CHSG Pupil premium strategy statement

This statement details our school's use of pupil premium for the
2025-6 academic year to help improve the attainment of our disadvantaged students.
This document reflects a 3-year strategy. 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	Carshalton High School for Girls
Number of students in school	1444
Proportion (%) of pupil premium eligible students	29.17%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Peter Baumann-Winn Headteacher
Pupil premium lead	Pamela Durrett Assistant Headteacher
Governor / Trustee lead	Jane Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,812
Recovery premium funding allocation this academic year	NIL
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
Total budget for this academic year	£393,812

Part A: Pupil premium strategy plan

Statement of intent

At our school, we strive to ensure that every student—irrespective of their background, identity, or the challenges they face—will have the best chance of success possible.

We are driven by a belief that *school matters for everyone*, but it matters *most* for our disadvantaged students. Underachievement is not inevitable; it results from the cumulative impact of socio-economic and structural barriers over time. Our mission is to remove those barriers and enable every student to thrive.

Our intent is to:

- Advantage the disadvantaged through a knowledge-rich, inclusive, and equitable curriculum.

- Ensure every student has the best expected of them, regardless of background or circumstance.

- Embed the values of community, accountability, resilience, empowerment, sisterhood, and inclusion throughout our curriculum and culture.

- Use inclusion not as an additional layer of provision, but as the foundation of everything we do—in teaching, assessment, enrichment, and pastoral care.

We recognise the findings of the 2021 Deaton Review of Inequalities (IFS), which concluded that disadvantaged students "start school behind their better-off peers, and the education system isn't succeeding in closing these gaps." Our strategy seeks to close those gaps through excellent, inclusive teaching and a relentless focus on high expectations and belonging.

Every student is entitled to access powerful knowledge, ambitious teaching, and enriching opportunities that prepare them for further education, meaningful employment, and fulfilled lives.

Recognising that socio-economic background has one of the strongest influences on academic outcomes, we focus on creating equity through inclusion, not simply equality.

We achieve this by:

- embedding inclusive pedagogy and adaptive teaching across all subjects

- designing curriculum adaptations and targeted interventions that remove barriers to progress

- widening access to enrichment and extra-curricular opportunities

- fostering a strong sense of belonging through inclusive representation, voice, and participation

Through this approach, we empower all students to thrive academically, socially, and emotionally, building a culture of community, sisterhood, and inclusion that endures beyond their school years.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment Gaps** Internal assessment data along with GCSE outcomes show a persistent attainment gap across all subjects for our White British disadvantaged student compared to disadvantaged students from all other ethnicities. This disparity reflects disrupted learning time due to high absence rates and reduced access to the wider literacy and cultural experiences that underpin academic success.
2	**Metacognition, Self-Regulation, and Organisation** Observations suggest that many lower-attaining disadvantaged students lack metacognitive and self-regulation strategies when preparing for assessments. Some struggle to identify effective revision techniques or to evaluate their own progress. Organisational challenges—including maintaining structured notes, completing homework, and planning revision schedules—also inhibit progress. Through student voice and parental engagement data (e.g., attendance at Parents' Evenings and Academic Review Days), we infer that some disadvantaged students receive less structured support at home, particularly around independent learning and academic routines. Factors such as limited study space, competing family responsibilities, and lower levels of adult confidence with academic content can restrict effective home learning.
3	**Attendance and Engagement** Attendance rates for disadvantaged students in 2024-5 were 85.66% compared to 93.23% for non-disadvantaged peers. The gap between White British disadvantaged students versus disadvantaged students from all other ethnicities is wide has widened markedly over the last two years. This significant gap is a cause for concern given the strong correlation between attendance and attainment. Students with lower attendance are often caught in a self-perpetuating cycle, where absence contributes to anxiety about returning to school, which in turn leads to further absence and disengagement. Ensuring consistent attendance is therefore central to our strategy for inclusion, belonging, and academic success.
4	**Social, Emotional, and Mental Health (SEMH) Needs** Discussions with students, staff, and families indicate increasing social and emotional challenges, including anxiety, low self-esteem, and mental health concerns. These issues often manifest in lesson avoidance, inattention, or on-site truancy, disrupting continuity of learning. Such challenges are often more acute for disadvantaged students, who may have fewer external support networks. We recognise that emotional well-being is foundational to learning, and that inclusion requires proactive, targeted pastoral and mental health support.

