**Using the Pupil Premium to Promote Pupil Progress**

**What is Pupil Premium?**

Pupil Premium funding is additional funding to the main school budget to support children eligible for Free school Meals (FSM), children whose parents are in the services, and Looked after Children (LAC). The school determines how the funding is used but its primary aim is to support some of our more vulnerable learners. As a school we continually strive to ensure that teaching and learning opportunities meet the needs of all our pupils and appropriate provision is in place for those who need it most. Not all of these pupils are eligible for FSM and so the schools will at times use the funding to support a wider range of pupils to achieve their very best.

**Cams Hill School’s Approach to the Pupil Premium**

The school’s ethos with regard to the Pupil Premium is the same as for all pupils: we see pupils as individuals, not stereotypes, and we set high expectations for all – our key words **inspire, nurture, achieve** and **excel** sum up our approach.

There is no single strategy that makes an overall positive difference to the progress and life chances of disadvantaged pupils: rather, it is the coherence of the school’s approach that is enabling us to narrow the achievement gap between disadvantaged pupils and other pupils, although this remains a focus as part of the school’s development plan. Senior leaders set the aspiration for disadvantaged pupils to make more than expected progress and do not accept disadvantage as a reason for poor performance; this message is consistently communicated to all staff.

We focus on identifying and addressing barriers to learning early on, whether these are practical, emotional or academic; our liaison with our primary school partners enables us to know our pupils and to begin personalising their learning journey even before they arrive at Cams Hill School. In some cases, this might take the form of our ‘enhanced transition’ programme, where pupils who need additional support in making the change from primary school to a secondary setting undertake additional small-group visits and one-to-one mentoring from the Year 7 pastoral team; in other cases, the Year 7 team might work hard to engage the support of parents.

We monitor and track pupils’ attendance, attainment and progress and adjust our approach to suit the individual’s emerging needs, whether that be by addressing issues with absence, behaviour or attitude to learning through intervention and coaching or by addressing issues within subjects through tailored teaching approaches or additional support.

Our Key Stage pastoral teams prioritise and target our vulnerable and disadvantaged pupils for emotional support and put significant emphasis on motivation, resilience and good mental health, working with outside agencies where appropriate to support pupils, as well as supporting pupils within school.

All tutors and teachers are aware of vulnerable pupils within their classes and personalise their planning for these pupils. Sometimes this can be as simple as ensuring that these pupils’ work is assessed first to ensure that they are given closest attention and most personalised feedback, or that targeted questions used in lessons are planned specifically to move these pupils forward. For some pupils, one-to-one or small class academic intervention is more effective.

Our relentless focus on high-quality teaching for all is evident through our comprehensive programme of staff development with a teaching and learning focus running through ‘CPL Tuesdays’ and INSET, including the work of a staff focus group specifically working to develop our approach to supporting disadvantaged pupils, including the development of metacognitive strategies.

**What funding does Cams Hill School receive through the Pupil Premium?**

Pupil premium is worth £935 for each pupil who at any point in the last 6 years have been in receipt of Free School Meals (FSM); £1,900 for pupils who at any point in the last 6 months have been continuously looked after or who have been adopted from care under the Adoption and Children Act 2002 or has left care under a Special Guardianship or Residence Order; finally £300 is received for pupils whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

* In 2016/17 Cams Hill School received **a total Pupil Premium of £156,430** the percentage of pupils eligible was 12.2% of the total number of pupils. This was made up of the following factors:
	+ Disadvantaged (FSM/Ever6): in 2016/17 Cams Hill received £129,030 for 138 pupils
	+ Service Children: In 2016/17 Cams Hill received £19,800 for 66 pupils
	+ Looked-After Children: In 2016/17 Cams Hill received £7,600 for 4 pupils
* In 2015/16 Cams Hill School received a total Pupil Premium of £142,895
* Disadvantage (FSM/Ever6): in 2015/16 Cams Hill received £109,395 for 117 pupils
* Service Children: In 2015/16 Cams Hill received £18,300 for 61 pupils
* Looked-After Children: In 2015/16 Cams Hill received £15,200 for 8 pupils
* In 2014/15 Cams Hill School received a total Pupil Premium of £139,940

**How does Cams Hill School spend the Pupil Premium?**

At Cams Hill School we use Pupil Premium to support pupils in the following ways:

