

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	Cambourne Village College
Number of pupils in school	1307
1	16.91
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Emily Gildea
Pupil premium lead	Edmund Green
Governor / Trustee lead	Jason White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(expecting) £232,875
Recovery premium funding allocation this academic year	(expecting) £62,100
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	£293,975

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. At Cambourne Village College we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. It is the intent of our school to lessen the gap between disadvantaged pupils and their non-disadvantaged peers.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Meet pupils' SEMH and behavioural needs and support them to develop independence and resilience in this regard.
- To provide disadvantaged students with equivalent cultural capital and access to opportunities; to ensure they are aspirational for themselves and their progression, and to facilitate this.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our current strategy as Cambourne Village focuses on 6 **key areas**:

Literacy: Reading TA role and continuation of whole school reading strategy to tackle word poverty and barriers to learning for students.

Attendance: Close monitoring of school attendance to ensure all students engage with and benefit from the school curriculum. School attendance is a powerful predictor of student outcomes. Attendance for students in receipt of Pupil Premium funding is considerably lower than that of their non-disadvantaged peers.

Teaching and Learning and Curriculum: Our curricular approach to disadvantaged pupils is primarily intended to address the significant attainment gap on entry. Firstly, the curriculum is designed to identify and address knowledge gaps. Secondly, as we increasingly perceive a need for a coherent, meaningful course offer for students with the very lowest prior attainment and specific SEND, in order to meet their needs and facilitate next steps, we are making a concerted effort to enhance offer of appropriate

KS4 courses for 2023/4, including Entry Level - as is clear from data below, this will particularly benefit disadvantaged students.

Secondarily, we aim to use strategies to avoid attainment gaps opening further – this includes how we focus on long-term memory, homework, and revision strategies. More broadly, we recognise that research repeatedly emphasises that disadvantaged children are disproportionately positively affected by good teaching, and that the inverse is also true. Thus, internal and external CPL is pursued to encourage and support the development of outstanding teaching. Metacognitive strategies are embedded within teaching to support long-term retention of knowledge, with opportunities to further staff development where needed.

Academic Catch-up: Catch-up strategy focusing intensely on disadvantaged pupils, which will be funded in part through the pupil premium, as well as through separately allocated Recovery funding.

Alternative Provision: Roles created to oversee Alternative Provision and to support students with pronounced behavioural needs.

Cultural Capital: Creating, monitoring, and evaluating opportunities designed to give disadvantaged students the cultural experiences and knowledge that they lack compared to their advantaged peers.

Key Principles

At Cambourne Village College we look to secure:

- A rigorous, systematic approach to data
- An ethos of aspiration and expectation
- An awareness of, and an attitude that directly challenges, unconscious bias and stereotypes related to disadvantage
- An individualised approach to identifying and overcoming barriers. This may include self-esteem, aspiration, factors relating to the home environment, vocabulary, prior attainment, subject-specific and cultural knowledge, IT facilities and competence, poverty-related factors, social mobility
- The highest quality teaching. This has clear implications for the recruitment, professional development, and retention of teachers, leaders and support staff
- A curriculum that is structured to address knowledge gaps, to build knowledge and capabilities, and to secure these long-term
- Fostering a positive, collaborative relationship with parents; Quality, tailored careers advice that takes nothing for granted

Challenges

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

Challenge number	Detail of challenge																																																						
1	<p>The low prior attainment of disadvantaged pupils relative to their non-disadvantaged peers is one of the chief barriers to our securing strong educational outcomes. This is relevant in three ways: firstly, that low prior attainers are over-represented in our disadvantaged cohort (see table below); secondly, that evidence suggests that those students who are both disadvantaged and who do not achieve well at primary school are highly unlikely to attain an expected threshold of qualification at 16. That is to say, where both disadvantage and low prior attainment coexist, they are likely to exacerbate and intensify the effects of each other. Finally, it is well documented that disadvantage can, statistically and of course not in every household, lead to low attainment – for instance, in the opening of vocabulary gaps. Addressing this is therefore crucial, and will impact upon what we do in school, with parents and in partnership with primaries.</p> <p>The tables below make clear the way in which prior attainment of disadvantaged pupils skews heavily towards the lower end, whilst that of their non-disadvantaged peers skews significantly higher:</p> <p>(% of 2022 cohort using available prior attainment data)</p> <table border="1" data-bbox="375 891 1418 1106"> <thead> <tr> <th>Year 11</th> <th>FSM6 (%)</th> <th>Non-FSM6 (%)</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>6</td> <td>28</td> </tr> <tr> <td>M</td> <td>36</td> <td>57</td> </tr> <tr> <td>L</td> <td>58</td> <td>15</td> </tr> </tbody> </table> <table border="1" data-bbox="375 1160 1418 1375"> <thead> <tr> <th>Year 10</th> <th>FSM6 (%)</th> <th>Non-FSM6 (%)</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>2</td> <td>31</td> </tr> <tr> <td>M</td> <td>42</td> <td>46</td> </tr> <tr> <td>L</td> <td>56</td> <td>23</td> </tr> </tbody> </table> <table border="1" data-bbox="375 1429 1418 1644"> <thead> <tr> <th>Year 9</th> <th>FSM6 (%)</th> <th>Non-FSM6 (%)</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>8</td> <td>18</td> </tr> <tr> <td>M</td> <td>60</td> <td>72</td> </tr> <tr> <td>L</td> <td>32</td> <td>10</td> </tr> </tbody> </table> <table border="1" data-bbox="375 1697 1418 1912"> <thead> <tr> <th>Year 8</th> <th>FSM6 (%)</th> <th>Non-FSM6 (%)</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>6</td> <td>23</td> </tr> <tr> <td>M</td> <td>55</td> <td>63</td> </tr> <tr> <td>L</td> <td>39</td> <td>14</td> </tr> </tbody> </table> <table border="1" data-bbox="375 1966 1418 2072"> <thead> <tr> <th>Year 7</th> <th>FSM6 (%)</th> <th>Non-FSM6 (%)</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>7</td> <td>36</td> </tr> </tbody> </table>	Year 11	FSM6 (%)	Non-FSM6 (%)	H	6	28	M	36	57	L	58	15	Year 10	FSM6 (%)	Non-FSM6 (%)	H	2	31	M	42	46	L	56	23	Year 9	FSM6 (%)	Non-FSM6 (%)	H	8	18	M	60	72	L	32	10	Year 8	FSM6 (%)	Non-FSM6 (%)	H	6	23	M	55	63	L	39	14	Year 7	FSM6 (%)	Non-FSM6 (%)	H	7	36
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	M	50	51
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Attendance for students in receipt of Pupil Premium funding is considerably lower than that of their non-disadvantaged peers. The overall absence rate for pupils in receipt of Pupil Premium funding was 15.39% for 2022/23, compared to 6.49% for those pupils who were not in receipt of Pupil Premium funding.

