ensure that all students are equipped to communicate with confidence and fluency.
4	There is a risk that disadvantaged pupils may have limited exposure to role models that they can relate to, making some career paths and aspirations appear unattainable.
5	Resources for Learning - the resource gaps remain as a persistent potential obstacle, particularly in some practical subjects with greater need of physical resources.
6	Organisation and preparation for learning -Progress check data and pastoral observations have shown that some students need much more support to be organised and ready for school.
7	A significant number of disadvantaged pupils present with a range of wellbeing issues including mental health which impact on their learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oracy skills among disadvantaged pupils.	Assessments and observations indicate improved oracy among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and public speaking during assemblies and other activities.
Using the CSG great teaching and learning model we aim to ensure that there are clear routines and systems to specifically prioritise disadvantaged pupils in the classroom.	All classes are fully inclusive -teachers prioritise checking for understanding and have clear routines in place for this evident through lesson observations and learning walks.
Disadvantaged pupils at all levels of prior attainment (low, medium and high) to meet their target grades.	Pupils will reach their end of key stage targets and achieve positive progress scores.
Improvement in engagement of disadvantaged pupils in years 7 and 8.	Progress and tracking data to show disadvantaged pupils are making expected progress and are fully engaged in school. Pupils

	are supported to complete home learning and can apply the skills they have learned independently.
Ensure disadvantaged pupils have full access to both curriculum and extra curricular programs of study and supporting resources. They should be prioritised for enrichment opportunities.	Internal tracking to show disadvantaged pupils accessing a full range of trips and enrichment opportunities.
Disadvantaged pupils' aspirations improve due to a focus on greater representation, better understanding of education and career pathways and the setting of ambitious goals for the future.	Tracking of destinations outcomes and regular student voice indicates pupils are more informed on possible next steps and career choices.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £128,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved feedback for all pupils including disadvantaged pupils - Whole school focus through CPD and departmental work.	EEF toolkit - Feedback +6 months Marc Rowland - Improving outcomes for disadvantaged and vulnerable pupils Teacher feedback to improve learning	2
Maintain the current vocational curriculum options, 'Academic Support' option and smaller, additional sets in English and maths.	EEF toolkit - reducing class sizes +2 months	2
Whole school focus on oracy for years 7 and 8 within subjects as well as across the school with a greater emphasis on scaffolding oracy and discussion.	Oracy commission report October 2024 Let's talk disadvantage: The fundamental importance of Oracy in closing the gap EEF toolkit - Oral language interventions +2 months	2,3

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

Budgeted cost: £ 82,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club to ensure all pupils have a quiet and well equipped work space to study, supported by learning mentors.	EEF toolkit - use of homework +5 months Feedback from surveys and our heads of year highlighted that a significant minority of pupils do not have appropriate places to study at home.	5,6
Continue to provide free resources and equipment for disadvantaged pupils and for targeted students where a need has been identified.	All students receive free set texts, revision guides and resources such as stationery, DT and Art materials. Students who are identified as not having a suitable device at home to complete homework and revision are provided with Chromebooks on a loan basis.	5
Learning Mentors	EEF toolkit - Mentors +2 months	7
Create appropriate pathways for students, ensuring disadvantaged pupils are accessing the full curriculum offer -linked to this we will create pupil profiles to ensure that all staff are familiar with the context, strengths and areas for development of disadvantaged pupils in years 7 and 8.	The use of school data linked to these pathways will allow us to target existing resources more effectively. These profiles will allow staff to plan lessons and interventions with forensic detail. They will also be used to foster strong relationships with pupils ensuring greater motivation. The profiles will incorporate pupil voice in terms of their own understanding of their strengths, areas for development, aspirations and obstacles to learning. They will be updated and will map the pupils' journey through the school.	2,4
Tuition for adopted and LAC children	EEF toolkit 1:1 tuition +5 months	

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

Budgeted cost: £ 42,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Breakfast club	Data from Magic Breakfast Club indicates that up to 30% of teenagers in deprived areas miss breakfast	6