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| **Strategy** | **Resource/Staffing Used** | **Cost** | **Anticipated Impact** |
| Planned and purposeful transition from primary to secondary school | Personalised liaison with primary school teachers focusing on needs of PP and Disadvantaged pupils led by HOY7Enhanced transition programme for vulnerable pupils led by non-teaching Assistant HOY7One-to-one academic and motivational mentoring in Year 7 by non-teaching Assistant HOY7 | £16,000£9,600£9,600 | Timely identification of needs and barriers to learning; planning for personalised intervention by tutor and Year 7 pastoral teamFaster settling at secondary school; reduction of impact of emotional/social barriers to learning in Year 7; improvement in mental health for vulnerable pupilsIncreased pupil resilience and personal responsibility; improved behaviour/attitude to learning; enhanced progress |
| Enhanced use of pupil progress data and interventions | Creation and maintenance of data-tracking system for disadvantaged pupils linking academic progress with behaviour, attendance and interventions – non-teaching Assistant HOY time for analysis of data and planning of interventions | £8,000 | More frequent and effective monitoring of progress and interventions tailored to pupils’ needs |
| Reduced class sizes in core subjects at KS3 | Enhanced staffing by 2 classes per year group for English and Maths at KS3 and Science in Year 9 (cross over with Literacy and Numeracy Catch Up Premium) | £23,700 | Improved teacher: pupil ratio leading to improved progress over time; capacity created for targeted support for pupils with lower literacy and numeracy on entry |
| Targeted emotional support for pupils | Increased ELSA provision | £22,100 | Individuals involved can be supported to address emotional/mental health-related barriers to learning more effectively and make better progress |
| I-Centre support | One-to-one support linked to anxiety, bereavement and mental health from i-centre manager | £6,200 | Individuals involved can be supported to address emotional/mental health-related barriers to learning more effectively and make better progress |
| CEIAG | Targeted one-to-one support and guidance from Careers Advisor for pupils at KS4 | £3,400 | Pupils make informed choices about future pathways and are supported to ensure ongoing education, employment or training |
| Individualised support for pupils’ learning, emotional and behavioural needs | Alternative Provision (including one-to-one tuition, A Place to Learn, placement in pupil referral units or emotionally vulnerable units as appropriate to pupils’ needs)Engagement with external agencies e.g. Moving On Project, CAMHS, Early Help Hub, Hampshire Educational Psychology Service, Children’s ServicesAdditional one-to-one tuition for pupils at risk of poor progress in English and/or MathsEnhanced pastoral support linked to gender identity and mental healthEnhanced behaviour support and mentoring Enhanced pastoral support linked to family issues | £27,400 | Pupils are able to engage with their learning in a setting appropriate to their individual needsPupils are supported to cope with traumatic experiences and deal with their emotional, social and mental health difficulties, leading to improved engagement with learning and better progress and attainmentImproved progress in English and/or MathsPupils are enabled to engage with their learning and are supported to establish their gender identity in a positive wayImproved behaviour for learning; improved social behaviour and engagement with school life and systems; reduced exclusionsImproved family-school relationships leading to increased support for pupils’ learning from home; improved engagement with learning |
| Individualised support for Looked-After Children | Designated teacher oversight of provision for pupil needs as identified within PEP and agreed with Hampshire Virtual Head | £44,500 | Looked-After Children make expected progress and have access to the full range of academic and co-curricular experiences and opportunities |
| Assertive mentoring | Regular, individualised academic mentoring by senior and middle leaders | £27,400 | Rapidly improving individual progress in Year 11 for pupils at risk of poor progress; improved engagement with learning; raised aspiration for post-16 education/opportunities |
| Promotion of good attendance | Attendance officer time; home visits as necessary | £6,400 | Excellent levels of attendance; reduced persistent absence in individual cases; improved progress |
| Access to educational and co-curricular experiences and opportunities | Support for or provision of funding for off-site activities and trips; subsidies for extra-curricular activities e.g. instrumental lessons | £7,000 | Pupils are supported to equality of access to educational experiences; pupils are supported to develop their talents and interests; pupils are challenged to raise their aspirations and expectations of themselves through contact with higher education and exposure to high-challenge, high-interest opportunities |
| Continued development of teaching and learning through research and sharing good practice | CPL Tuesdays; focus group research; materials and resources |  | Teaching and learning is good or outstanding, leading to enhanced pupil progress |
| Learning materials | Revision guides and stationery supplies; access to ICT provision through the school library | £3,000 | All pupils are supplied with the materials needed to give them equality of access at reduced or no cost |

