Pupil Premium Strategy Statement – Chislehurst School for Girls

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

Detail	Data
Number of pupils in school	1,078 (Years 7–11)
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year that our current pupil premium strategy plan covers	2026–2027 (Year 3)
Date of first review	5th Oct 2026
Date of second review	3rd Nov 2026
Date this statement was published	Nov 2025
Statement authorised by	M French
Pupil premium lead	E Mensah
Governor / Trustee lead	A Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,740
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£236,740

Part A: Pupil premium strategy plan

Statement of intent

At Chislehurst School for Girls, our Pupil Premium Strategy is rooted in our values of high aspirations, the pursuit of academic excellence and the unwavering belief that every girl can become a leader of tomorrow. We are committed to ensuring that disadvantaged pupils experience a transformative education that supports them to thrive academically, socially and personally.

Our school is warm, safe and supportive, and our ambition for disadvantaged pupils is uncompromising. We want every pupil to benefit from high-quality teaching, strong pastoral care and the opportunities needed to flourish in a rapidly changing world.

Our objectives are to improve disadvantaged pupils' attainment and progress, strengthen literacy and numeracy, improve attendance and ensure full access to the wider life of the school. Our provision combines appropriate challenge with timely support, including for high prior attaining pupils and those with additional needs.

KS3 cognitive assessment information indicates strong potential across our cohorts. We use individual assessment profiles alongside prior attainment, pupils' work and classroom assessment to inform teaching. Disadvantage must not lead to lowered expectations.

Our ultimate objectives for disadvantaged pupils

- Improved academic attainment and progress, narrowing gaps with their peers.
- Secure literacy, numeracy and study skills that enable access to the full curriculum.
- Consistent attendance and sustained engagement with learning.
- A strong sense of belonging, wellbeing and readiness to learn.
- Access to enrichment, careers and leadership opportunities that develop confidence, responsibility and independence.

Our approach follows the EEF's three-tiered model: high-quality teaching, targeted academic support and wider strategies. High-quality teaching remains central, supported by intervention and pastoral provision that address identified barriers to achievement. The balance of expenditure reflects academic needs alongside significant attendance, wellbeing and alternative provision requirements.

The key principles of our strategy plan

- High aspirations for every pupil: ambitious expectations remain consistently high.
- Precision and early intervention: assessment and professional knowledge inform timely support.
- Whole-school responsibility: every member of staff contributes to disadvantaged pupils' success.
- Strong relationships and pastoral care: coordinated work with pupils, families and external agencies supports engagement.
- Continuous evaluation and improvement: implementation and outcomes are reviewed, with provision adjusted where necessary.
- Leadership and character: opportunities develop confidence, resilience and independence.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and access to learning: PP attainment remains below that of the whole cohort but above the national average. Some pupils require support with reading comprehension, subject vocabulary, mathematical understanding and independent study. Unequal access to resources and supported revision can further affect achievement. Teaching must provide appropriate challenge alongside support, including for high prior attaining disadvantaged pupils and those with SEND.
2	Attendance and continuity of learning: although the attendance of PP students is above the national average, their attendance remains below the cohort average, and persistent absence affects a greater proportion of PP pupils. Missed learning can restrict curriculum access, participation in intervention and examination preparation.
3	Readiness to learn and wider participation: Emotional, pastoral and safeguarding needs can affect engagement. Some pupils require additional or alternative provision to sustain access to education. Financial, practical and confidence-related barriers may restrict access to enrichment, trips, competitions and leadership opportunities.

Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved academic attainment and progress, with appropriate challenge for disadvantaged pupils.	PP Attainment 8 and English and mathematics outcomes improve, with attainment gaps narrowing. KS3 assessments show stronger attainment. Assessment reviews and pupils' work demonstrate appropriate support and challenge, including for high prior attaining PP pupils and pupils with SEND.
Stronger literacy, numeracy and independent-study skills.	Reading and subject assessments demonstrate improvement in the areas addressed through support. Pupils' work shows increasingly secure vocabulary, comprehension and mathematical understanding. Supported study and revision contribute to improved performance on identified topics and skills.
Improved attendance and reduced persistent absence.	Attendance improves and the gap with peers narrows. Persistent absence reduces. Reviews of attendance support evaluate its effectiveness and inform further action.
Increased participation in enrichment, leadership and careers opportunities.	Participation records show improved access and sustained involvement. SOCS, trip records, leadership participation and careers information identify gaps and inform targeted encouragement and support.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to teaching staffing and curriculum provision, supporting high-quality classroom teaching that responds to disadvantaged pupils' needs and specialist support where needed with HLTA's in English and Maths.	EEF pupil premium guidance prioritises high-quality teaching as a central means of improving disadvantaged pupils' outcomes.	1,2
Continue Sparx Maths, Sparx English and Sparx Science, using practice and assessment information to identify misconceptions and inform teaching.	Structured practice and assessment-informed teaching support learning. Digital resources require integration into effective classroom practice.	1
Monitor PP attainment and progress, including high prior attaining PP pupils and pupils with overlapping PP and SEND needs after assessment points. To be done by SLT, SEND leads and subject leads.	Assessment informs responsive teaching. DfE guidance highlights the importance of supporting high-attaining disadvantaged pupils.	1
Continue CPD and coaching on SEND, inclusion, mathematical difficulties, cognitive load and appropriate challenge.	EEF Effective Professional Development and Special Educational Needs in Mainstream Schools support sustained development of effective teaching.	1
Provide curriculum resources, printing and access to suitable laptops where lack of equipment restricts learning, homework or revision.	DfE guidance includes technology to support high-quality teaching. Provision addresses identified access barriers and supports purposeful learning.	1,2
Continue CATs, reading assessments, baseline testing and appropriate screening, informing transition, teaching and SENCO planning.	Assessment identifies strengths and needs when considered alongside attainment and classroom evidence.	1,2
Use GL assessment information in collaboration with the Trust to inform curriculum planning, appropriate challenge and targeted support.	Assessment-informed planning enables teachers to respond to learning needs and review subsequent progress.	1
Continue the developing vocabulary, reading, discussion and writing through CPD and curriculum planning.	EEF Improving Literacy in Secondary Schools emphasises subject-specific literacy across the curriculum.	1

