

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1242
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Aly Potts
Pupil premium lead	Jacqueline Wilson
Governor / Trustee lead	JoAnna Bowles

Funding overview

	Amount
Pupil premium funding allocation this academic year	£ 163,695
Recovery premium funding allocation this academic year	£ 35052
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 198,747

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment so that all pupils irrespective of their background or challenges they face achieve their full potential, make good progress and enjoy their learning. Our goal is to level the playing field so 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. We want our pupils to be prepared for the real world and the next stages of their education. We aim to provide them with a variety of extra-curricular and enrichment opportunities to help build cultural capital to help inspire them to be the best that they can be and make positive contributions to society. Our Pupil Premium Strategy aims to support our pupils through careful planning, regular tracking, targeted support and tailored interventions to ensure all children can succeed academically. 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 activities we have outlined in this statement are 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.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress for Pupil Premium pupils compared to the attainment and progress of other pupils.
2	Pupil Premium attendance is lower on average than the attendance of other pupils.
3	Levels of literacy and numeracy are lower for Pupil Premium compared to other pupils. The gap for achieving a grade 5+ in English and Maths is too high.
4	Some of our Pupil Premium have low aspirations for themselves, a lack of educational ambition for future destinations, and they are lacking in cultural capital.

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
Pupil Premium pupils to attend school, and access the full curriculum by not missing days from school and thus, losing out on valuable learning time.	<p>Persistent Absence rate for Pupil Premium pupils will be in line, or lower than national averages.</p> <p>Pupil Premium pupils will achieve, or exceed, attendance percentages in line with national averages.</p>
Raise aspirations and motivation of pupils to increase attainment.	Pupil premium pupils to achieve, or exceed, attainment 8 averages, in line with national averages for all pupils.
Raise aspirations and motivation of pupils to maximise progress.	Pupil premium pupils to achieve P8 score in line with or better than all pupils.
Improve literacy and numeracy skills to increase confidence so that pupils can access the whole curriculum and improve the proportion of pupils achieving grade 4+ and grade 5+ in English and Maths.	<p>Pupil premium pupils to achieve, or exceed, 4+ and 5+ basics, in line with national average for all pupils.</p> <p>Improved reading ages for pupils on Lexonik programme.</p>
Build 'cultural capital' through enrichment, experiences, and opportunities beyond the classroom to help further improve the aspirations and motivation of the Pupil Premium pupils.	<p>Increased involvement in extracurricular trips and activities.</p> <p>Good or outstanding attitudes to learning from data drops.</p> <p>Not in Education Employment or Training figures for Pupil Premium are in line with, or lower than, national average.</p>

Activity in this academic year

Teaching Priorities for current academic year

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year group Action Plans and Strategies including Data tracking meetings for Year leader, key Curriculum Leaders for interventions with AHT.	Data helps us identify the pupils who are off track so we can put in extra support. It ensures we put the resources into the right areas at the right time.	1,3
Quality first teaching a priority. Teaching and learning implementation team led by AHT driving a focus on Quality First Teaching strategies. Structured CPL for all staff on Teaching and Learning focusing on how pupils learn. Subject specialists in all areas.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. (EEF)	1,3,4
Books and revision guides provided to FSM 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)	1,3
Numeracy ninja sessions in tutor time at KS3.	Additional numeracy practise helps the pupils recap their learning from maths lessons to help them retain key skills.	1,3

Targeted academic support

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data analysis meetings with AHT and Curriculum Leaders, HOYS and SENCO to identify pupils for specific interventions.	It is vital that staff are aware of the pupils who need extra support so they can put strategies in place to support their learning. Evidence indicates that one to one tuition can be effective, delivering approximately	1,2,3,4

	five additional months' progress on average. (EEF 2020)	
Specific bespoke programmes for pupils in the Nexus academy.	We have found that giving pupils a tailored approach has resulted in them being able to focus more time on their core subjects which has improved their overall learning in school. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. (EEF)	1,3,4
NTP for identified pupils in year 8 and year 9 for English and Maths.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF)	1,3
Lexonik Reading intervention programme.	Lexonik reading intervention with year 7. A reading programme that helps build on their reading skills and hopes to improve their reading age in a small amount of time. 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).	1,3