5	**Aspirations, Cultural Capital, and Future Pathways**
	Our disadvantaged students often require additional guidance and exposure to aspirational role models to develop clear understanding of post-16 and post-18 pathways. Some lack confidence in navigating further education, training, or career options. We want to learn more about what aspiration and success means to some disadvantaged students in our locality.
	Research and our own diagnostic assessments suggest that disadvantaged students frequently possess lower levels of cultural capital—the background knowledge and experiences that support academic understanding and social mobility. Our baseline knowledge checks before new units show that disadvantaged students often begin with less prior or tacit knowledge, which can slow the pace of new learning.
6	**Material Deprivation and Access to Resources**
	A number of disadvantaged students are under-resourced, with limited access to IT, revision materials, or subject-specific enrichment (e.g., peripatetic music tuition, access to academic trips and academic tutoring). Requests for support with uniform, equipment, and Free School Meals (FSM) have increased significantly in recent years, reflecting growing financial pressures on families. Such material barriers directly affect participation, concentration, and confidence in school. Ensuring equitable access to resources and opportunities is therefore a key aspect of our inclusive approach to advantaging the disadvantaged.

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
Curriculum, Teaching and Learning	
Disadvantaged students, particularly White British students, make accelerated progress across all subjects, closing attainment gaps with both non-disadvantaged and other disadvantaged peers. All students access an inclusive, knowledge-rich curriculum that builds literacy and cultural capital as the foundation for academic success. Teaching and learning prioritise challenge, inclusion, and high expectations for every learner.	- Internal and external assessment data show year-on-year reduction in attainment gaps. - Reduced gap between our White British disadvantaged outcomes and all other ethnicities' disadvantaged outcomes. - Challenge and stretch activities built into all lessons with HA students always thinking hard. - Increased participation of disadvantaged students in enrichment, reading, and cultural capital activities. - Improved KS3 progress data across all subjects.

	- All teacher full knowing the needs of their disadvantaged students in every class.

Metacognition and Self-Regulation

Students develop effective metacognitive and self-regulation strategies through explicit teaching and modelling within lessons. Students are empowered to take responsibility for their learning, demonstrating resilience and accountability in managing deadlines, revision, and independent work. Inclusion-focused interventions ensure all disadvantaged students are equipped with strategies to plan, monitor, and evaluate their progress.	- Work scrutiny and student reflections show use of self-regulation strategies (e.g., planning, checking, correcting, redrafting). - Homework completion and quality improve among disadvantaged students. - Assessment results improve where metacognitive approaches are embedded. - Student voice indicates growing confidence in independent learning.

Attendance

Disadvantaged students achieve attendance rates at least in line with national averages and close to those of non-disadvantaged peers. Barriers to attendance are identified early and addressed through inclusive pastoral support and positive engagement strategies. A culture of belonging, resilience, and sisterhood supports all students to engage consistently in learning.	- Attendance gap between disadvantaged and non-disadvantaged students reduced to <10%. - The gap closing year on year between White British disadvantaged and disadvantaged students from all other ethnicities. - Persistent absence reduced and sustained improvement over time. - Fewer attendance-related pastoral concerns and improved student engagement in lessons. - Student voice reflects positive attitudes to school and sense of belonging.

Mental Health and Wellbeing

Disadvantaged students experience improved well-being, confidence, and emotional regulation through early identification and targeted pastoral or therapeutic support. A whole-school culture of inclusion, empathy, and resilience supports mental health and enables students to fully access learning. Staff are empowered and trained to recognise and respond effectively to SEMH needs.	- Reduction in SEMH-related incidents and lesson withdrawals. - Improved well-being scores (e.g., internal surveys, Trust-wide survey). - Positive qualitative data from student voice and pastoral records. - Improved attendance and engagement among identified students.

Careers and Future Pathways

All disadvantaged students receive high-quality careers education and personalised guidance that broadens aspirations and empowers informed choices. The curriculum and enrichment offer intentionally build cultural capital, social mobility, and self-belief. Students understand and can articulate their future pathways, supported by visible role models and inclusive opportunities.	- 100% of disadvantaged students engage in careers guidance and aspirational enrichment (e.g., workplace visits, 1:1 Careers Advisor support, mentoring). This will include students attending or receiving Alternative Provision or on modified timetables. - Improved knowledge of post-16 and post-18 options (student voice, tracking data). - Destinations data show ambitious, sustained pathways. - Increased representation of disadvantaged students in leadership and enrichment opportunities across the school.

Resources

All disadvantaged students have equitable access to the resources, technology, and nutrition needed to participate fully in the curriculum and school life. Systems ensure no student is excluded from an opportunity due to financial barriers. Inclusive resourcing supports empowerment and participation across the school community.	-Monitoring shows 100% of disadvantaged students have access to essential learning materials and digital resources. - Increased uptake of financial support schemes (uniform, equipment, trips, tutoring). - Improved attendance, concentration, and participation linked to equitable access. - Reduction in requests for emergency support over time as proactive systems embed.

