

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------|
| School name | Cams Hill School |
| Number of pupils in school | 1218 |
| Proportion (%) of pupil premium eligible pupils | 17.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Aly Potts |
| Pupil premium lead | Jorden Anderson-Poore |
| Governor / Trustee lead | JoAnna Bowles |

Funding overview

| | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £ TBC |
| Recovery premium funding allocation this academic year | £ TBC |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ TBC |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ TBC |

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft prejudice of low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence providing the opportunity for all our pupils to excel. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

We will ensure that all teaching staff are involved with the analysis of the data and identification of pupils, so they are fully aware of the strengths and weaknesses across the school.

We will also ensure that disadvantaged pupils have full access to all learning opportunities and extracurricular activities offered by the school. There is an appointed adult who has oversight of all extracurricular opportunities who will encourage and support all pupils interested.

The school will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or looked after and will ensure that the activity we have outlined in this statement is also intended to support their needs regardless of whether they are disadvantaged or not. This includes ensuring that these pupils have adequate support for their personal social and emotional well-being.

We will also look to support the attendance of any disadvantaged pupils whose attendance falls below the schools 95% target including those who have significant or long-term absence.

High quality teaching is at the heart of our approach with a particular focus on ensuring our progress 8 and attainment 8 figures are above national average. In addition to this we would like to see a 3-year rolling average of 5+ basics above national average for disadvantaged pupils in English and Maths.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through our small group tutoring programmes which includes core subject tutoring for pupils whose education has been worst affected by the partial school closure owing to the Covid 19 global pandemic.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Insufficient progress for key cohorts: Disadvantaged White British Boys and Disadvantaged SEND. |
| 2 | Lack of opportunities with homework and revision at home. |
| 3 | Achieving a grade 5+ in English and Maths. (Poor levels of literacy and numeracy.) |
| 4 | Disadvantaged pupils can struggle to attend school particularly those who are also SEND or have a high level of inclusions needs. |
| 5 | Lacking cultural capital and low aspirations for future destinations. |
| 6 | Negative impact on progress caused by poor behaviour and disruption to learning. |

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 |
|---|---|
| Improve outcomes for progress 8 subjects. | 3 year rolling average of P8 above national average for disadvantaged pupils |
| Improve Outcomes for attainment 8 | Achieve national average for attainment 8 for disadvantaged pupils. |
| <p>Improve pupil behaviour for learning and engagement in lessons to impact positively on progress and improve the proportion of pupils achieving grade 5 or above in English and Maths.</p> <p>% Grade 5 or above in English and Maths</p> <p>Improve literacy and numeracy levels so that pupils can access the whole curriculum.</p> | <p>Pupil premium pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils.</p> <ul style="list-style-type: none"> • Reduce the number of behaviour incidents logged for pupil premium pupils and bring in line with average for all pupils. • Improved parental engagement evidence by meeting logs. • Increased engagement is evident through leaning walks and temperature tests, access to the curriculum and progress. <p>3 year rolling average of 5+ basics above national average for disadvantaged pupils</p> <ul style="list-style-type: none"> • 90% of KS3 read at, or above, chronological reading age. • Standardised reading scores are in line, or above, national averages. |

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| <p>Improving attendance for disadvantaged pupils to above national average Improve attendance levels and limit suspensions.</p> | <ul style="list-style-type: none"> • Persistent Absence rate for pupil Premium pupils will be in line, or lower than national averages. • Pupil premium pupils will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through attendance meetings and home visits log. • Attendance matters tracked consistently, and interventions implemented through Year Team attendance meetings with Attendance Officer. <p>Pupils who struggle to regulate their behaviour at school will work closely with the pastoral team and the nexus academy support and intervention programmes and utilise strategies and intervention internally and externally to support them. This will be in conjunction with the school's good behaviour policy.</p> <p>Ensure attendance of disadvantaged pupils is above 95%</p> |
| <p>EBACC Entry</p> | <p>Ensure that Disadvantaged pupils EBACC entry is in line with those of all other pupils in the school.</p> |
| <p>Raise aspirations of Disadvantaged pupils.</p> <p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p> | <p>Disadvantaged pupils will be prioritised with regards to CEIAG intervention and will be the first set of pupils to receive Careers appointments.</p> <ul style="list-style-type: none"> • 100% of Pupil Premium pupils attend a meeting with the careers officer in year 10 and 11. • Not in Education Employment or Training figures for Pupil Premium are in line with, or lower than, national average. |
| <p>Improve pupil progress and outcomes for all and especially for key cohorts Improve outcomes for progress 8 subjects. Improve Outcomes for attainment 8</p> | <ul style="list-style-type: none"> • Pupil premium pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils. • Pupil premium pupils to achieve, or exceed, P8 averages, in line with national averages for all pupils. • Pupil premium pupils to achieve, or exceed, ATT8 averages, in line with national averages for all pupils. |

