

Pupil premium strategy statement – Chatham & Clarendon Grammar School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1344
Proportion (%) of pupil premium eligible pupils	7.75%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	05/09/2025
Date on which it will be reviewed	05/09/2026
Statement authorised by	Debra Liddicoat
Pupil premium lead	Tom Richford
Governor / Trustee lead	Josh Sims

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 160,175

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Low levels of cultural capital
2	Lack of resources
3	Potential lack of engagement with home and education (certainly not all)
4	Attendance to school
5	Low aspirations
6	Lower outcomes than their peers
7	General support with health (diet etc)

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
Support students financially towards attending trips, music lessons and other offers beyond the 'normal' curriculum (DofE, CCF etc)	No PP student has financial reasons as a barrier as to why they cannot attend a trip or be involved in something at the school
Staff to offer students resources to support their progress from school uniform and travel expenses to stationary, revision guides and laptops	Students have all the resources required to be successful in their lessons
Continue to embed SatchelOne and encourage parents to use the app to support conversations about homework and learning	Increase engagement of parents on the app

Improve attendance of PP students	Continue to monitor and challenge PP attendance whilst offering support for those who require it
Continue to offer an effective careers program, ensuring PP students are well considered	Continue to give students the chances to consider their futures and give them opportunities to reach these

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training resources	National College courses to be made available to all staff to help develop their job roles (EEF – High Quality Teaching)	6
Parental engagement	To improve parental involvement in student education (EEF – Wider Strategies)	3
Continued CPD focussing on PP	High quality training allowing staff to improve assessments and plug gaps sooner with effective resources (EEF – High Quality Teaching)	2 & 6

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

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued high quality teaching and learning	High quality lessons as well as excellent interventions, such as breakfast or lunchtime clubs and revision resources made available (EEF – High Quality Teaching)	6
Supplying resources to students	Including laptops, stationary, uniform etc. (EEF – Targeted Academic Support)	2
Breakfast clubs	1:1 and small group work has been shown to have a positive impact on	6

	attainment and is particularly recommended for disadvantaged students (EEF – wider strategies)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving cultural capital	School trips, music lessons, DofE and other extra-curricular activities funded (EEF – Wider Strategies)	1
Careers engagement to support aspirations	Gatsby benchmark to be worked towards, 1-1 and small group meetings at various stages throughout the school as well as external speakers embedded into assemblies and the PSHE program (EEF – Wider Strategies)	5
Improving attendance	Some basic resources as well as time invested to arrange meetings and put support in place (EEF – Wider Strategies)	4
Free breakfast and lunch	Free meals (lunch) are provided for, some also get breakfasts (EEF – Wider Strategies)	7

Total budgeted cost: £ 160,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

These results show how the school performed when looking at Progress8 data over the past few years.

Progress8 measure	<i>Whole cohort</i>	<i>Pupil Premium</i>	<i>Difference</i>	<i>National figures</i>
2013-2014	0.4	0.12	-0.28	Unavailable
2014-2015	0.37	-0.16	-0.53	-0.49
2015-2016	0.28	0.13	-0.21	-0.45
2016-2017	-0.23	0.00	+0.23	-0.43
2017-2018	-0.04	-0.53	-0.49	-0.44
2018-2019	-0.08	-0.56	-0.48	-0.45
2019-2020 (TAG)*	n/a	n/a	n/a	n/a
2020-2021 (CAG)*	n/a	n/a	n/a	n/a
2021-2022	-0.07	-0.19	-0.12	n/a

**No data available due to government changes at key stage 2 which have not been reworked at a national level which has also been delayed due to the pandemic caused by COVID19.*

Due to the above issue from 2021-2022 results have been compared looking at Attainment 8, this looks at how well students achieved at the end of key stage 4. If a student on PP was expected to achieve a grade 5 and achieved a grade 6 was compared to a non-PP student who was expected to achieve a grade 8 but instead got a grade 7, the non-PP student would look upon more favorably using this data. It is however, deemed to be better to compare something and across a large enough cohort the results should hold some valuable data.

Attainment 8 measure	<i>Whole cohort (non-PP)</i>	<i>Pupil Premium</i>	<i>Difference</i>	<i>National figures</i>
2021-2022	62.7	62.21	0.49	52.8
2022-2023	62.53	57.35	5.18	50.8
2023-2024	64.59	58.73	5.86	45.9
2024-2025	65.23	55.05	10.18	

**Data accurate as of 12/09/25 - national data not yet available*

Year 11 2023-2024 Results

PP students fell short in comparison to non-PP students at CCGS. A vast amount of time and effort was offered to these students, and it is deemed these grades could have been even further apart if it was not for the time, effort and resources supplied to PP students. Further review and focus is required to support PP students going forwards. There are thoughts that PP students across the national picture may have fallen further behind academically due to reduced access compared to non-PP students during COVID lockdowns which impact is now being seen.

It is, however, as previously stated, not necessarily a fair comparison as it only measures end results and not progress from a starting point. If PP students for example on average had much lower starting points and achieved much lower overall this would suggest they made the same levels of progress as other non-PP students.

Data is tracked across all key stages with one of the focusses being PP, department leads also continue to focus on PP students in their tracking and disseminate this information to their teams in order to offer further guidance and support to narrow gaps when they are highlighted.

Against national data, PP students at CCGS did perform significantly better than national average figures, although expected, being a grammar school, the results are very pleasing given the large gap.

Attendance as of June 2025 shows PP students are 2% below non-PP students. This is a small gap, however, it is being addressed and supported by a bespoke approach to each individual creating interventions which may help them attend – a successful

approach has been the offer of a free breakfast which has supported some students attend (and attend on time) more regularly.

This is the start of a three year cycle and we are hoping to continue to improve the wider opportunities made available, academic outcomes and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

The school is in an area of significant deprivation, although our PP percentages do not necessarily reflect this, the impact of deprivation will be felt by many. The school has prided itself on giving nearly all students the opportunity to study at university, many of whom are the first in their families to have attended tertiary education.

All staff are aware of PP students and the drive to support these is across all key stages despite the changes in funding towards a bursary at KS5. Academic based strategies are focussed on by teachers and Heads of Department, with those members of staff being best placed to create interventions for those in their classes. Wider interventions are supported by a wide variety of staff, from attendance to catering, trip coordinators and peripatetic teachers which helps to ensure the opportunities offered for all students is equal regardless of whether they are PP or not.

With significant changes expected given some considerations to change how PP students are classified as PP, the schools approach will naturally evolve. The first questions asked however will remain the same, how does this benefit the student(s) and the drive to make their lives better and give each individual the opportunity to succeed will remain a constant.

Evidence based approach:

[Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation](#)

[The EEF Guide to the Pupil Premium | EEF](#)