



Barriers to learning and engagement

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| A | Some disadvantaged pupils do not have full and equal access to all learning opportunities. |
| B | Some disadvantaged pupils do not feel they have adequate support for their personal, social and emotional wellbeing. |
| C | Some disadvantaged pupils cannot afford to access extra-curricular opportunities. |
| D | Some disadvantaged pupils need extra support to make appropriate choices regarding their future and career, including financial support for work experience. |
| E | Some disadvantaged pupils need additional support to make a positive transition from primary to secondary school. |
| F | Looked-after children including those recently looked-after need further additional support to access all aspects of secondary school. |
| G | The attendance of some disadvantaged pupils is below the school's 95% target, and a small number have significant or long-term absence. |

Desired outcomes and success criteria

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| A | Disadvantaged pupils have full and equal access to all learning opportunities within school. | Academic progress for disadvantaged pupils is as good or better than their cohort. For Y11, progress 8 is equal to or better than 0 (the national average for all pupils). |
| B | Disadvantaged pupils have priority access to support for personal, social and emotional wellbeing. | Wellbeing and integration in the classroom and whole school life for disadvantaged pupils is as good as or better than their cohort. Individual pupils in need of a high level of additional support receive prioritised access to |



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| | | interventions led by Year Teams and Nexus Academy staff. |
| C | Disadvantaged pupils have full and equal access to extra-curricular opportunities. | For disadvantaged pupils, a) curriculum-linked school trips are fully funded; b) subsidies are available for all other extra-curricular opportunities; and c) involvement in extra-curricular opportunities is increased. |
| D | Disadvantaged pupils have the guidance and support they need to make good choices for their future and fully access the school's work experience programme. | Disadvantaged pupils have increased awareness of their post-16 choices and make appropriate choices regarding their career and future. Full funding for work experience costs for this group. |
| E | Disadvantaged pupils are enabled to make a positive transition from primary to secondary school. | Disadvantaged pupils have as good or better outcomes in Y7 compared to their cohort. Individualised programme for pupils who need further additional support enable at-risk. |
| F | Looked-after children including those recently looked-after receiving fully funded further additional support to ensure full and equal access to the school's learning opportunities and support for wellbeing. | 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. |
| G | Disadvantaged pupils with below 95% attendance or with long-term absence are supported through enhanced attendance monitoring on an individual basis. | 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. |



Planned actions and expenditure

A. Teaching Priorities and Targeted Academic Support: Disadvantaged pupils have full and equal access to all learning opportunities within school.

| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
|---|--|-------------|---------|-----------------|----------------------|-----------------------------------|------------------------|
| Creation and distribution of easy to understand and use pupil data following data drops to SLT, HODs, HOYs, teachers, and tutors. | Enhanced use of pupil data from data drops which allows tracking by subject, focus group (i.e. disadvantaged / service child) and attitude to learning | IHN/ AKP | £8,000 | Each data drop | | | |
| Reduced class sizes KS3 and 4 in English and Maths through employment of additional teaching staff. | 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. | IHN/CL | £25,000 | Each data drop | | | |
| Audit and review SOLAs at KS3 7-9 thinking hard | To ensure foundation for solidly built for KS4 High challenge for KS4 | JLE/CL | £3,000 | Termly | | | |
| <i>Specific intervention programme across KS4 in tutor time, in class</i> | <i>Through access to intervention and revision sessions disadvantaged pupils behind target are given the best</i> | IHN/Y11 HOY | £27,400 | Each data drop | | | |



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| interventions and <i>revision programme after school.</i> | <i>opportunity to make additional progress.</i> | | | | | | |
| Revision materials provided free for looked-after-children and pupils who currently receive free-school meals in KS4. | Full access to revision materials means that every pupil has the best opportunity to do well in preparing for their mocks and exams. | CL | £3,000 | Learning walks & pupil surveys before mocks & exams | | | |
| Homework Hub, before and after school support. | <i>Specialist curriculum linked TA support every evening after school and before school opportunities at breakfast club.</i> | SENDCo/TAs | £3,000 | Termly | | | |
| <i>Funding of “CPL Tuesday” programme of professional development for teaching staff and LSAs.</i> | <i>Expanded CPL opportunities for teachers and LSAs.</i> | SLT – teaching & learning | £10,500 | Annual staff survey | | | |
| Funding for ICT facilities and homework clubs | <i>Disadvantaged pupils have access to excellent ICT facilities on site and are thus not dependent on what they have at home. Disadvantaged pupils provided where feasible (if needed) a laptop to access online learning during school closures due to COVID.</i> | Network manager / CLs | £5,000 | Fortnightly SLT line management | | | |



| B. Wider strategies: Disadvantaged pupils have priority access to support for personal, social and emotional wellbeing. | | | | | | | |
|--|---|--|-------------|--------------------------|-----------------------------|--|-------------------------------|
| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
| 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 | | | |
| 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 | | | |
| 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 | | | |
| One-to-one and small group support linked to anxiety, | Individuals involved are supported to address | PNN/ELSAs | £6,200 | Individual to each pupil | | | |