The overall absence rate for pupils who are eligible for free school meals has decreased slightly from 17.2% in 2021/22 to 16.31% in 2022/23. However, this is still above the national figure of 10.8% for the 2021/22 academic year from the DfE data. The overall absence rate for pupils who are eligible for pupil premium has also decreased slightly from 15.8% in 2021/22 to 15.39% in 2022/23. The persistent absenteeism rate of pupils who were eligible for free school meals has also declined from 52.02% in 2021/22 to 48.48% in 2022/23. However, this is still above the national figure of 37.2% for the 2021/22 academic year from the DfE data.

2) Absence Rate and Persistent Absentees by pupil characteristics

	National Autumn 2021		CamVC 2021/22 Full Year		CamVC 2022/23 Full Year	
	% absence	% PA pupils	% absence	% PA pupils	% absence	% PA pupils
Gender						
Girls	7.6	22.8	8.6	24.47	7.96	18.89
Boys	7.5	22.2	8.7	24.45	8.08	22.30
FSM						
Yes	10.8	37.2	17.2	52.02	16.31	48.48
No	6.5	17.5	7.1	19.32	6.57	15.85
PP						
Yes	No data	No data	15.8	48.95	15.39	48.95
No	No data	No data	7.0	18.81	6.49	18.81

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We also recognise that our disadvantaged students are more likely to present with **behaviours** that are not conducive to strong learning outcomes.

Of those students who were sanctioned with Suspensions in 2022-23, 47% were FSM6.

Data from end of year reports indicates that there is a persisting differential between disadvantaged students and their peers in terms of attitudes to learning, including behaviour:

Year group		% of cohort: Good/Excellent Classwork (Cause for concern)	% of cohort: Good/Excellent Homework (Cause for concern)	% of cohort: Good/Excellent Behaviour (Cause for concern)
7	Non-FSM6	96 (0)	97 (0)	97 (0)
	FSM6	88 (1)	95 (1)	89 (1)

	8	Non-FSM6	96 (0)	98 (0)	96 (1)																								
		FSM6	89 (2)	90 (1)	88 (2)																								
	9	Non-FSM6	91 (1)	93 (0)	92 (1)																								
		FSM6	75 (4)	80 (3)	77 (3)																								
	10	Non-FSM6	92 (1)	93 (1)	94 (1)																								
		FSM6	81 (4)	83 (2)	85 (2)																								
4	<p>In some cases, our disadvantaged students are particularly vulnerable to certain risk factors that can lead to persistent absence or persistently challenging behaviour.</p> <p>Where this presents, we have created a tailored Alternative Provision (the View, the Blue School, and the Link), which provides small group tuition and a thorough pastoral support.</p> <p>Currently, the proportion of FSM6 pupils in each of the provisions is as follows: the View, 75% (9 out of 12); the Blue Room 75% (6 out of 8); the Link 50% (8 out of 16). Also note that of our students who are Young Carers, 63% are FSM6.</p>																												
5	<p>The impact of previous school closure continues to have a noticeably pronounced effect on disadvantaged pupils. This manifests in relation to school attendance, adherence to routines, and an approach to authority and acceptable interactions, as well as in the more pronounced gaps in learning.</p>																												
6	<p>Parental Engagement.</p> <p>Limited parental engagement in school affects the attainment and progress of all students. This can result in reduced homework completion, a lack of readiness for school and, for some, reduced ambition. Looking at the last year's Parents' Evening Attendance (see table below), FSM6 students are over-represented in % of students without appointments.</p> <table border="1" data-bbox="301 1323 1465 1794"> <thead> <tr> <th>Year group</th> <th>% Appointments booked: all</th> <th>% Appointments booked: FSM6</th> <th>% of those without appointments who were FSM6</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>92</td> <td>89</td> <td>17</td> </tr> <tr> <td>8</td> <td>90</td> <td>79</td> <td>36</td> </tr> <tr> <td>9</td> <td>77</td> <td>68</td> <td>25</td> </tr> <tr> <td>10</td> <td>90</td> <td>86</td> <td>25</td> </tr> <tr> <td>11</td> <td>92</td> <td>72</td> <td>36.4</td> </tr> </tbody> </table>					Year group	% Appointments booked: all	% Appointments booked: FSM6	% of those without appointments who were FSM6	7	92	89	17	8	90	79	36	9	77	68	25	10	90	86	25	11	92	72	36.4
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7.	<p>Some of our disadvantaged students lack cultural capital and have low aspirations for future destinations. For instance, of those students who are confirmed NEET from our 2023 cohort, 1 of the 3 is disadvantaged; of those where post-16 destination is unconfirmed as yet, 3 of 6 are disadvantaged – a disproportionately high figure.</p>																												

