



Pupil Premium Grant Spending Review October 2020

Grant Allocation 2019-2020 - £174,245

Actions	Desired outcome	Staff lead	Cost	Review timeline	Strategic review evidence & notes	Decision for next year
<p>A1. Creation and distribution of easy to understand and use pupil data following data drops to SLT, HODs, HOYs, teachers, and tutors.</p>	<p>Enhanced use of pupil data from data drops which allows tracking by subject, focus group (i.e. disadvantaged / service child) and attitude to learning</p>	<p>SLT – data</p>	<p>£8,000</p>	<p>Each data drop</p>	<p>Whole school data spreadsheet used by SLT, HODs, HOYs, teachers and tutors used to inform planning and interventions. Spreadsheet allows thorough analysis of trends for focus group data compared to cohort. Pupil progress meetings were scheduled after each data drop (twice a year per year group). 30 pupils identified for intervention/ support/ mentoring. PP pupils identified as a priority to maximise their progress. Meetings were unable to continue during the first lockdown. Impact via results will take more time to come through.</p>	<p>Continue with a focus to track improvements of individuals between data drops.</p>
<p>A2. Reduced class sizes KS3 and 4 in English and Maths through employment of additional teaching staff.</p>	<p>Reduced class sizes lead to better teaching and learning outcomes in core subjects. Disadvantaged pupils can be placed in classes where they make most progress.</p>	<p>IHN/CL</p>	<p>£25,000</p>	<p>Each data drop</p>	<p>Class size reduction has shown an impact on engagement. Pupils are now place in the class that best supports their progress and ability. Teachers can increase stretch and challenge and there is more one to one time in class. The impact of these changes is currently through staff and pupil feedback as well as lesson observations. Again, limited due to lockdown 1. Impact via results will take more time to come through.</p>	<p>Continue</p>



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<p>A3. Audit and review SOLAs at KS3 7-9 thinking hard</p>	<p>To ensure foundation for solidly built for KS4 High challenge for KS4</p>	<p>JLE/CL</p>	<p>£3,000</p>	<p>Termly</p>	<p>During curriculum review process, CLs were asked to ensure that the concepts that were part of their KS3 curriculum are challenging and provide foundations for 6+ at Key Stage 4. CLs completed a survey in Nov 2019, and the majority of subjects felt that their KS3 curriculum was sufficiently challenging. Subjects not asked are to be surveyed Nov 2020</p>	<p>Continue.</p>
<p>A4. Specific intervention programme across KS4 in tutor time, in class interventions and revision programme after school.</p>	<p>Through access to intervention and revision sessions disadvantaged pupils behind target are given the best opportunity to make additional progress.</p>	<p>IHN/Y11 HOY</p>	<p>£27,400</p>	<p>Each data drop</p>	<p>Through pupil progress meetings, PP were identified and had specific targeted intervention facilitated. Good working atmosphere in intervention sessions in tutor time and after school revision up until schools closed in March.</p>	<p>Continue restrictions permitting.</p>
<p>A5. Revision materials provided free for looked-after-children and pupils who currently receive free-school meals in KS4.</p>	<p>Full access to revision materials means that every pupil has the best opportunity to do well in preparing for their mocks and exams.</p>	<p>CL</p>	<p>£3,000</p>	<p>Learning walks & pupil surveys before mocks & exams</p>	<p>All FSM/ LAC pupils were provided with the necessary revision materials free of charge.</p>	<p>Continue</p>
<p>A6. Homework Hub, before and after school support.</p>	<p>Specialist curriculum linked TA support every evening after school and before school opportunities at breakfast club.</p>	<p>SENDCo/TAS</p>	<p>£3,000</p>	<p>Termly</p>	<p>Breakfast club before school and homework club afterschool provided excellent support for the pp pupils. Subject specialists providing support for homework ensuring PP pupils had access to all the ICT support they needed. The sessions also provided support and extra learning opportunities.</p>	<p>Continue restrictions permitting</p>