Parental Engagement

Parents feel welcome in school and are more fully engaged in their child's education.	- Improved parental engagement, with a closing gap year on year of attendance at parents' evenings between the disadvantaged and the non-disadvantaged. -Increased positive interactions between staff and parents.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £196,906

Activity	Evidence that supports this approach	Challenge addressed
Make better use of assessment, so we can identify issues early. Continue ranking system at KS3 and develop our DAICTL (Data and Assessment informing Curriculum, Teaching and Learning) as well as know and monitor our students' progress in every lesson across all year groups and develop post results interventions with 'key adult' introduced and 'Focus 5', where specific students are focused on in lessons through the year.	DfE guidelines on successful schools pointed out that these schools used 'robust tracking systems' as well as 'ensuring that class teachers knew which students were eligible for PP funding.	1, 3, 4, 5, 7
Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. Our whole school priority on challenge in the classroom will raise expectations on all students leading to improved outcomes and our training on Building Strong Foundations will ensure positive framing and inclusivity in the classroom and school.	Evidence from the EEF Implementation Guidance Report and research on cognitive science suggests underlying values and beliefs need to change to make sustained changes to human behaviour.	1, 2, 4
Students in years 7 – 13 experience a focus on Disciplinary Literacy within each of their subjects. Our Literacy Lead continues to develop this through specialist guidance for each HOD throughout this year. We will fund more *Tutor Reads* books so that our students experience high quality reading every day and we will expand NGRT to Year 9 and Year 12 last year and will continue this	The EEF Guidance Report on Improving Secondary literacy states that 'it is important that we emphasise the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.'	1, 2, 3, 4, 6, 7

trend to ensure teachers have the most up-to-date and accurate information on our students so that targeted support can be provided.	There is significant evidence that improving students' reading comprehension and vocabulary skills impacts attainment at GCSE.	
Develop students' Oracy, using the EEF and Voice 21's Oracy framework - physical, social and emotional, cognitive aspects of speaking and listening. Supporting students to learn about talk, learn to talk and learn through talk so they can articulate and explain ideas, develop people's understanding and engage with others in their learning.	The EEF states that there is evidence of pupils from lower socioeconomic backgrounds falling behind in early language and speech skills, which negatively impacts their learning. Oral interventions can help to support disadvantaged pupils who may have fallen behind.	1, 5
Develop students' ability to self-regulate through specifically taught metacognitive revision strategies, self-reflection opportunities and lessons on proactivity and motivation. This is largely taught through our Personal Development Programme (PDP) but also being embedded in all lessons and workbooks this year.

Staff CPD on metacognition incorporating the EEF's shared model of pupils using metacognitive knowledge of self, task and strategies to plan, monitor and evaluate their learning.

Metacognition action research classroom project by all staff incorporating the EEF's shared model of metacognitive questioning – teacher-led, individual, and peer to peer - to support disadvantaged individuals and groups. | EEF guidance argues that metacognition and self-regulation must be explicitly taught and that these "strategies have consistently high levels of impact, with students making an average of eight months' additional progress."

Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF | 1, 2, 4 |
| Improve the teaching of our Careers Curriculum to increase aspirations in all our students. Our focus this year will be to improve the careers workbooks for Y8 and Y9 and monitor the delivery to ensure consistency of diet. We will fund an independent careers advisor to prioritise disadvantaged students and work throughout the year to make more explicit the links between subject disciplines and careers. | 'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.'
Good Career Guidance | Education | Gatsby | 1, 2, 5 |

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

Budgeted cost: £59,072

Activity	Evidence that supports this approach	Challenge addressed
Offer academic tutoring in English, Maths and Science for underperforming disadvantaged students in Y10 and Y11.	"Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil." (DfE, 2021)	1, 6, 7
Use of 'Reading Mentors' to improve the standard of reading and reading comprehension in Year 7 students.	"A reading mentor programme helps to embed a culture of reading across a school: giving older students invaluable skills and raising literacy levels for younger students, allowing them to engage more effectively with their studies." (The Children's Literacy Charity, 2024)	1, 2, 3, 4, 7
All disadvantaged students resourced with revision guides by the end of Year 10 to support their learning and achievement. Funding for tangible resources in practical subjects as well as subsidised peripatetic music lessons offered and DT and Food products purchased. Laptop provision will continue so no child is unable to access our SharePoint pages or homework platform.	The EEF states that 'Students eligible for free school meals typically receive additional benefits from homework.' The impact of effective homework can be +5 months. Homework	EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 7