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
1. High attainment by disadvantaged pupils in external examinations	Mean attainment 8 score in line with FFT20 – this equates to 3.8; Above 60% of FSM6 pupils attaining 4+ in English and Maths (this is calculated by intending that all MPA and HPA pupils would achieve this metric, and at least the same proportion of LPA students as in 2023 examinations will also do so.)
2. Strong progress demonstrated by external outcomes	Progress 8 score of –0.3 for FSM6 pupils (this represents an improvement of 0.17 year-on-year, and would be sustained improvement, as results of 2022 to 2023 saw an improvement of 0.18).
3. Improved reading fluency and comprehension	FSM6 pupils with reading ages significantly below their chronological age make accelerated progress
4. Strong academic achievement	For FSM6 pupils to follow EBacc pathway to the same proportion as all pupils nationally
5. Sustained progress across KS3	KS3 data indicates a narrowing of the progress gap.
6. For provisions and pastoral systems to support pupils with pronounced SEMH and behavioural needs	Rate of internal and external FTE and permanent exclusion to be equivalent for FSM6 and non-FSM6 pupils
7. Equivalent access to opportunities, including those that enhance cultural capital	FSM 6 pupils are proportionately represented on trips, visits and at extra-curricular clubs
8. Pupils are aspirational for themselves and their progression	No FSM6 pupils to be NEET
9. To mitigate the effects of vulnerability and risk factors	Persistent and significant absence of our FSM6 pupils not to exceed the national average for this cohort
10. Improved parental engagement	For attendance at parents' consultations in Years 9-11 to be comparable to that of non-FSM6 pupils, and for this to remain in line with attendance in Years 7 and 8, following substantial improvement in 2022/3.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

We don't anticipate budgeting for these separately as they are absorbed by the school's overall budget. However, if CPL needs exceed the discrete budget allocated to them, then PP funding will be used and accounted for in next year's report.

It is worth noting, also, that certain of the approaches identified relating to entry-level and vocational courses will carry a higher cost as class sizes will inevitably and necessarily be smaller on these more bespoke options. Thus, our activity this year in planning for these is factored forwards into our strategic spending plan for next academic year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of teacher CPL to ensure the highest quality teaching and strongest possible craft and subject knowledge, with the intention being that this will also have a secondary positive impact on teacher retention.</p> <p>Continued emphasis on metacognition to support long-term retention of knowledge, with opportunities for this built into curriculum areas, and for CPL where necessary.</p> <p>Time in Line Management and in HODs meetings devoted to ensuring an incessant focus on the quality of teaching of FSM6 students; ensuring they are prioritised in terms of groupings, curriculum (especially knowledge gaps), approaches to memorising and revision, course-length and</p>	<p>Current understanding of the most effective approach to supporting disadvantaged students is to prioritise excellent teaching. Relating to its publication of June 2019, The EEF Guide to the Pupil Premium, which results from meta-analysis of data, reports that, 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.'</p> <p>In a separate report from 2018, they conclude, as a 'key lesson' from their first six years, 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.' The thrust of the argument is that 'Put simply, it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged.' It thus makes absolute good sense that the Pupil Premium be spent in securing high-quality CPL and other key elements around working practices that lead to the recruitment, the best professional development, and the retention, of good teachers, leaders and support staff.</p>	<p>1,3,5,7</p>

<p>homework.</p> <p>Continual refinement of curriculum to address gaps in knowledge of our disadvantaged pupils, including time devoted to this on Curriculum Development Day.</p> <p>Enhanced curricular offer at KS4, and curriculum planning to develop further for current Year 9 students, in order better to meet the learning needs of our lowest-prior-attaining disadvantaged students. For instance, Entry Level Geography and GCSE Media Studies will run for the first time, this year.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 65,163 (additional targeted intervention will be funded through NTP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual monitoring of disadvantaged students' progress and achievement.	No evidence required.	1,3,4
SLG role continues to focus on Alternative Provision (including SEMH and SEND) – given the heavy weighting of those provisions towards disadvantaged pupils, this is a clear area of need.	Alternative provision can promote a range of positive outcomes for pupils, including getting them back on track when they have become disaffected with school. To maximise their chances of success when they leave school, these pupils, like any others, need to gain the best possible qualifications that they can in English, mathematics and a range of other relevant subjects, as well as developing their personal, social and employability skills – Ofsted 2016	1,2,3,4

<p>KS4 Revision Support: GCSE Pod Subscription</p>	<p>On average, the highest GCSEPod users achieved 12 Attainment 8 points more than the lowest users.</p> <p>https://www.gcsepod.com/wp-content/uploads/2019/10/The-impact-of-GCSEPod-compressed.pdf</p>	<p>1,2,4</p>
<p>Enrichment pathway adapted in response to identified challenges: in Year 11 this continues to offer Core subject support and additional ASDAN qualifications; in Year 10, this offers students GCSE Media Studies as an alternative to GCSE or FCSE in Spanish.</p>		<p>1,3,7</p>
<p>Position of Reading TA who will focus intensively on reading with students who have the very lowest reading ages. The re-design of this approach during 2022/3 was seen to be effective and will be sustained following new recruitment to the role.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions.</p> <p>Reading increases a person's understanding of their own identity, improves empathy, and gives them an insight into the world view of others (<i>The Reading Agency 2015</i>).</p>	<p>1,5</p>
<p>Vocabulary and whole school reading strategy continues emphatically to tackle word poverty and barriers to learning for these students. Work will continue across the whole school, to implement direct instruction of Tier 2 vocabulary, and of word roots, with a spelling programme and tutor time etymology activities to supplement work in departments.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>Our approach is strongly informed by <i>Bringing Words to Life: Robust Vocabulary Instruction</i> – Beck, McKeown, Kucan, and <i>Closing the Vocabulary Gap</i> – Quigley.</p>	<p>1,5</p>
<p>Catch-up strategy focusing intensively on disadvantaged pupils, which will be funded in part through the pupil premium, as well as through separately allocated National Tutoring Programme: £14,107.50</p>	<p>EEF reports that one-to-one tuition can be very effective (adding 4 months to learning in secondary schools, and most effectively in reading rather than Maths), in particular where it is delivered by expert teachers and linked explicitly and carefully to the learning done in</p>	<p>5</p>