Targeted academic support (for example, tutoring and structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund staff time for targeted literacy, language and numeracy interventions, selected according to assessed need and coordinated with classroom teaching.	EEF evidence supports focused interventions addressing specific learning gaps and connected with the curriculum.	1
Continue Lexia reading intervention for selected KS3 pupils, with staff support and monitoring of reading development.	EEF secondary literacy guidance recommends additional support for struggling readers. Assessment informs selection and evaluation.	1
Continue vocabulary and language support for EAL PP pupils and specialist reading support where needed.	Explicit vocabulary teaching and supported reading, writing and discussion help pupils access subject content.	1
Provide paid teacher-led tuition in English, mathematics and other subjects, supporting secure passes and higher attainment according to need.	EEF small-group tuition evidence supports focused teaching linked to identified needs and classroom learning.	1
Purchase revision books for KS4 PP pupils, selected by subject leaders and accompanied by guidance on retrieval, practice and checking understanding.	EEF metacognition guidance supports explicitly teaching pupils to plan, monitor and evaluate learning. Resources support these routines when their use is taught.	1
Introduce a KS4 past-paper clinic, using assessment information to guide modelling, examination practice, feedback and FIT.	Targeted tuition, feedback and metacognitive approaches support practice linked to identified needs and opportunities to improve.	1
Continue paid teacher-led Year 11 holiday revision, addressing subject knowledge and examination skills.	DfE's menu includes extended school time within targeted academic support. Provision is linked to curriculum and assessment needs.	1
Continue staffed Homework Club and supervised study, providing guidance and a suitable working environment.	Supported study addresses barriers to independent work and enables effective practice.	1

Wider strategies (for example, attendance, behaviour and wellbeing)

Budgeted cost: £106,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Make a substantial contribution to appropriate alternative provision. Maintain oversight of attendance, curriculum access, progress and next steps.	Provision responds to assessed individual needs and sustains educational engagement. Effectiveness is reviewed against agreed objectives.	1, 2, 3
Support attendance staffing and EWO provision, including family communication, home visits, tracking and punctuality support.	DfE identifies attendance as a key barrier to achievement and includes attendance support within its menu of approaches.	2
Continue pastoral support, mentoring and targeted behaviour support through tutors, Heads of Year, Directors of Study and Pastoral Support Officers.	Support addresses identified social and behavioural barriers. Engagement, behaviour, attendance and pupil voice inform evaluation.	2, 3
Maintain counselling, wellbeing and safeguarding support, including early help, EBSA support and multi-agency working.	Coordinated support addresses emotional and practical barriers affecting readiness to learn and participation.	2, 3
Continue MyConcern software to support recording, oversight and coordinated responses.	Accurate recording supports timely identification and follow-up. Reviews consider the quality and outcomes of support.	3
Embed SOCS following its purchase in summer 2026, supporting club sign-up, registers and monitoring of PP participation.	Consistent information enables staff to identify gaps and address barriers to sustained involvement.	3
Continue leadership opportunities and programmes such as The Brilliant Club, with targeted PP encouragement.	Opportunities support participation, confidence and informed progression. Intended benefits are evaluated directly.	1, 3
Continue personalised careers guidance, including access to employers, universities and apprenticeship pathways.	Provision addresses unequal access to information and opportunities, supporting informed decisions about future pathways.	1, 3
Support access to trips and academic and sporting competitions, addressing identified financial and practical barriers.	Enrichment broadens access to experiences. Participation records and pupil feedback inform evaluation.	3
Provide uniform, equipment and PE kit where practical needs restrict participation.	This removes identified barriers to readiness to learn and access to school activities.	2, 3

Total budgeted cost

Category	Allocation
Teaching	£100,000
Targeted academic support	£30,000
Wider strategies	£106,740
Total	£236,740

Part B: Review of the previous academic year

Improve academic outcomes for disadvantaged pupils at KS4 and KS3

Our disadvantaged pupils benefit from ambitious teaching, dedicated support and a strong commitment to helping every girl achieve her potential. In 2025–26, disadvantaged pupils achieved an Attainment 8 score of 40.62, compared with 49.58 for the whole cohort. In English and mathematics, 47% achieved grade 4 or above in both subjects, with 33% achieving grade 5 or above. Whole-cohort outcomes were 74% and 51% respectively.