	<p>and that having breakfast provides students with the energy they need for the day</p> <p>Rise and Shine - How breakfast impacts children and young people</p>	
<p>Engage disadvantaged pupils with reading for pleasure. The librarian will develop strategies to engage reluctant readers, as well as tracking reading and use of the school library.</p>	<p>Being a strong reader helps students to achieve academically and socially (The invisible challenge: tackling reading fluency)</p> <p>Reading brings profound and wide-ranging benefits that can have a lifelong positive impact on children's lives: BookTrust The benefits of reading</p> <p>Data indicates that the number of books borrowed by disadvantaged pupils in years 7 and 8 is inconsistent and lower than the school average.</p>	3,
<p>Introduce new whole-school communication methods to foster positive relationships and celebrate the achievements of disadvantaged pupils. This will further strengthen connections with both pupils and their homes.</p>	<p>EEF toolkit - Parental engagement +4 months</p> <p>Do Parents Know They Matter? Raising achievement through parental engagement Harris, Andrew-Power, Goodall (2009)</p> <p>Marc Rowland Camden learning CPD - From mitigation to success (2022)</p>	1
<p>Ensure a consistent approach to form time with age appropriate activities which support wellbeing and our oracy priority.</p>	<p>EEF toolkit - Social and emotional learning +4 months</p>	2,4,6
<p>Implement a range of strategies to highlight role models and promote representation focused on Y7 and 8 pupils.</p>	<p>Evidence from social mobility report "we need to understand more about why some people do not do as well as others. While socio-economic background, gender and ethnicity all play a role, none explain the whole story. Almost certainly, we need to look beyond education to explain this – at geography, the economy, culture, families and communities."</p>	1,4
<p>Prioritised enrichment and extracurricular activities both in and out of school, including wider participation events and residential trips.</p>	<p>EEF toolkit Arts participation +3 months</p> <p>Access to extra curricular provision and associated outcomes, 2024</p> <p>Engaging disadvantaged students in a wider range of school activities fosters a sense of belonging, builds skills and relationships, and boosts confidence and self-esteem, leading to improved academic outcomes. This inclusive approach reduces social</p>	1

	isolation, closes the opportunity gap, and provides experiences that may otherwise be inaccessible.	
Subsidised music lessons	Impact of Music Therapy on Mental Health (NAMI, 2012). Why Music is great for your mental health (MIND, 2011).	
Attendance monitoring and intervention - employment of education welfare officer	DfE: Working together to improve school attendance, Aug 2024 Tips for improving attendance, The Key, 2023	7

Total budgeted cost: £ 253,809

overspend of £24,679

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress

In year 11 we had 45 disadvantaged pupils in the 2025 cohort.

Attainment 8

Year	School	Disadvantaged in school	All Pupils in the LA (Camden)
2023	65.64	54.64	47.9
2024	65.4	55.1	47.9
2025	66.9	59	

The average attainment 8 measure for English, Maths, and EBacc disadvantaged students at CSG was significantly higher than the national average for disadvantaged students.

- Average attainment 8 measure for English disadvantaged at CSG was 12.4 compared with 7.8 for disadvantaged nationally
- Average attainment 8 measure for Maths disadvantaged at CSG was 11.2 compared with 6.9 for disadvantaged nationally
- Average attainment 8 measure for EBacc disadvantaged at CSG was 17.6 compared with 9.9 for disadvantaged nationally
- The gap has almost closed between the percentage of pupils grade 5+ in English and Maths (disadvantaged 77% compared with 78% for non disadvantaged)

Moreover, the attainment of CSG disadvantaged pupils is higher than non disadvantaged students in England:

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	45	689	449566
Attainment 8 score	59	54.6	50.3
Grade 5 or above in English & Maths	75.6%	60.1%	52.8%
Grade 4 or above in English & Maths	86.7%	74.2%	72.7%
Achieving EBacc at grade 5 or above	33.3%	34.3%	22.5%
Achieving EBacc at grade 4 or above	51.1%	41.9%	30.4%
Entering EBacc	53.3%	55.4%	45.0%
EBacc Average Point Score (APS)	5.35	5.05	4.49

Progress

The government did not publish a Progress 8 measure for Year 11 in 2025. This is due to the fact that this cohort does not have any end of KS2 data. The progress data below is from FFT Aspire who are regarded as the most accurate source of value-added data for schools nationally. They measure progress against CATs scores which are benchmarked with national data.