<p>There are various elements to this:</p> <p>Intervention teachers: (Budgeted cost: £22,590)</p> <p>60% of teaching timetable covered by roles, enabling tutoring of small groups of pupils withdrawn from lessons in order to benefit from small group, targeted intervention. These pupils typically display challenging behaviour, or have significant SEMH needs, meaning that their removal also supports the learning of those in mainstream. Note that the rate of permanent exclusion is four times higher for pupils who receive FSM (0.16 compared to 0.04) and for temporary exclusion almost the same (9.34 compared to 2.58).</p> <p>Teacher-run intervention sessions: Running on a smaller scale as funding rolls back; departmental evaluations suggested that this was found to be most effective in coursework catch-up situations, and so this is where funding will primarily be directed, this year.</p> <p><u>Catch-up Literacy</u></p> <p>Tutor Time Reading This programme is offered to students with a chronological reading age of 7-9 to increase their reading age and general comprehension skills. Students are paired with a reading</p>	<p>normal lessons. Appointing two qualified teachers, with PPA time for this liaison with class teachers as well as necessary planning, has enabled us to maximise the efficacy. At times the intervention is in small groups: see evidence referred to below.</p> <p>Due to the high cost, this intervention targets the children most at risk of poor outcomes, in part linked to their difficulties regulating behaviour.</p> <p>EEF reports that in a secondary setting, small-group intervention typically results in an average of 2 months additional progress. This is amplified for children from disadvantaged backgrounds, who benefit particularly from the individualised approach to barriers they are facing to securing understanding, and also amplified where teaching is high quality. This is why we are continuing our strategy of using our own teachers.</p> <p>While EEF research draws predominantly on studies involving reading (and a small number involving Maths), our own evidence gathered internally from our catch-up intervention 2020-21 indicated that the size of the group being small and the sessions being targeted at students' particular need really did increase the efficacy of the intervention.</p> <p>See above regarding small group intervention (note that efficacy in studies has been shown to be greatest for reading interventions).</p>	
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support assistant and read during tutor time up to three times a week.

Reading intervention

This programme is offered to students who require extra support with English in order to help them improve their reading skills. Students work in small groups led by a specialist reading intervention teacher in order to ensure that their individual needs are met, taking part in a range of interactive reading activities to improve their skills alongside their engagement with and self-confidence in the subject. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

Targeted reading at home

This programme is offered to students who require some support with English in order to help them improve their reading skills. Students and parents are made aware of suitable books that are available to loan from the library and pupils are encouraged to read on a daily basis and quiz themselves on the books they have chosen using an Accelerated reader programme. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

Catch-up Numeracy

Breakfast Numeracy

A weekly session for identified KS3 students to focus on key number competency with a Maths specialist TA.

See above regarding small group interventions. Notwithstanding the evidence from EEF reporting the efficacy to be greater in Reading than in Maths, our own in-house evaluation shows that where pupils have benefited from this systematic approach to intervention over five years, their outcomes outstripped expectation given their starting points.

Note also that the EEF reports positively on mastery learning, the approach adopted in Maths, which adds six months progress in Maths despite being overall less effective in secondary than primary education.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 228,812

*SLG role not budgeted for here as accounted for above but mentioned as it has a direct impact on these wider strategies.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion role is designed to provide intensive, targeted, and personalised support for all Pupil Premium pupils, removing barriers to under achievement and enabling sustained and successful engagement in their education. The PP Champion will also work with families, teachers, support staff, and agencies in the community, in raising attendance, aspirations and achievement, to attain excellent outcomes – See appendix</p>	<p>This role is designed to bring together the strategies that we have evidenced thus far. Having met with leaders from other schools, the impact of this role seemed profound.</p>	<p>2,3,4,6,7</p>
<p>SLG restructuring, with additional Associate Assistant Principal to support this work, overseeing our Alternative Provision of The View and the Blue Room best to support children with pronounced behavioural needs.* Staffing within these provisions offers students consistency, with CPL focused on high expectations, supporting wider school standards. Timetabled bespoke lessons for students in AP for certain subjects.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF</p>	<p>4</p>
<p>Due to financial constraints, the school is no longer able to fund a TLR position of responsibility for Cultural Capital. However, departments continue to invest in and offer academic and cultural experiences that are designed to increase the cultural capital of our disadvantaged students.</p>	<p>Gove, 2013 “The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”.</p> <p>Pinkett and Roberts: ‘We accumulate cultural capital through accessing certain knowledge, behaviours, and skills that is</p>	<p>7</p>

<p>In support of this, funding towards trips with a direct curricular impact continues to increase. Due to the cost-of-living crisis, the significance of providing financial support to ensure disadvantaged students are not missing out on educationally enriching experiences continues to increase.</p>	<p>highly valued in society’.</p> <p>“Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital”.</p> <p>The implication is clear – we as teachers have a duty to plug those gaps; “the school has responsibility to ensure pupils have the opportunity to build up cultural capital to avoid losing out to more advantaged peers”.</p>	
<p>A renewed emphasis on our school-wide behaviour strategy will ensure that expectations of behaviour for disadvantaged students are equally as high as for their peers. Emphasis put on values of respect – for self, community, and environment – with additional efforts made to secure the adherence of disadvantaged pupils (for instance, in wearing correct uniform and attending sanctions). This is necessarily coupled with behavioural support mechanisms for our most vulnerable disadvantaged students.</p>	<p>Our approach is informed by research such as Sam Strickland’s <i>The Behaviour Manual</i>, outlining the ways in which a strong behaviour culture underpins learning, and the significance this has for children facing deprivation.</p> <p>“Positive behaviour will reverse the Matthew Effect [...] for the most disadvantaged are potentially subjected to the lowest behavioural expectations in our schools. Sam Strickland, <i>Education Exposed</i>”</p>	3
<p>Priority by Careers Advisor and Deputy Principal for PP students in terms of giving careers and post-16 advice.</p>	<p>The lack of studies identified that tested aspiration interventions mean that there is not enough security to communicate a month’s progress figure.</p> <p>It is important to acknowledge that wider evidence indicates that the relationship between aspirations and attainment is complex, and there are many reasons why aspiration interventions may or may not impact upon attainment.</p> <p>Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. Where pupils do have lower aspirations, it is not clear whether targeted interventions have consistently succeeded in raising their</p>	1,7

	aspirations. Also, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows. EEF	
Continuation of the approach of securing parental engagement at parents' evenings	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	6
Funding towards participation in music lessons and sports clubs .	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three-month progress.</p> <p>Improved outcomes have been identified in English, Mathematics, and Science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF</p>	1, 7
Funding of iPads for all disadvantaged students	Ipads can support seamless learning, allowing learners to easily switch learning contexts – from formal to informal – and to take control of their own learning – Clarke and Luckin, 2013	1, 7
Purchasing resources that directly tackle attainment, such as revision guides, resource booklets, maps / globes, set texts.	No evidence required	1,4
Funding of Summer School for disadvantaged pupils.	Summer schools have a positive impact on average (three months' additional progress). EEF	1,4

Total budgeted cost: £ 223,044

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 2022 to 2023 academic year.