These achievements reflect pupils' hard work and the commitment of staff across the school. Our next step is to build on this foundation so that more disadvantaged pupils secure strong outcomes, including at the highest grades. High-quality teaching, early identification and carefully targeted support remain central to this ambition. Revision resources, teacher-led tuition, holiday revision and the planned past-paper clinic will strengthen pupils' confidence, subject knowledge and examination preparation.

Our CATS information highlights the considerable potential within our cohorts. Through staff development, disciplinary literacy, responsive classroom teaching and targeted support such as Lexia, we will continue to provide the support and challenge pupils need to flourish. We remain ambitious for every pupil and focused on translating that potential into sustained achievement.

Attendance

Our attendance team plays a vital role in supporting the engagement and success of our PP students. Positive relationships with families, regular communication, home visits and close collaboration with pastoral colleagues and our EWS enable staff to understand individual circumstances and provide timely, practical support.

Attendance information to May 2026, shows that PP attendance improved from 89.58% to 89.95%. This continued the longer-term improvement in disadvantaged pupils' attendance. Whole-cohort attendance also increased, reaching 93.8%, while the attendance gap narrowed from 4.02 to 3.85 percentage points.

This improvement provides a positive foundation for continued work with pupils and families. Persistent absence remains a priority: it affected 25.39% of disadvantaged pupils, compared with 12.67% of the whole cohort. Leaders continue to closely monitor the attendance of all groups and take swift action to improve attendance. Regular monitoring enables staff to identify pupils requiring additional help and coordinate support around their needs.

We continue to build on the attendance team's work through our compassionate and persistent approach, strengthening relationships with families and helping pupils attend regularly, maintain friendships and benefit fully from school life.

Safeguarding, wellbeing and behaviour

Our strong pastoral care and leadership remain central to supporting pupils' safety, emotional stability and engagement with school. Form tutors, Heads of Year, Directors of Study, Pastoral Support Officers and safeguarding colleagues work together to identify needs early and provide timely support. This includes mentoring, counselling, early help, alternative provision and multi-agency involvement where appropriate.

Suspensions remain low and were at their lowest level in the past three years, reflecting the contribution of excellent pastoral care and leadership to supporting pupils, addressing difficulties early and sustaining engagement. There were again no permanent exclusions, continuing a three year trend. These whole school outcomes demonstrate the importance of maintaining strong relationships, consistent expectations and coordinated support for vulnerable pupils, including PP students.

The school will continue to review behaviour, attendance and individual support information to ensure that pupils receive the provision needed to feel secure and ready to learn.

Enrichment, trips and leadership

Pupils are able to attend a wide range of clubs, providing opportunities to develop interests, confidence, friendships and a sense of belonging. Targeted encouragement and practical support remain important in ensuring that disadvantaged pupils can access these opportunities and participate fully in the wider life of the school.

Our trips and visits strategy prioritise PP students to ensure they are able to take up these opportunities by proactively providing support in every letter. We are very proud of the range of trips on offer and know that we do have further targeted work to do to ensure that PP attendance on trips is higher and more in line with the whole cohort. The school will continue to support access to trips, academic and sporting competitions, careers activities and leadership roles.

SOCS was purchased in summer 2026 for the current academic year. It will strengthen monitoring of club participation and attendance, helping staff identify pupils who would benefit from additional encouragement or support. This complements our commitment to developing disadvantaged pupils' confidence, responsibility and self-belief as leaders of tomorrow.

Externally provided programmes

Programme	Provider
Sparx Maths, Sparx English and Sparx Science	Sparx
Lexia	Lexia
The Brilliant Club	The Brilliant Club
SOCS	SOCS

Additional tuition and holiday revision are delivered by school teaching staff rather than external tuition providers.

Further information

The school also continues to provide paid teacher-led holiday revision for Year 13, supporting examination preparation and progression. Costs are recorded separately from the Years 7–11 pupil premium allocation against the appropriate funding source.

Evidence references

DfE Using pupil premium guidance for school leaders
EEF Guide to the pupil premium
EEF Improving Literacy in Secondary Schools
EEF Special Educational Needs in Mainstream Schools
EEF Effective Professional Development
EEF Small group tuition
EEF Metacognition and self-regulation