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

Budgeted cost: £137,834

Activity	Evidence that supports this approach	Challenge addressed
Participation in a Borough-wide cluster for improving Mental Health and Wellbeing. This will help us develop a more strategic and inclusive mental health and wellbeing strategy, enable training in ELSA for staff members as well as access to professionals who will work with our students.	The Early Intervention report on adolescent mental health found evidence that Social and Emotional Learning (SEL) interventions can impact young people's social and emotional skills and address anxiety.	1, 3, 4
Set up and run a Peer Mentoring Programme with Year 12 students trained by the Sutton Wellbeing Service, offer provision and meeting regularly with students from the lower year groups who	"Some evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling.	1, 3, 4

have been nominated by their Head of Year. Selected Year 11 students will also be given an academic mentor throughout their final year. Selected Year 9 and Year 10 students will be provided with a PP Champion, who will check in once a week with them and provide mentoring support.	Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support." [Mentoring	EEF (educationendowmentfoundation.org.uk)](#)	
Cost of uniform support with from main school uniform to PE kit across all disadvantaged students from Year 7 to Year 11.	Providing uniform support for our families in receipt of free school meals helps to support those most in need to ensure that students have the appropriate uniform they need to engage in school in the same way as non-disadvantaged students. This initiative helps to support our attendance objectives. "Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms." [School uniform	EEF (educationendowmentfoundation.org.uk)](#)	3, 5, 7
Attendance officer used to monitor attendance, meet with parents and issue PNs. Heads of Year will establish 'clinics' to address any attendance concerns with students and parents. Spotlight Attendance Days introduced twice every half term to make school 'unmissable'.	"Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school." Gov.uk [School attendance guidance (publishing.service.gov.uk)](#)	1, 3
Cultural enrichment through funding 50% costs for academic, curriculum-linked trips for disadvantaged as well as the provision of on-site workshops. Careers-focused trips for selected disadvantaged students to raise aspirations and connections.	The National College says that "Addressing cultural capital disparities can help bridge the achievement gap among students from different socio-economic backgrounds"	5, 6
Mentoring programmes run by external agencies that provide sporting, academic and social development for Years 8 and Years 9.		3,4,5,6

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 students in the 2024 to 2025 academic year.

Excellent attainment outcomes for disadvantaged students across the curriculum
While significant progress has been made, particularly in English and across many KS3 subjects, the overall attainment gap at KS4 remains an area of focus. In 2024/25, 56% of disadvantaged students achieved five 9–4 grades, including English and Maths, against a target of 65%. Despite this, performance in English was a notable strength, with disadvantaged students achieving ALPS 2, placing them well above the national average. The school's commitment to equity of access was reflected in 83% of students being entered for the EBacc, demonstrating a sustained focus on ambition and inclusivity, though this remained below the aspirational target of 95%. At KS3, progress for disadvantaged students was strong in Years 7 and 8, but evidence shows that gaps begin to widen from Year 9 onwards. This pattern suggests that earlier intervention and curriculum reinforcement during the middle years will be essential to maintaining progress. Overall, the evidence indicates that the school's "teach to the top" approach and commitment to inclusion are having a positive impact, with strong comparative outcomes in lower years and clear capacity for further improvement as cohorts move through KS4.

Attendance and engagement
Attendance continues to present a significant barrier to the achievement of disadvantaged students. In 2024/25, attendance among disadvantaged students averaged 85.66% compared to 93.23% for non-disadvantaged peers—a gap of 7.57%. The disparity was most pronounced in Years 9 and 10, where the gap exceeded 9%, while Year 11 showed a smaller difference at 2.42%. Persistent absence also remains a concern, with nearly half (47%) of students in this category being disadvantaged. This data highlights a clear link between attendance, well-being, and academic engagement, confirming that absence is both a cause and consequence of underachievement. Pastoral teams have been effective in tracking attendance patterns and engaging with families, but challenges persist around consistent re-engagement after absence. The school's inclusive ethos, sense of belonging, and focus on relationships continue to underpin attendance work, but sustained and proactive support will be required to close the gap.

Improved reading comprehension, writing, and oracy
There has been outstanding progress in improving literacy across the school, particularly through the structured implementation of the whole-school reading strategy. All students, including those who are disadvantaged, read a minimum of six fiction books per year as part of "Tutor Reads" and wider reading within English lessons. Additional subject-based reading has further strengthened exposure to high-quality texts. Disadvantaged students achieved ALPS 2 in GCSE English Language, confirming outcomes well above national averages. Literacy audits and cross-curricular work have embedded Tier 2 vocabulary and oracy development across subjects, ensuring that language acquisition is systematically reinforced. Reading fluency data also indicates strong performance, with accuracy rates above 85% across Years 7–10. The establishment of the Community Library and the promotion of reading within and beyond the curriculum have deepened inclusion and engagement. Collectively, these achievements demonstrate that the school's focus on literacy has been highly successful in reducing barriers to learning and strengthening academic foundations.