Academic outcomes

	Attainment 8						Progress 8					Eng + Maths 4+ (%)			
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
FSM6	4.2	3.9	4.2	3.2	3.2	-0.03	-0.32	-0.23	-0.65	-0.43	48	50	68	25	42
Non-FSM6	5.6	5.9	5.8	6.0	5.4	+0.59	+0.41	+0.42	+0.59	+0.48	78	85	84	88	76
Differential	-1.4	-2.0	-1.6	-2.8	-2.2	-0.62	-0.73	-0.65	-1.24	-0.91	-30	-35	-16	-63	-34

NB. 2020 and 2021 were years without external examinations due to the COVID-19 pandemic.

As we can see in the data from FFT Aspire (see table above), there is still a wide attainment gap between our FSM6 and non-FSM6 students. The average GCSE grade for our disadvantaged students (3.2) is over two grades below that of our non-disadvantaged students (5.4).

However, we would draw attention to the fact that our Progress 8 (DfE) for disadvantaged pupils this year (-0.43) is an improvement on last year's (-0.65), whilst still demonstrating that further improvement is needed. The trend over the five years given above might indicate that the impact of the pandemic was seen emphatically in the first year of external examinations post-pandemic (2022), and that efforts to redress this had some success in 2023, but not sufficient to return to levels of attainment and progress seen pre-pandemic (noted as Challenge 5, above).

It is also notable to examine further the FFT Aspire report in terms of the prior attainment of this cohort (for instance, FFT Aspire records that the 42% of FSM6 achieving 4+ in English and Maths represents a value-added of +2%, while the 76% of non-FSM6 pupils achieving the same metric represents a value-added of +4% - arguably not a large differential and indicating positive progress). This examination is done, below.

Our intended academic outcomes were:

1. **High attainment by disadvantaged pupils in external examinations:** Mean attainment 8 score above national average; Above 70% of FSM6 pupils attaining 4+ in English and Maths
2. **Strong progress demonstrated by external outcomes:** Progress 8 score above 0 for FSM6 pupils.
3. **Improved reading fluency and comprehension:** FSM6 pupils with reading ages below their chronological age make accelerated progress.
4. **Strong academic achievement:** For FSM6 pupils to follow EBacc pathway to the same proportion as all pupils nationally.
5. **Sustained progress across KS3:** KS3 data indicates a narrowing of the progress gap.

We will take each in turn to consider our success in each case, and what we will therefore continue, what discontinue, and what change, as a result.

1. **High attainment by disadvantaged pupils in external examinations:** Mean attainment 8 score above national average; Above 70% of FSM6 pupils attaining 4+ in English and Maths

Our outcomes:

Mean attainment 8 score was 3.1. This is below the national average of 4.6.

42% of FSM6 pupils attained 4+ English and Maths.

However, our FSM6 cohort had a significantly lower prior attainment than pupils nationally (on the DfE metric, where pupils nationally are divided into thirds by KS2 attainment, 60% of our FSM6 pupils were low-prior-attaining. Further, only 7% were considered high-prior attaining). Consequently, the target of the overall cohort being in line with national attainment, when their prior attainment was so significantly out of line with national prior attainment, was, on reflection, an inadvisable target (this is reflected in our revised target for 2023/4 which remains ambitious but takes this into account).

That said, if, for instance, we consider those pupils with KS2 data who are identified as Low Prior Attaining by FFT metrics: 55% of the FSM6 cohort fell into this category, where 17% of the Non-FSM6 cohort did. The attainment gap for this cohort was smaller: average grade of 3.1 for FSM6 pupils, against an average grade of 3.4 for Non-FSM6 pupils. For this pupil group – who were the necessary focus of much intervention, both academic and behavioural in nature, our value added, according to FFT, was +0.3.

A further dimension of interest relates to the Progress 8 / Attainment 8 measure in itself. While we fully uphold the values of a strong academic offer and the highest standards and expectations for all, it is also worth noting that, for some learners, a full complement of Progress-8 accredited subjects does not best meet their needs. Of our learners with EHCPs, 5/11 were FSM6. At 45%, this is a vast over-representation of the 14% FSM6 pupils in the cohort. Our core offer for learners meets the Progress 8 / Attainment 8 metric requirements, but for those learners where a reduced or bespoke suite of qualifications is more appropriate, our approach is to best meet their needs, even at the cost of this whole-school metric.

For our MPA FSM6 students, our value-added fell short of what we would hope, at -0.1 . The gap was most significant for our two HPA FSM6 pupils – one of whom had very particular circumstances relating to acute vulnerability; the other of whom highlights an area we need to address, this year.

What will we continue, discontinue, emphasise or change, this year, in response?

We will continue to emphasise low-prior-attaining FSM6 students in our pastoral and academic catch-up approaches, as this has shown some efficacy.

We will improve our Alternative Provision, so that the best results from 2023 can be replicated more consistently, through enhanced CPL and considered staffing arrangements.

With reduced governmental Tutoring Funding, we don't anticipate being able to offer as comprehensive a programme of intervention as in 22/23. However, what we do offer will be targeted carefully.

We will place particular emphasis on those students who are at risk of falling significantly short of expectation, especially those who are MPA or HPA, but do not face specific risk factors. We will identify them sooner in our data analysis and establish effective ways of working with these students, including both the Pupil Premium Champion and teachers and Heads of Department.

We will continue home visits and liaison with outside provisions (EIO and EWO) to support our most vulnerable pupils. Those students whose circumstances result in persistent and significant absence will always be the most significant net negative scores in our attainment metrics, and also – meaningfully – most likely at risk of being NEET.

We will carefully consider, as part of a Trust, how to improve our FSM6 English results. Although our average attainment in English for these pupils, at 3.5, exceeds their average attainment in Maths, at 3.4, their value added is -0.6 in English, against 0.0 in Maths (whereas there is a much smaller differential for non-FSM6 pupils: $+0.3$ compared to $+0.4$). Recognising that funding did not allow for the suggestion made by HOD English, to purchase GCSE Pod, which she had seen had worked effectively for students on 3/4 border and MPA students generally, we will investigate other possibilities and learn from best practice in other Trust schools. In relation to this, we also see our work in terms of reading and vocabulary as relevant and important here.