Activity in this academic year

Teaching Priorities for current academic year

Budgeted cost: TBC

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Priority 1</i> Year group Action Plans and Strategies including Data tracking meetings for Year leader interventions.</p> <p>English – Introduce setting; consider right teacher, right teaching group</p> <p>Include specific bespoke programmes for pupils including Nexus provision and targeted interventions in English</p> | <p>Rigorous monitoring and tracking of pupil progress through Curriculum Leaders, Head of Year and DHT (Data and progress)</p> <p>Recall strategies focussed on; returned papers used to guide higher expectations; exam technique and specific questions focus; evaluate impact of the library on progress and attainment outcomes; target pupils early for focussed revision activities based on areas of specific need; increase comms with parents/carers; refine website revision focus; consider introduction of small group withdrawal with intervention.</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives pupils an insight into the world view of others (The Reading Agency 2015).</p> | <p>1,3,5,6</p> |
| <p><i>Priority 2</i> Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Using real time provision to support gaps caused by Covid 19 Lockdowns</p> | <p>Look at Pitch and challenge of SOLAS at KS3 to ensure foundation solidly built for KS4.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>We have increased the time given in the CPL calendar to teachers for their own individual CPL and for departmental CPL focussed on the core principles of Learning at Cams Hill. We have</p> | <p>1,3,6</p> |

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| | <p>encouraged teachers to access a range of CPL opportunities relevant to their areas of focus and have provided cover support for teachers to observe and collaborate with other teachers.</p> <p>Digital technology can add up to +4 months progress (EEF, 2020)</p> | |
| Books and revision guides provided to students as part of year 11 strategy | To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation | 1,2,3,5 |

Targeted academic support

Budgeted cost: TBC

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Priority 1</i></p> <p>Specific interventions across KS4 for low attaining disadvantaged pupils including structured in class interventions and additional tutor time support opportunities across KS4 to close the gap. Additional support through tutoring programmes including learning Mentors. Increased Data analysis through data meetings with the Deputy Headteacher and year teams including whole school analysis utilising whole school data spreadsheet published by AKP.</p> | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) | 1,3,4,5,6 |

Wider strategies

Budgeted cost: TBC

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>Priority 1</i> Increasing attendance at breakfast club amongst disadvantaged pupils by enhancing the opportunities and provision.</p> | <p>Research shows hungry children do not perform as well.</p> | <p>1,2,3,4,5</p> |
| <p><i>Priority 2</i> Ensure all identified pupil premium pupils with poor attendance to school have access to key staff including Attendance Officer, Head of Year and Assistant Head of Year.</p> <p>Barriers to attending school are identified and a personal attendance plan is completed.</p> <p>Curriculum support via the Safeguarding and Inclusion Lead or Alternative provision through The Nexus Academy supports learning</p> <p>Sustain a system of rewards and incentives for improved</p> | <p>Improve the attendance of pupil premium pupils and reduce the numbers who are disadvantaged persistent absentees.</p> <p>The attendance of some pupil Premium pupils to school is below National expectations. Many pupil premium pupils have significant social and emotional barriers to learning and are subject to external multiagency plans. (National pupil premium attendance is 87.6% at Cams Hill School the average pupil premium pupils' attendance is 90.3%)</p> <p>Bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.</p> | <p>1,3,4,6</p> |

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| <p>attendance to school. Personalised rewards and recognition to ensure whole school profile raised</p> <p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship</p> <p>Reduce the number of Exclusions. Reduce the number of Suspensions. Reduce the number of Permanent Exclusions.</p> | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>Ensure parents of pupil premium pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Officer and Year Teams arrange appointments at all parent and tutor evenings.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress</p> <p>Disadvantaged pupil outcomes will not be improved if they lose valuable lesson time. Disadvantaged pupils have a higher national percentage of Permanent Exclusions. If they are excluded by the school, they have less chance of becoming productive members of society.</p> <p>Pupil premium pupils are 4 times more likely to receive FT 1, 5 9 exclusions (Peter Humphries Senior HMI Sec Ed pupil Premium Conference: 23/3/2018)</p> | |
| <p><i>Priority 3</i></p> <p>Alternate provision through the Nexus Academy supports academic progress as well as SEMH support.</p> <p>Use additional capacity of 5 AHOYs to positively reinforce good behaviour,</p> | <p>Pupil premium students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> | <p>1,3,5,6</p> |