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A7. Funding of “CPL Tuesday” programme of professional development for teaching staff and LSAs.	Expanded CPL opportunities for teachers and LSAs.	SLT – teaching & learning	£10,500	Annual staff survey	CPL sessions delivered as a follow on from the Key sessions on Trauma informed practice and attachment (TIPA). Staff were able to focus on specific strategies suitable to help PP plus. Constant reinforcement on high expectations across school to ensure PP are pushed to reach their full potential. Lesson study strategies individual pupils to promote progress.	Continue restrictions permitting.
A8. Funding for ICT facilities and homework clubs	Disadvantaged pupils have access to excellent ICT facilities on site and are thus not dependent on what they have at home.	Network manager / CLs	£5,000	Fortnightly SLT line management	The school is consistently spending money to upgrade ICT suites with new computers, monitors and peripherals. All newly appointed TAs working 0800-1600 contracts so are available for homework clubs. Specific targeted homework clubs facilitated by CL TAs.	Continue restrictions permitting.

B. Wider strategies: Disadvantaged pupils have priority access to support for personal, social and emotional wellbeing.

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B1. Increased emotional support for pupils through MH strategy, ELSA and Nexus mentors.	Disadvantaged pupils have prioritised access to ELSA provision and mentors. Individuals involved are supported to address emotional/mental health-related barriers to learning and wellbeing.	PNN- MH strategic Lead/ ELSA / Nexus Academy	£22,000	Termly	2 and a bit ELSAs. Y Services, Upturn, counsellor 3.5 hours each week. Appointment of whole school assistant mental health lead. PP prioritised for sessions.	Continue



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B2. Appointment of Mental Health Lead with accreditation to train in house	Whole school strategy to support and address low level mental health issues. All front-line pastoral staff trained in MHFA	PNN	£1000	Termly	PNN strategic lead, no training due to Covid 19 intention to do MHFA 2 day by CDN to then facilitate in house training.	Continue
B3. Mentoring for vulnerable disadvantaged pupils	Individuals involved are supported to make improved academic progress and to integrate fully within the classroom and whole school life.	HOYs/Nexus	£2,000	Each data drop	Earlier identification allowing for bespoke intervention. KHD team to begin work this term. AHS/FAN further ACEs training. Need to allow more time to see an improvement in academic progress.	Continue restrictions permitting.
B4. One-to-one and small group support linked to anxiety, bereavement, and mental health	Individuals involved are supported to address emotional and mental health-related barriers to learning more effectively and as a result make better progress.	PNN/ELSAs	£6,200	Individual to each pupil	Yoga sessions (anxiety small group girls) PAT dog, Nexus sessions. Feedback has been positive, evidence of impact on progress will take more time.	Continue
B5. Alternative provision where appropriate e.g. one-to-one tuition, A Place to Learn, placement in pupil referral units or emotionally vulnerable units as appropriate to pupils' needs.	Disadvantaged pupils with particular needs or behaviour issues are enabled to engage with their learning in a more appropriate setting. The ultimate aim is re-integration within the classroom and school as a whole.	HOYs	£4,600	Individual to each pupil	Wessex Dance three pupils. The Key 1:1, 3 pupils. One pupil currently transitioning back successful so far. X2 Yr11 girls One pupil ice skating lessons. Positive feedback from pupils. More evidence with school behaviour points would be useful moving forward. Nexus is going to do more in house.	Continue restrictions permitting but with Nexus providing more provision.