- Our disadvantaged pupils perform better (0.48) than both our non disadvantaged pupils (0.21) as well as national non disadvantaged pupils (0.17)
- Our disadvantaged middle prior attainers (0.82) perform better than non disadvantaged middle prior attainers pupils (0.09)
- Our non white disadvantaged pupils (0.57) perform better than non disadvantaged pupils from the same ethnicity (0.06).
- Disadvantaged pupils at our school outperform their non-disadvantaged peers in terms of progress across all key areas: English, Maths, the full EBacc suite of subjects, and the open element. Furthermore, this progress is stronger when compared to non-disadvantaged pupils nationally.

Curriculum:

Disadvantaged pupils at CSG study a broad and ambitious curriculum at CSG ensuring that they achieve high-tariff qualifications. 53% of disadvantaged pupils study a full suite of EBacc subjects at CSG compared to 45% of non-disadvantaged pupils nationally.

High Quality Teaching:

Our programme of professional development prioritises high quality inclusive and adaptive teaching. Inclusion is our primary focus for the school development plan and Heads of Department and Year have collaborated to ensure that all departments and year teams are enhancing and developing inclusive practice. The INSET day in November 2025 was led by Marc Rowland -a leading national expert on improving outcomes for disadvantaged learners. Evaluation of the session indicated that 96% of teachers were able to use some of the strategies to have a positive impact in the classroom. As part of our focus on literacy and oracy all departments are working to identify and embed oracy opportunities within their existing schemes of work and curriculum. The library reading lessons for Year 7 and 8 have been redesigned to promote and enhance reading for pleasure.

Learning Walks and CPP visits evidence a high level of targeted questioning in the classroom, adaptive teaching and annotated seating plans demonstrating a thorough knowledge of the students and their needs.

Targeted Support:

Targeted individual support is provided across the curriculum to ensure every student has the necessary resources to succeed. Departments and tutors are responsible for identifying the additional academic resources students require, and the Pupil Premium Coordinator is then responsible for supplying these requested resources promptly to the students who need them. All KS4 disadvantaged pupils have been provided with additional revision guides and study support materials. All disadvantaged pupils who need a Chromebook and / or support with internet access have been provided with this. A small proportion of disadvantaged pupils have had additional 1:1 tutoring where appropriate.

We have developed Pupil Profiles for disadvantaged students in Years 7 and 8, which provides contextual information about the pupil including their future aspirations and what they feel teachers can do to support them in their academic journey. The profiles record and monitor their participation in school extracurricular activities, events and trips to ensure access to the full range of opportunities. Disadvantaged pupils are prioritised for these activities.

Learning Mentors see all students identified as needing additional support and work towards meeting set goals with the students. Learning Mentors provide additional support to identified students, working with them to achieve specific, set goals. The student's need for the mentor is regularly reviewed, and once their goals are met, the support is concluded.

Wider Strategies:

We have invested in a 3-year license for Lexia. This is an intervention designed to boost reading which will have a significant benefit for both disadvantaged and non-disadvantaged pupils. Lexia focuses on word study, grammar and comprehension and improves students' knowledge and skills in these areas. It is a digital platform facilitated by the classroom teacher and

teaching assistant. In the Autumn term we identified a small but significant group of students in Year 7 who struggle to decode and have limited comprehension. 50% of this group are disadvantaged pupils. Students take part in 2 x 40 minutes of Lexia per week, delivered in their English lesson. We are able to measure progress, tailor support, and the students receive motivational certificates as they journey through the programme. In addition to Year 7, we are using Lexia with disadvantaged pupils in other year groups where we have identified a need for a reading boost.

To promote reading for pleasure among our disadvantaged students, the librarian analyses half-termly reading data. This data is recorded on a dedicated disadvantaged student tracker, which also includes information on enrichment and digital support, allowing us to effectively target interventions.

Breakfast club provision continues to be utilised by students in the morning as a place to have breakfast and as a valuable opportunity for social interaction. It allows pupils from different year groups to socialise while eating breakfast together.