

Pupil premium strategy statement – Cams Hill School

This statement details our school's use of pupil premium 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 on pupil premium had within our school.

School overview

Detail	Data
School name	Cams Hill School
Number of pupils in school	1241
Proportion of pupil premium eligible pupils	20%
Proportion (%) of disadvantaged eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ian Hudson
Pupil premium lead	Jacqueline Wilson
Governor/trustee lead	JoAnna Bowles

Funding overview

	Amount
Pupil premium funding allocation this academic year	£200,100
Recovery premium funding allocation this academic year	£
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	£200,100

Part A: Pupil premium strategy plan

Statement of intent

Attend. Support. Expect.

Our intention is to provide an inspirational and inclusive teaching and learning environment so that all pupils, irrespective of their background or the challenges they face, achieve their full potential, make substantial 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 pupils' attendance is lower on average than the attendance of other pupils (but better than pupil premium pupils nationally).
3	Levels of literacy and numeracy are lower for pupil premium pupils compared to other pupils. The gap for achieving a grade 5+ in English and Maths is too high.
4	Some of our pupil premium pupils 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. The aim is to be the same as the rest of the school.</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 improve attainment 8 averages, moving towards national averages for 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 improve, 4+ and 5+ basics, moving towards the 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>Encourage involvement in extra curricular 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 pupils are in line with, or lower than, national average.</p>

Activity in this academic year

Teaching Priorities for current academic year

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium pupils a priority during year group strategy meetings following data tracking from data drops. These meetings include Head of Year, key Curriculum Leaders, SENDCO and AHT with information from class teachers. Key summary information shared with staff.	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
All pupils have subject experts in the room providing high quality teaching. We have invested a lot of time and revenue in this as we believe it is the most important factor. Structured CPL for all staff on Teaching and Learning focusing on the science of learning to ensure pupils needs are met. Phase 2 of developing a coaching culture to develop staff expertise.	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
Laptops provided for FSM pupils where needed to ensure they can complete homework and revision. Pencil cases/ calculators provided for FSM pupils if needed. Books and revision guides provided to FSM students in KS4.	To facilitate independent study and engage parental support. (EEF suggest +8 months progress for metacognition and self-regulation)	1, 3

Targeted academic support

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific bespoke programmes for pupils in the Nexus Academy who struggle to access a full mainstream curriculum. Some examples of this include forest school, yoga, access to study centre, drawing and talking therapy.	<p>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.</p> <p>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 topics, overcome barriers to learning and increase their progress through the curriculum. (EEF)</p>	1, 3, 4
Homework Club every Wednesday in the Library with a variety of teaching and non-teaching staff to support pupils with their home learning.	Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning. (EEF)	1, 3
Lexonik reading intervention programme.	<p>Lexonik reading intervention. Priority is with Year 7 and Year 10 pupils but is also offered to additional pupils where there is need. It is a reading programme that helps build on their reading skills and hopes to improve their reading age in a small amount of time.</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>	1, 3
Literacy lessons for KS3 on timetable.	Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects. (EEF)	1, 3
Literacy/reading sessions during tutor time.	Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely	1, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects. (EEF)	
Nexus Tutor group. A bespoke vertical tutor group supports pupils struggling with mainstream school, offering a safe, nurturing start to the day. Led by expert staff, it addresses the unique needs of these vulnerable pupils.	Having small tutor groups provides Pupil Premium students with more individual support, including academic help in tutor time. (Education Observatory – Pupil Premium primer)	1, 2, 4