2.Strong progress demonstrated by external outcomes: Progress 8 score above 0 for FSM6

pupils

Our outcomes: Progress 8 score of -0.47 . This is an improvement on 2022 of -0.65 , but clearly leaves us with further improvements to be made.

As mentioned previously, one key element to consider is those pupils who, appropriately, did not pursue a full suite of Attainment 8 subjects: of the 33 FSM6 pupils, 19 (58%) were examined in a full set of Attainment 8 subjects, and 14 (42%) were not. Of those latter 14, four had EHCPs, five had 'K' status, a further one MLD (and was educated elsewhere), and one NSA (and accessed our inclusion provision). Four were part of our Alternative Provision (View), and three accessed our SEMH provision (Link). Thus, the reduced curriculum was, in each case, very much in the child's best interests.

Looking at value-added on Average GCSE Grade, according to FFT Aspire Early Results data, our FSM6 cohort has a figure of 0.0 (against our non-FSM6 of +0.5); this is an improvement against -0.2 in the same data in 2022 (with the figure for non-FSM remaining the same, thus this is a small narrowing of the gap). This suggests that we have an in-school differential, but that our value added against national performance, for these pupils, is neutral. This in turn suggests that the negative Progress 8 indicator likely results from the specific metric of the Progress 8-accredited subjects: a metric we value but also see the limitations of in particular cases.

What will we continue, discontinue, emphasise or change, this year, in response?

The response above is relevant here, as well as continued careful examination of most appropriate pathways for each child.

In our current Year 11 cohort, 28 students (54%) are pursuing a full suite of Attainment 8 subjects; 24 (46%) are not.

3.Improved reading fluency and comprehension: FSM6 pupils with reading ages below their chronological age make accelerated progress

Our outcomes:

For the first two terms, we pursued our original approach of targeting, via our Reading TA intervention, all children whose reading age was below chronological age (without SEND and not involved in Centre-based (SEND provision-based) programmes). These pupils received a 50-minute session, designed to improve engagement with reading, once per fortnight (the aim being to target as many pupils as possible, and avoid missing curriculum time, so the session fell in a designated reading lesson). This had mixed and patchy results, with no clear causal link with improved reading ages.

From April, we adapted our programme. We targeted fewer children, with reading ages more than two years below chronological, on the basis that these pupils would be struggling to access all areas of the curriculum. They were withdrawn from all timetabled English lessons for a half

term, with the consideration being that the impact of being better able to read outweighing the lost learning over this time – particularly as the English curriculum is not sequential in its design, but reading is an underpinning skill across the whole school curriculum. This saw, in its first two cycles, much improved results: see Appendix.

The data detailed there shows that those 13 children who were FSM6 who received the half-term's intervention made a combined total of 17 years and 6 months' progress – a mean of just over 1 year and 4 months' progress (1.34 years).

This compares to those 27 children targeted for the intervention who were not FSM6: they also made excellent progress, of a combined total of 34 years and 10 months – a mean of just under 1 year and 4 months' progress (1.29 years).

We are therefore very satisfied with the outcome of this revised approach.

What will we continue, discontinue, emphasise or change, this year, in response?

Having judged the first two cycles of this approach to have yielded much improved results, we will further embed this approach. Recruitment to the role was necessitated by a summer resignation of the previous incumbent, and thus this begins again in earnest at October half term.

Areas of consideration remain:

- Careful liaison with Centre to ensure that all of our weakest readers are benefiting from the most appropriate programme of support;
- Positive communication with parents to secure support for the intervention;
- Designing an approach that will make sure that progress is sustained (ie. that where pupils return to mainstream English lessons following a period of intervention, their reading age continues to increase at a chronological rate) and consistent (ie. that where pupils have not made intended progress after a half-term's intervention, there is a clear set of next steps for these pupils).

4.Strong academic achievement: For FSM6 pupils to follow EBacc pathway to the same proportion as all pupils nationally

Outcomes: In our outgoing 2023 cohort, 14% of our FSM6 pupils followed the EBacc pathway. The national average was 38.7%. (Of the whole school cohort, the proportion was 46%.)

Of the students who did not follow the EBacc pathway, 23% were FSM6 – which is somewhat disproportionately high.

However, what we notice when we look at those FSM6 students who did not follow the EBacc pathway, who have prior attainment data, we see that more of them are low-prior-attaining than those who did not follow the pathway who are not FSM6. This, encouragingly, suggests that this is not related to a bias in guidance on our part, nor to a lack of aspiration in those subjects

considered by the government measure to be “academic” that pertains more to the FSM6 cohort. See data:

	FSM6	Non-FSM6
Total number	28	93
With prior-attainment data	24	79
LPA	66%	27%
MPA	29%	53%
HPA	4 %	20%

What will we continue, discontinue, emphasise or change, this year, in response?

Continued personalised guidance around Options, by senior and expert staff, alongside a strong curriculum offer.

5.Sustained progress across KS3: KS3 data indicates a narrowing of the progress gap.

Year 7	On /above target Eng (%)					On / above target Maths(%)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
FSM6	74	79	66	81	70	80	75	66	76	60
Non-FSM6	72	88	74	71	70	72	89	74	85	73
Differential	+2	-9	-8	+10	0	+8	-14	-12	-9	-13

Outcomes:

Year 8	On /above target Eng (%)					On / above target Maths(%)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
FSM6	68	60	79	56	65	85	60	72	64	51
Non-FSM6	74	91	64	73	66	93	89	70	70	73
Differential	-6	-31	+15	-17	-1	-8	-29	+2	-6	-22

Year 9	On /above target Eng (%)					On / above target Maths(%)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
FSM6	69	66	87	67	65	83	68	87	56	53
Non-FSM6	75	90	81	72	81	89	88	83	79	69
Differential	-6	-36	+6	-5	-16	-6	-20	+4	-23	-16

***2019 = Good/excellent progress**

2020 = Impressed/pleased with work submitted

2021 = Within or above base band

2022 = Within or above base band

2023 = Within or above base band

The data here does not show a sustained closing of the gap as children progress through KS3. There is no discernible pattern, and therefore not a coherent narrative, either across a year of study or across a cohort.