Wider strategies

Budgeted cost: £63,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance at breakfast club amongst disadvantaged pupils by enhancing the	Research shows hungry children do not perform as well. (Various sources)	1,2,3,4

opportunities and provision.		
<p>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 so barriers to attending school are identified and a personal attendance plan is completed.</p>	<p>Data from Cams Hill School (Class of 2022) shows that attendance significantly impacts pupils progress and outcomes. A8 outcomes reduce as attendance reduces.</p> <p>The Department for Education (DfE) published research in 2016 which found that: 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.</p> <p>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</p> <p>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> <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>	2
<p>Curriculum support via the Safeguarding and Inclusion Lead or Alternative provision through The Nexus Academy supports learning.</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. The Nexus Study Centre within the Nexus Academy has been developed to support with this.</p>	1,2,3,4
<p>Improve family home school liaison and relationships by supporting potential attendance barriers such</p>	<p>Some pupils struggle to attend school so removing the barriers for them is important. We must not overlook the challenges some pupils face outside of school so anything we can do to get them into school we will.</p>	2

as uniform and food hardship.		
Alternate provision through the Nexus Academy supports academic progress as well as SEMH support.	<p>By offering a tailored approach for individuals we are aiming to keep them in education at our school. The amount of pupils with SEMH is increasing so we must support them with this with the resources we have.</p> <p>Pupil premium students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium)</p> <p>For behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. (EEF Toolkit - +3 months)</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>	1,2,3,4
Additional capacity of 5 AHOYs who are non-teach to positively reinforce good behaviour, engagement and attitude to learning but are also available for emotional support.	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 due to the complexities that the pandemic has created.	1,2,3,4
Internal bespoke SEMH interventions available to pupils including qualified counsellor sessions, increased ELSA provision, PAT dog, drawing and talking and personalised tutoring for emotion coaching and emotional wellbeing.	As a school we offer a strong Pastoral support network which we believe is key to supporting the pupils to achieve academically. Pupils will perform better if they are happy and not stressed. They are able to concentrate better in lessons when they are not worried about issues beyond the classroom.	1,2,3,4
Duke of Edinburgh Award	<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>Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation (EEF Toolkit - +4 months for outdoor adventure learning)</p>	4
Brecon Beacons Trip	An enrichment trip for our disadvantaged pupils to experience opportunities beyond	4

	school that they may never otherwise get to experience. The weekend focus on building resilience and confidence through various outdoor activities.	
Pupil Premium pupils receive early targeted CEIAG intervention to ensure that they have high future aspirations for their future destinations.	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.	4

Total budgeted cost: £198,747

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 2021 to 2022 academic year.

<p>The school P8 score for 2021-2022 was -0.2 for all pupils, this drops to -0.6 for disadvantaged pupils. However, if we removed the pupils who did not attend the school then this becomes (-0.21) which is in line with the rest of the pupils.</p> <p>The average grade achieved by the pupils was 5.29, this drops to 4.06 for disadvantaged pupils. If we removed the pupils who never attended school; it is 4.59. Attainment will continue to be a focus to close the gap.</p> <p>58% of all pupils achieved a grade 5+ in English and Maths, compared to 28.1% of disadvantaged pupils. This is a gap of 29.9%. This needs to be reduced and will continue to be a focus.</p> <p>All pupils moved onto the next phase of their education journey with the results they achieved.</p> <p>Disadvantaged pupils had an attendance of 90.2% compared to the attendance of all pupils which was 92.4% at Cams Hill School for 2021-2022. School attendance was 86.8% for FSM6, this was slightly higher than the FFT National of 84.9%. Attendance will continue to be a priority as it is so important.</p>
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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?	The fund contributed towards employing additional ELSA hours and an additional non teach assistant head of year 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 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.

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.