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B6. Engagement with external agencies e.g. Moving On Project, CAMHS, Early Help Hub, Hampshire Educational Psychology Service, Children's Services.	Disadvantaged pupils are supported to cope with traumatic experiences and deal with their emotional, social and mental health difficulties, leading to improved integration within the classroom and school as a whole.	PNN/HOYs	£4,600	Individual to each pupil	Pastoral teams prioritising focus group pupils including pupil premium when referred by staff. Lockdown prevented some services from continuing.	Continue
B7. Additional one-to-one tuition for pupils at risk of poor progress in English and/or Maths, or for who are exceptionally gifted.	Individual pupils concerned make improved progress over time / opportunity to study above GCSE level.	M&M coordinator/CLs	£4,600	Each data drop	A pupil in year 10 has three extra one hour sessions with a tutor to help prepare them for their A level in maths as their have done their GCSE already. Extra timetabled lessons of English and Maths at KS4 for the lower ability pupils.	Continue
B8. Enhanced pastoral support through Year Teams linked to behaviour in school, emotional wellbeing, mental health, gender identity and family issues	Through expanded Year Teams including the appointment of non-teach assistant HOYs, vulnerable disadvantaged pupils are supported in addressing a variety of barriers to learning and wellbeing.	HOYs/Nexus	£4,600	Quarterly	Pastoral teams prioritising focus group pupils including pupil premium when referred by staff. Nexus sessions provided.	Continue
B9. Breakfast club every day provides food and drink free of charge to disadvantaged pupils.	Nutritious food is provided for pupils who might otherwise not have eaten. Pupils are more ready to engage fully with all aspects of school.	JHE/ Catering Manager	£1,000	Quarterly	Breakfast club numbers increased from 3 pupils to 45 pupils over the 14 weeks it ran before lockdown. This was 6 meals to 163 meals. All pupils could get a hot meal from the dining hall and took it to Nexus. Nexus facilitated the groups into different	Continue restrictions permitting.



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					<p>activities including current affairs, core subject intervention linked to curriculum with Tas. A hot meal in the morning helped our pupils to be more alert and focused throughout the day. It was a secure, warm environment with familiar faces with whom the students could talk to in the morning; a chance to offload any built-up emotions that may have arisen before school /at home.</p> <p>Situations were diffused that may have impacted on the rest of their learning. Staff were informed of any information that was relevant to ensure the pupils day went as smoothly as possible. Evidence of impact through monitoring pupils behaviour records was less trackable due to new Edulink system.</p>	

C. Wider strategies : Disadvantaged pupils have full and equal access to extra-curricular opportunities.

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C1. Curriculum-linked school trips are fully funded for	Disadvantaged pupils are enabled to take part in all curriculum-linked school trips and events.	CLs	£4,000	Quarterly	All pupils had access to the Curriculum linked school trips. There was not a trip last year that someone missed out on due to being Pupil premium.	Continue restrictions permitting.



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disadvantaged pupils.						
C2. Support and subsidies are available for all other extra-curricular opportunities for disadvantaged pupils e.g. music lessons.	Disadvantaged pupils are enabled to take part in extra-curricular activities where financial or other issues might otherwise have been a barrier; in doing so they are supported to develop their talents and interests and challenged to raise aspirations.	CLs	£3,000	Quarterly	Last year we provided various support to pupils on top of curriculum-linked trip payments and revision guides, these included payments for music lessons, extra-curricular activities and uniform grants.	Continue
D1. Targeted one-to-one support and guidance from careers advisor for all pupils at KS4. Follow up prioritised for disadvantaged pupils.	Disadvantaged pupils are enabled to make informed and appropriate choices for their future.	TNE/SPW	£3,500	Quarterly	Priority careers interviews with LAC, Pupil premium and all disadvantaged categories. All will be followed up and potential NEET issues resolved asap.	Continue
D2. School's Y10 work experience costs are fully funded for disadvantaged pupils.	Disadvantaged pupils are enabled to take part fully in the school's Y10 work experience programme.	TNE/SPW	£1,000	Annually after Y10 completion of work experience	Did not happen this year due to Covid 19. If it does not happen next year pupils will benefit from virtual and video resources for support.	Continue restrictions permitting.
E1. Personalised liaison with primary school teachers focusing on needs of Pupil Premium pupils entering Y7.	Timely identification of needs and barriers to learning; planning for personalised intervention by tutors and Y7 pastoral team.	HOY Y7/Tutors	£11,000	Annual – Autumn Term	Zoom/google meets/phone calls had with primary school Year 6 leads/HT. PP pupils identified on initial data spreadsheets sent from primary. Pupil profiles created on all pupils and tutors have access. This has led to tutors having a good understanding of their pupils from day 1.	Continue restrictions permitting.