It is instructive to note the connection between the Year 8 Maths data, where the progress gap is most pronounced, and the evaluation of intervention (see appendix 2). This cohort was identified as one most in need of support, and therefore targeted (as detailed separately) for Breakfast Numeracy and Catch-up intervention. The nature of these sessions means that attendance is optional, and, as with GCSE Catch-up sessions, the efficacy is very much dependent on student engagement.

What will we continue, discontinue, emphasise or change, this year, in response?

We will improve our monitoring and evaluation of FSM6 progress at KS3 in Core subjects, and invite rigorous analysis of areas of the curriculum where children are not making expected progress. Where Catch-up funds might allow (significantly reduced area of government funding this year), we will look to use them for maximum impact.

We will also evaluate with HODs the staffing models for children who most need excellent teaching.

Wider Strategies

Our intended outcomes relating to wider strategies were:

6.For provisions and pastoral systems to support pupils with pronounced SEMH and behavioural needs: Rate of internal and external FTE and permanent exclusion to be equivalent for FSM6 and nonFSM6 pupils

7. Equivalent access to opportunities, including those that enhance cultural capital: FSM 6 pupils are proportionately represented on trips, visits and at extra-curricular clubs.

8. Pupils are aspirational for themselves and their progression: No FSM6 pupils to be NEET

9. To mitigate the effects of vulnerability and risk factors: Unauthorised absence of FSM6 pupils not to exceed that of non-FSM6 pupils (other metrics cannot be applied straightforwardly this year due to the high absence rates caused by COVID)

10. Improved parental engagement: For attendance at parents' consultations in Years 9-11 to be comparable to that of non-FSM6 pupils, and more closely in line with attendance in Years 7 and 8.

We will now take each in turn to consider our success in each case, and what we will therefore continue, what discontinue, and what change, as a result.

6. For provisions and pastoral systems to support pupils with pronounced SEMH and behavioural needs: *Rate of internal and external FTE and permanent exclusion to be equivalent for FSM6 and nonFSM6 pupils*

Outcomes: 47% of last year's fix-term exclusions were FSM6. Our disadvantaged cohort are clearly over-represented in this figure.

What will we continue, discontinue, emphasise or change, this year, in response?

The school will continue to encourage high expectations of all students based on consistency and clarity for all. Through training days and departmental meetings, all staff will be encouraged and supported in enforcing the the behaviour policy and utilise appropriate support networks including Departments, Pastoral Teams and SLG. We will continue to utilise internal and external provisions as necessary for students that struggle to access mainstream provision. The school behaviour policy, led by Assistant Principle, has been refined so that the school values and expectations are highly visible across school and referred to regularly by all staff. The Senior Leadership Group will work in communicating this refined policy to ensure improved understanding from all key stakeholders – staff, students, and parents. We will also refine the readmittance process following a suspension in-order to reduce the repeat instances. School data systems will also be refined to ensure that persistent poor behaviour is being identified early to allow intervention and parental meeting to take place

7. Equivalent access to opportunities, including those that enhance cultural capital: *FSM 6 pupils are proportionately represented on trips, visits and at extra-curricular clubs*

Outcomes: Jess Angell, who held the position of Cultural Capital Coordinator, has continued to enable students at Cambourne Village College to access an impressive amount of high-quality cultural capital. Cultural Capital trips have been organised: to Cambridge for Year 7 students and a Year 10 trip to London. Several disadvantaged students visited Royal Holloway University

with the aim of bolstering their aspirations with regards to post-18 options. Jess also facilitated several students to take part in a course run by the Brilliant Club, which mobilises the PhD community to support students who are less advantaged to access the most competitive universities and succeed when they get there. Jess continued to assist students in applying for the Henry Morris Travel Award which provides funding for students to undertake a self-directed project in or outside the UK. Last year we had the highest number of disadvantaged recipients of the funding.

Jess Angell has continued to run lunchtime seminars (*Aspirational Fridays*) in which students are given the chance to engage with a wide variety of professionals with the aim of widening career horizons.

The school remains wedded to the idea that participation in extra-curricular activities help students to build their confidence, self-esteem and a deepen their interest in the world around them. Due to the expensive nature of these activities, it is fair to assume that disadvantaged pupils will have less access to these opportunities outside of school. It is therefore vital that these students are given access to Sports, Clubs and Music Lessons at school.

The school currently offers 30 extra-curricular clubs (sport not included). These cover a wide range of areas to cater for the diversity of interests within our school. This year we have seen the creation of several new clubs, predominantly in response to student demand. This includes a History Reading Club, a Latin language club and KS3 Computer Programming Club. The continuation of Clubs focusing on LBGT+ rights (*We Are All Made of Molecules*) and Racial Equality (*Taking Up Space*) enable students to take part in wider discussions that are taking place in society.

We currently have 22 students in receipt of FSM who are regularly attending these clubs and our aim is to dramatically increase these figures. We will continue to promote club attendance as a means to foster engagement with school community and the wider world.

The Music Department at Cambourne provides a generous array of musical opportunities for students. This year, we are currently supporting 15 disadvantaged students in learning an instrument. As with extra-curricular clubs, we would like to see this number increase.

After-school sports clubs at Cambourne are very well attended and students are encouraged to take part in a wide range of sports. This year we have 56 PP students regularly attending sports clubs.

What will we continue, discontinue, emphasise or change, this year, in response?

Due to lack of funding, there is no longer a position of Cultural Capital Coordinator. We hope for departments, with support of Pupil Premium Coordinator and Champion, to continue to identify and facilitate opportunities for all students to gain Cultural Capital. We also aim for an increase in the number of students attending extra-curricular clubs and taking music lessons. This will be achieved through more rigorous promotion of extra-curricular opportunities and closer collaboration between the Pupil Premium Team and certain departments.

8. Pupils are aspirational for themselves and their progression: *No FSM6 pupils to be NEET*

Outcomes:

Of those students who are confirmed NEET from our 2023 cohort, 1 of the 3 is disadvantaged; of those where post-16 destination is unconfirmed as yet, 3 of 6 are disadvantaged – a disproportionately high figure.