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| <p>engagement and attitude to learning.</p> <p>Offer consistency through a whole school behaviour policy.</p> <p>Offer internal bespoke SEMH interventions to pupils and parents who request it using a qualified counsellor increased ELSA provision, drawing and talking and personalised tutoring for emotion coaching and emotional wellbeing.</p> <p>Work with external agencies including CAMHS, Kooth and MASH to support pupils and families.</p> <p>Duke of Edinburgh Award</p> | <p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p> <p>Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p> <p>Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning</p> <p>Offer Enrichment opportunities/trip to disadvantage pupils identified by their Year Team based on need. It is essential that disadvantaged pupils, for their own wellbeing experience different settings and experiences.</p> | |
| <p><i>Priority 4</i></p> <p>Ensure that Pupil premium pupils receive early targeted CEIAG intervention to ensure that they have high future aspirations for their future destinations.</p> | <p>The CEIAG Coordinator and KS4 Year Teams will ensure that all Pupil Premium pupils are prioritised for Careers interviews in both Year 10 and Year 11.</p> | <p>5</p> |

Total budgeted cost: TBC

Recovery Premium – Awaiting information from finance

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------|--|-------------------------------|
| <i>Priority 1</i> | <p>Support the quality of teaching, through staff professional development. And learning opportunities</p> <p>Curriculum development time allocated as part of CPL calendar. Admin time for staff training and development; CATs tests to ensure targeted follow up.</p> | 1,3,6 |
| <i>Priority 2</i> | <p>Provide targeted academic support through Nexus tutoring.</p> <p>Tutoring provided by the Nexus Academy tutor team for pupils identified by Year Teams and through data drops for all pupils identified who need additional support.</p> | 1,3,4,6 |
| <i>Priority 3</i> | <p>To deal with non-academic barriers to success in school, through focus and strategic attendance, behaviour and social and emotional monitoring and support.</p> <p>As a school we offer a strong Pastoral support network which includes Counselling, Targeted Mental Health support from Solent Mind (Upturn) and through increased ELSA provisions, Anger Management, Drawing and Talking, Lego therapy and the PAT dog and Cat. Increasing Year Team provision so that each Head of Year has their own Assistant Head of Year to facilitate the increase in Pastoral care that is needed</p> | 1,4,5,6 |

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| | due to the complexities that the pandemic has created. | |
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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 pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Improve outcomes for Progress 8 subjects. This year TAGs were awarded for pupils, at Cams Hill school PP have achieved broadly in line with their peers.

Improve outcomes for Attainment 8. This year TAGs were awarded for pupils at Cams Hill School. PP pupils achieved in line with their peers.

67% of Grade 5 or above in English and Maths. This year TAGs were awarded for pupils at Cams Hill school. PP pupils achieved slightly below the rest of the cohort in English/Maths but closed the gap compared to previous years.

All pupils moved onto the next phase of their education journey with the results they achieved.

Improve attendance for disadvantaged pupils to above national average.

Pupil Premium pupil attendance at Cams Hill School year to date is at 90.3%, Attendance for disadvantaged pupils was lower than all others by 5.6% and continues to be a whole school target.

EBACC entry is in line with other pupils in the school.

Service pupil premium funding

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? | Employ additional ELSA hours and Mental Health Support Assistant to ensure there is more of a capacity to see pupils in need. |
| What was the impact of that spending on service pupil premium eligible pupils? | The school use the funds provided by the Service Pupil Premium to pay for the pastoral support, care and intervention for any |

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| | service pupils who may be struggling with their wellbeing. It is hoped that these interventions will help to mitigate the negative impact on service children of family mobility or parental deployment. |
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Further Info

For Pupil Premium, spending, we also allocate a small amount throughout the year on subject specific interventions. Departments can request funding but must show the rational and evidence base for the funding request. Previous applications have included new software, access to online learning via Zoom and Online learning platforms. Pupil Premium funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.