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| bereavement, and mental health | emotional and mental health-related barriers to learning more effectively and as a result make better progress. | | | | | | |
| <i>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.</i> | <i>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.</i> | HOYs | £4,600 | Individual to each pupil | | | |
| <i>Engagement with external agencies e.g. Moving On Project, CAMHS, Early Help Hub, Hampshire Educational Psychology Service, Children's Services.</i> | <i>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.</i> | PNN/HOYs | £4,600 | Individual to each pupil | | | |
| 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 | | | |



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| 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 | | | |
| <i>Breakfast club every day provides food and drink free of charge to disadvantaged pupils.</i> | <i>Nutritious food is provided for pupils who might otherwise not have eaten. Pupils are more ready to engage fully with all aspects of school.</i> | JHE/ Catering Manager | £1,000 | Quarterly | | | |

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

| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
|--|---|-------------------|-------------|------------------------|-----------------------------|--|-------------------------------|
| <i>Curriculum-linked school trips are fully funded for disadvantaged pupils.</i> | <i>Disadvantaged pupils are enabled to take part in all curriculum-linked school trips and events.</i> | CLs | £4,000 | Quarterly | | | |
| <i>Support and subsidies are available for all other extra-curricular opportunities for disadvantaged pupils e.g. music lessons.</i> | <i>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</i> | CLs | £3,000 | Quarterly | | | |



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| | <i>to develop their talents and interests and challenged to raise aspirations.</i> | | | | | | |
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D. Targeted Academic support: Disadvantaged pupils have the guidance and support they need to make good choices for their future and fully access the school's work experience programme.

| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
|--|--|-------------------|-------------|--|-----------------------------|--|-------------------------------|
| 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 | | | |
| 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 | | | |

E. Targeted Academic support: Disadvantaged pupils are enabled to make a positive transition from primary to secondary school.

| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
|---|--|-------------------|-------------|------------------------|-----------------------------|--|-------------------------------|
| Personalised liaison with primary school teachers | Timely identification of needs and barriers to learning; | HOY Y7/Tutors | £11,000 | Annual – Autumn Term | | | |



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| focusing on needs of Pupil Premium pupils entering Y7. | planning for personalised intervention by tutors and Y7 pastoral team. | | | | | | |
| Enhanced transition programme for vulnerable Pupil Premium pupils entering Y7. | Faster settling at secondary school; reduction of impact of emotional/social barriers to learning in Y7. | RMS/HOY Y7/Nexus | £5,000 | Quarterly | | | |
| One-to-one academic and motivational mentoring in Y7 for identified Pupil Premium pupils. | Increased pupil resilience and personal responsibility for individual pupils; improved behaviour/attitude to learning. | HOY Y7 | £5,000 | Quarterly | | | |
| 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. | 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. | Nurture Lead/s | £25,000 | Each data drop | | | |

F. Targeted Academic support : Looked-after children including those recently looked-after receiving fully funded further additional support to ensure full and equal access to the school's learning opportunities and support for wellbeing.



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| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
|--|---|--------------------|---------|---|----------------------|-----------------------------------|------------------------|
| Designated teacher oversight of provision for looked-after children's needs as identified within PEP and agreed with Hampshire Virtual Head | 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. | LAC lead/FAN | £40,000 | Each data drop; regular review meetings | | | |
| <p>G. Wider strategies: Disadvantaged pupils with below 95% attendance or with long-term absence are supported through enhanced attendance monitoring on an individual basis.</p> | | | | | | | |
| Actions | Desired outcome | Staff lead | Cost | Review timeline | Interim review notes | Strategic review evidence & notes | Decision for next year |
| 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 | | | |



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Note : Actions and desired outcomes in *italics* are currently unable to operate or are operating on a reduced scale due to Covid restrictions in line with the health and safety government guidance and in line with the School's own risk assessment.