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<p>E2.Enhanced transition programme for vulnerable Pupil Premium pupils entering Y7.</p>	<p>Faster settling at secondary school; reduction of impact of emotional/social barriers to learning in Y7.</p>	<p>RMS/HOY Y7/Nexus</p>	<p>£5,000</p>	<p>Quarterly</p>	<p>Extra transition visits for pupils to the school in a small group setting, 1-1 tours and JBR/SHS calls/meetings with parents and AHS where appropriate Extra transition pupils have priority access to the DDZ-passes will be made this year</p> <p>Snapshots ATL-Mentoring for pupils who accrue S/I ATL grades. Vulnerable pupils made progress in line with their targets.</p> <p>JBR has made phone calls to all identified PP extra transition pupils. No tours available due to Covid 19. JBR continuing monitoring of pupils in new term.</p>	<p>Continue restrictions permitting.</p>
<p>E3.One-to-one academic and motivational mentoring in Y7 for identified Pupil Premium pupils.</p>	<p>Increased pupil resilience and personal responsibility for individual pupils; improved behaviour/attitude to learning.</p>	<p>HOY Y7</p>	<p>£5,000</p>	<p>Quarterly</p>	<p>54 PP pupils in Year 7 cohort 2019-2020. A core group were selected for meets with JBR/SHS based on how pupils settle in, extra transition needs, emotional wellbeing, parent/teacher concerns and snapshot/academic performance.</p> <p>1-1 Academic motivational mentoring was successful and has now been transferred to another team to cover all of KS3.</p> <p>43 pupils identified in 2020-2021 cohort.</p>	<p>Continue</p>



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<p>E4. Nurture Groups for Y7 pupils entering secondary school who are not ready for the mainstream classroom environment due to emotional, behaviour or developmental issues. Pupil Premium pupils have prioritised access to joining a Nurture Group.</p>	<p>Increased enjoyment of school; increased confidence and self-esteem; increased concentration and problem-solving skills; improved literacy and numeracy; improved resilience. Over time, pupils are ready to integrate productively into the classroom after two or more terms in a Nurture Group.</p>	<p>Nurture Lead/s</p>	<p>£25,000</p>	<p>Each data drop</p>	<p>Nurture Group, as a distinct Y7 daily provision, did not happen in 2019-2020. This was due to the make-up of the Y7 cohort. In 2018-2019 there were a group of identified pupils who were taught with a Nurture Base for the first 2 lessons of every day, up until Easter. Three Boxhall profiles were completed on each of these pupils. In 2019-2020 the Nurture ethos and provision was widened to support pupils from any year group who were struggling with a full-curriculum. Some case studies were done of the impact of Nexus on certain pupils.</p>	<p>Continue</p>
<p>F1. Designated teacher oversight of provision for looked-after children's needs as identified within PEP and agreed with Hampshire Virtual Head</p>	<p>Looked-after children make as good as or better academic progress as their cohort and have access to the full range of academic and extra-curricular experiences and opportunities offered by the school.</p>	<p>LAC lead/FAN</p>	<p>£40,000</p>	<p>Each data drop; regular review meetings</p>	<p>Cams Hill continues to be highly regarded by both Hampshire Virtual School and by Portsmouth Virtual School for the support it provides our LAC. 2019-2020 we had 20 LAC and this academic year we have 19. We usually have an annual visit from a member of the Virtual School Hampshire who goes through our PEPs, discusses all our pupils and evaluates are support. This did not happen in 2019-2020 because of Covid 19. Year 10 LAC from last year did exactly the same as the whole cohort in terms of attainment v targets. (There were 3 LAC in Y10)</p>	<p>Continue</p>



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G1. Appointment of Attendance Officer; home visits and individualised support for pupils with significant or long-term absence.	Reduced number of disadvantaged pupils with less than 95% attendance (which will improve their academic progress). Pupils with long-term absence are individually supported/engaged with by attendance officer.	Attendance Officer	£6,400	Each data drop	All initial contact with parents regarding attendance matters made by 'phone, rather than letter. Weekly analysis of data from new whole school spreadsheet, which filters each group and highlights problem areas. PP attendance was not monitored during March 2020 lockdown due to nature of how learning provision was provided however PP attendance 91.7% for Autumn term 2020.	Continue.