**The Impact of our Spending 2016/17**

* 67% of Disadvantaged pupils achieved 5A\*-C (Including English and Maths at 9-4) GCSE grades compared to 80% of Non-Disadvantaged pupils. This gap of 13% has **closed** compared to 2016 (28%).
* In English, the gap between Disadvantaged (79%) and Non-Disadvantaged (91%) pupils achieving grades 9-4 in either English Language or English literature was 12%. The gap has **closed** slightly compared to 2016 when it was 15%.
* In Maths, the gap between Disadvantaged (79%) and Non-Disadvantaged (90%) pupils achieving grades 9-4 was 11%. This is a **similar** gap to 2016 (10%).
* The Attainment 8 Gap between Disadvantaged and Non-Disadvantaged has **widened** slightly to 9.2 points (it was 8.9 in 2016).
* 75% of Disadvantaged pupils achieved grades 4+ in both English and Maths compared to 86% of Non-Disadvantaged pupils. This gap of 11% has **closed** compared to 2016 when it was 26%.

**Literacy and Numeracy Catch-Up Funding**

The Year 7 Literacy and Numeracy Catch-Up Pupil Premium Grant was allocated to schools to support all Year 7 learners who did not achieve level 4 (KS2 tests taken in 2015) or age-related expectations (KS2 tests taken in 2016) in either English or Maths at the end of Year 6.

In 2015-16 the grant received by Cams Hill School totalled £10,000.

Cams Hill School used this grant to fund:

* ‘Literacy for Learning’ classes in English: two additional classes with enhanced teacher-pupil ratios and LSA support targeted pupils who had not achieved age-related expectations in Reading at KS2. These classes focused on key reading skills of comprehension and inference through the use of reciprocal reading strategies, as well as fostering an ethos of reading for pleasure through the emphasis on active reading, dialogue and small group-work. Pupils were encouraged to read beyond the scope of the classroom texts and all extra-curricular reading was acknowledged and celebrated.
* Maths intervention classes: two additional classes with enhanced teacher-pupil ratios and LSA support targeted pupils who had not achieved age-related expectations in Maths at KS2.
* One-to-one and small group work focused on literacy and numeracy skills through the work of the Learning Support department, including Star Spell, Home Learning and withdrawal lessons for a small number of pupils who were working well below age-related expectations in either English or Maths, or both.

**The Impact of our Spending in 2015-2016**

We use our own bespoke system of learning ‘trajectories’ to assess pupils at KS3. There are 5 trajectories, each leading to an expected GCSE outcome. A pupil who maintains their progress on their target trajectory is making ‘good’ progress as challenge is built into target setting and the eventual expected GCSE outcome represents progress in-line with FFT20 estimates.

* 6 pupils did not achieve Level 4 in Reading at KS2 (2015). Of these pupils, all 6 achieved their target trajectories at the end of Year 7:
	+ 4 pupils achieved T2 in Year 7 (expected GCSE outcome grade 4)
	+ 2 pupils achieved T3 in Year 7 (expected GCSE outcome grade 5 or above)
* 12 pupils did not achieve Level 4 in Maths at KS2 (2015). Of these pupils, 11 pupils achieved their target trajectories and 1 pupil exceeded their target trajectory by the end of Year 7:
	+ 4 pupils achieved T1 in Year 7 (expected GCSE outcome grades 2-3)
	+ 7 pupils achieved T2 in Year 7 (expected GCSE outcome grade 4)
	+ 1 pupil achieved T3 in Year 7 (expected GCSE outcome grade 5)

**2016-17**

Literacy and Numeracy Catch-Up Premium funding in 2016-17 was also £10,000.

2 classes were created to teach pupils who had failed to meet age-related expectations in English (21 pupils) and Maths (22 pupils)

Of the 21 pupils who did not meet age-related expectations in English in KS2:

* 1 pupil was working at T1 at the end of Year 7 (expected GCSE outcome grades 1-2)
* 6 pupils were working at T2 at the end of Year 7 (expected GCSE outcome grades 3-4)
* 14 pupils were working at T3 at the end of Year 7 (expected GCSE outcome grades 4-5)

Of the 22 pupils who did not meet age-related expectations in Maths in KS2:

* 2 pupils were working at T1 at the end of Year 7 (expected GCSE outcome grades 1-2)
* 7 pupils were working at T2 at the end of Year 7 (expected GCSE outcome grades 3-4)
* 11 pupils were working at T3 at the end of Year 7 (expected GCSE outcome grades 4-5)
* 2 pupils were working at T2 at the end of Year 7 (expected GCSE outcome grade 6)