High levels of metacognitive and self-regulatory skills

Embedding metacognitive strategies across the curriculum has been a clear strength of the school's approach to advantaging the disadvantaged. All students have been provided with high-quality revision materials, and explicit teaching of study skills has become standard practice. Exam wrappers, reflective tasks, and structured revision routines have been introduced to support self-assessment and ownership of learning. Observations and student feedback suggest that students are increasingly able to identify what effective revision looks like. Homework completion rates and engagement with independent study have improved qualitatively, reflecting greater confidence and accountability. The consistency with which metacognitive strategies have been implemented across departments demonstrates strong collective understanding of how to develop independence and resilience in learners. This has contributed to a cultural shift in which reflection, self-monitoring, and personal responsibility are embedded expectations for all students although continued work will be carried out in this area.

High levels of mental health and wellbeing
The school's inclusive culture and pastoral structures continue to be a strength, with clear evidence that students feel safe and supported. Student surveys indicate that most students feel positive about their relationships and their sense of belonging within the school community. However, responses from White British disadvantaged students suggest that while they feel included, many experience stress, poor sleep, and a lack of confidence that their voices are heard—only 17% felt that student opinions mattered. Peer mentoring has been a particularly effective intervention, with selected disadvantaged students paired with Sixth Form mentors throughout the year. Attendance data and pastoral reports show that participants in the programme displayed improved engagement, better attendance on mentoring days, and increased happiness in school. Mentors identified friendship issues and homework-related anxiety as the most common challenges, underscoring the importance of organisational and emotional support. Overall, the evidence demonstrates that well-being is well supported, and inclusion is strong, though empowering disadvantaged students to feel seen, heard, and influential within the school community remains a development priority.

Increased opportunities to broaden cultural capital
Access to cultural capital has improved markedly over the past academic year. The proportion of disadvantaged students participating in trips (29%) slightly exceeded their representation within the school population (28%), indicating that financial barriers to enrichment have been effectively mitigated. The school's pupil premium funding was used to subsidise 50% of trip costs and travel for all disadvantaged students, supporting equitable participation. Eighteen students benefited from subsidised peripatetic music lessons through The Surrey Sound of Music, and a targeted programme of musical theatre trips for Year 7 successfully enhanced both cultural exposure and community belonging. The expanded co-curricular offer, alongside a well-attended careers fair featuring over 30 external organisations, provided a range of experiences that helped broaden horizons and raise aspirations. The evidence suggests that disadvantaged students are increasingly benefiting from rich, inclusive opportunities that reinforce both curricula learning and personal development.

Improved equity for the under-resourced
The school has achieved a high level of success in ensuring that all disadvantaged students can access the full curriculum without material barriers. Workbooks have been created and distributed to 100% of students and are accessible digitally through the school's SharePoint platform, ensuring continuity for absent students or those who misplace materials. Revision guides, English book bundles, PE kits, school bags, and essential academic equipment were provided as needed, and uniform bursaries were distributed to all Year 7 disadvantaged students (£260) and offered as top-up funding to Years 8–11 (£75). These measures have ensured that attendance, participation, and engagement are not hindered by financial constraints. Staff report that all disadvantaged students are now consistently equipped and

able to fully participate in lessons and wider school life. This provision exemplifies the school's values of community and empowerment in practice and reflects a deep organisational commitment to advantaging the disadvantaged.

Overall evaluation
The 2025 review evidences significant progress across key strands of the school's Pupil Premium strategy. Strengths are particularly evident in literacy, inclusion, and the equitable access provided through resource provision and enrichment. The reading and vocabulary work across the curriculum have had a demonstrable impact on student outcomes, while the embedding of reflective and self-regulatory practices has improved students' independence and confidence. Pastoral systems, mentoring, and enrichment initiatives have strengthened belonging and well-being, aligning closely with the school's values of community, accountability, resilience, empowerment and sisterhood.
Persistent challenges remain around attendance, particularly for Years 9 and 10, and the sense of belonging, particularly from our White British disadvantaged students. These areas will require sustained focus to ensure that all students—regardless of background—are fully empowered to thrive academically, socially, and emotionally within the inclusive and aspirational culture of our school.

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
N/A	
N/A	

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