Wider strategies

Budgeted cost: £54,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance at breakfast club amongst disadvantaged pupils by enhancing the opportunities and provision including a daily welfare check with a trusted adult. The children do not go hungry.	Research shows hungry children do not perform as well. (Various sources)	1, 2, 3, 4
Pupil Premium pupils with attendance below 90% are identified by the attendance team, including the Home School Link with oversight of attendance, Tutor, Head of Year and Assistant Head of Year. Working closely with the parents/carers and the pupil, barriers to attendance are identified, and a personalised individual attendance plan is developed. Incentives/rewards are given where there are improvements in attendance. Through close parental contact the school	<p>Analysis of a representative sample of 300 schools' Pupil Premium Strategy Statements found that 75% cited attendance as the main barriers to attainment for their pupils eligible for Pupil Premium funding. (EEF)</p> <p>For the academic year 2021/22, 22.5% of all pupils were eligible for free school meals. In that year, 37.2% of pupils eligible for free school meals were persistently absent, compared to 17.5% of ineligible pupils. (UK Parliament <i>Persistent absence and support for disadvantaged pupils Seventh report of 2022-2023</i>)</p> <p>It is particularly important for all parents to know who they can go to in the school if they are concerned about cost barriers to their child</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ensures parents of pupil premium pupils feel safe and confident engaging with school. Home visits are done to engage the hard to reach.</p>	<p>participating in any aspect of school - food, uniform, trips, curriculum. It is very helpful to parents if they know that there is a point of contact that they can be in touch with and seek support without judgment. <i>(UK Parliament Persistent absence and support for disadvantaged pupils Seventh report of 2022-2023)</i></p> <p>In Autumn Term 2023-2024, secondary pupils missed an average of 8.8% of sessions. Among disadvantaged pupils, absence rates were even higher, at 14.0%. <i>(FFT Analytics)</i></p> <p>The overall absence rate for FSM eligible pupils was almost twice that for non-FSM eligible pupils, 10.6% compared to 5.6%. Persistent absence rates were more than double, 33.0% for FSM eligible pupils and 13.8% for non-FSM eligible pupils. <i>(DFE – Pupil Absence in Schools in England Autumn to Spring 2023-2024)</i></p> <p><i>EEF Toolkit Parental Engagement suggests +3 months progress)</i></p>	
<p>The school strengthens family ties and supports pupils by providing food parcels, coffee mornings and help with uniform and food, to ensure the school and home are working collaboratively and cohesively to support the child.</p>	<p>Reducing parental conflict and supporting family relationships has become increasingly prominent in national policy in recent years. <i>(Early Intervention Foundation)</i></p>	2
<p>Alternate provision through the Nexus Academy supports academic progress as well as SEMH support.</p>	<p>Bespoke curriculum packages need to be established for some learners to re-engage them with learning and to give aspirations for future success. The Nexus Study Centre within the Nexus Academy has been developed to support with this.</p> <p>By offering a tailored approach to 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 <i>(Peter Humphries Senior HMI Sec Ed Pupil Premium)</i></p>	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	For behaviour interventions. This will also benefit all pupils in the classroom due to purposeful learning environment. <i>(EEF Toolkit - +3 months)</i> Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. <i>(EEF Toolkit Social and Emotional Learning +4 months)</i>	
Additional capacity of five AHOYs who are non-teach to positively reinforce good behaviour, engagement and attitude to learning to support pupils with an academic focus, 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 to support the disadvantaged pupils.	1, 2, 3, 4
Internal bespoke SEMH interventions available to pupils including qualified counsellor sessions, increased ELSA provision, forest school, 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 funded for FSM pupils.	Offer enrichment opportunities/trips to disadvantaged pupils identified by their year team based on need. It is essential that disadvantaged pupils, for their own wellbeing, experience different settings and experiences. Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation <i>(EEF Toolkit - +4 months for outdoor adventure learning)</i>	4
Brecon Beacons Trip	An enrichment trip for our disadvantaged pupils to experience opportunities beyond school that they may never otherwise get to experience. The weekend trip focuses on building resilience and confidence through various outdoor activities.	4
Curriculum linked trips	Disadvantaged pupils to be able to go on all curriculum linked trips and not miss out due to finance.	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment trips	Support where possible on a case by case basis to support disadvantaged pupils to go on enrichment trips.	
Private music lessons	Support where possible on a case by case basis to support disadvantaged pupils to get private music lessons.	
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. Meetings for pupil premium pupils with our CEIAG coordinator in Year 9.	4

Total budgeted cost: £205,830

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 2023-2024 academic year.

A8 for disadvantaged is 40.92 (National average is 36.8), this is an increase on A8 from last year, 2022-2023 (39.04). A8 for non-disadvantaged is 53.25. Even though we have improved A8 for disadvantaged pupils from last year, the gap between disadvantaged and non-disadvantaged pupils is too high so closing the gap will continue to be a focus.

Progress 8 for disadvantaged pupils is -0.97, this is a slight improvement on last year's figure (-1.06). We have a small proportion of disadvantaged pupils and as such the progress 8 figure is significantly affected by some pupils (pupils who were educated off site or whose attendance was poor). The progress 8 figure for non-disadvantaged is 0.1, so progress of the disadvantaged pupils continues to be a priority.

Over the past three years we have seen an increase every year in the proportions of pupils achieving a 4+ in English/Maths and a 5+ in English/Maths. 63% of our disadvantaged pupils achieved a grade 4+ in English/Maths (National average is 47.1%), 40% of our disadvantaged pupils achieved a grade 5+ in English/Maths (National average is 28.4%). This is something we are proud of and shows the strategy is having an effect. Pupils leaving school with English and Maths is key for pupils' futures so we will continue to have this as a focus.

FSM6 pupils had an attendance of 86.1% (national average 85.4%) compared to the attendance of all pupils which was 93.2% (national average 92.8%) at Cams Hill School for 2023-2024. Attendance will continue to be a priority as there is a positive correlation between attendance and attainment.

English private tuition. On Mondays and Tuesdays (10 hours a week) 16 Year 11 pupil premium pupils were invited for small group NTP funded tuition. This began on 26 February 2024 and ran for eight weeks. 50% of the pupils improved from their predicted grade.

English private tuition was held on Wednesdays, Thursdays and Fridays. 25 Year 11 pupil premium pupils were invited for small group NTP funded tuition. The sessions started on 21 February 2024 and ran for eight weeks. 68% of the pupils improved their predicted grade.

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

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 non-teaching assistant heads 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 to subject specific interventions. Departments can request funding but must show the rationale 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.