In each case, our Post-16 team, notably Vikki McCormack, worked throughout the year, and continue to work, with the STA, and to liaise with post-16 providers around attendance: in many cases, this has proven successful. Detailed notes explaining barriers and steps taken are shared.

What will we continue, discontinue, emphasise or change, this year, in response?

The Post-16 team will continue to work with at-risk students earlier, and in positive ways – for instance, in Autumn 2023, links are being forged with external teams to provide mentoring around apprenticeship routes. The STA involvement for our current Year 11 cohort began in Summer 2023, when they were in Year 10. We continue to prioritise their guidance.

Further and fundamental to this is the intensive work around securing attendance, as there is a clear overlap between those pupils who are NEET post-16 and those with significant absence during their school career.

9. To mitigate the effects of vulnerability and risk factors: *Unauthorised absence of FSM6 pupils not to exceed that of non-FSM6 pupils (other metrics cannot be applied straightforwardly this year due to the high absence rates caused by COVID)*

Our outcomes:

Attendance for students in receipt of Pupil Premium funding is considerably lower than that of their non-disadvantaged peers. The overall absence rate for pupils in receipt of Pupil Premium funding was 15.39% for 2022/23, compared to 6.49% for those pupils who were not in receipt of Pupil Premium funding.

The overall absence rate for pupils who are eligible for free school meals has decreased slightly from 17.2% in 2021/22 to 16.31% in 2022/23. However, this is still above the national figure of 10.8% for the 2021/22 academic year from the DfE data. The overall absence rate for pupils who are eligible for pupil premium has also decreased slightly from 15.8% in 2021/22 to 15.39% in 2022/23. The persistent absenteeism rate of pupils who were eligible for free school meals has also declined from 52.02% in 2021/22 to 48.48% in 2022/23. However, this is still above the national figure of 37.2% for the 2021/22 academic year from the DfE data.

2) Absence Rate and Persistent Absentees by pupil characteristics

	National Autumn 2021		CamVC 2021/22 Full Year		CamVC 2022/23 Full Year	
	% absence	% PA pupils	% absence	% PA pupils	% absence	% PA pupils
Gender						
Girls	7.6	22.8	8.6	24.47	7.96	18.89
Boys	7.5	22.2	8.7	24.45	8.08	22.30
FSM						
Yes	10.8	37.2	17.2	52.02	16.31	48.48
No	6.5	17.5	7.1	19.32	6.57	15.85
PP						
Yes	No data	No data	15.8	48.95	15.39	48.95
No	No data	No data	7.0	18.81	6.49	18.81

What will we continue, discontinue, emphasise or change, this year, in response?

We will continue to ensure our systems for recording attendance and punctuality are robust and timely. We will continue to utilise the 'Attendance Matters at CAMVC' strategy and to improve this by earlier targeting of historically poor attenders. We will continue home visits and liaison with outside provisions (EIO and EWO) to support our most vulnerable pupils.

We will emphasise the importance of strong attendance to students and parents, in particular the link between good attendance and securing strong outcomes. We will improve our work with EIO regarding overcoming barriers for our most disadvantaged and vulnerable students through effective use of such interventions as EHAs, IAEPs We will change and improve the frequency of home visits to ensure that we target more effectively the most vulnerable students: from 10 to 5 school days absence. We will change how we share attendance data with staff, students and parents to ensure this is high priority for all. We will change our processes for targeted phone calls and messages to ensure that PP and FSM families are contacted first.

- 1. Improved parental engagement:** *For attendance at parents' consultations in Years 9-11 to be comparable to that of non-FSM6 pupils, and more closely in line with attendance in Years 7 and 8.*

Outcomes:

Whilst FSM6 students are still overrepresented in the percentage of students without parent consultation appointments, over the past two years we can see an increase in these families' attendance. Notably, the increase in the attendance of FSM6 families of students in KS4 is encouraging; arguably, discussions with teachers surrounding attainment and progress are most vital in Years 10 and 11. Included within these figures are students who are not accessing mainstream education and therefore attendance at these consultations would not be expected.

The improvement can largely be attributed to the work of the Pupil Premium Champion (see Appendix 1).

2021/22

Year group	% Appointments booked: all	% Appointments booked: FSM6	% of those without appointments who were FSM6
7	95	91	33
8	86	88	28
9	89	41	76
10	94	75	23
11	85	62	44

2022/23

Year group	% Appointments booked: all	% Appointments booked: FSM6	% of those without appointments who were FSM6
7	92	89	17
8	90	79	36
9	77	68	25
10	90	86	25
11	92	72	36.4

What will we continue, discontinue, emphasise or change, this year, in response?

The Pupil Premium Champion will continue to work with year teams make direct contact with the families of FSM6 students to assist in the process of booking consultation slots. We also intend to look to see the number of appointments attended by the families of FSM6 students.

Appendices

Appendix 1: Pupil Premium Champion Role

In February 2022, we employed a new Pupil Premium Champion. In this section, I will outline the extensive work in supporting disadvantaged students at Cambourne.

Attendance

The PP Champion monitors the attendance of every disadvantaged student at Cambourne. Attendance is tracked on a weekly basis which is then discussed in a weekly attendance

meeting with the Pupil Premium Coordinator. Students whose attendance is below 96% are highlighted and targeted for intervention. After discussion with the Attendance Officer, Year Teams and Form Tutors, the Pupil Premium Champion will then make contact with the student and the family of the student to find ways to of improving their attendance. For one student, this involved Sarah driving to and from a student's house to pick them up and drop them at school.

Mentoring

Sarah has been a personal mentor for several students who need a non-teaching member of staff to provide support to their school life. The mentoring takes various forms from discussions around healthy work habits and revision methods for KS4 students to well-being strategies for students who are struggling with stresses and strains of daily school life. Several students have openly spoken about how much they value Mrs Ecclestone as a friendly, non-judgemental face at school who will always listen and support.

Parents' Evenings

As mentioned previously in the report, FSM6 students are over-represented in % of students without appointments at Parent Consultation Evenings. The reasons for this are varied but for many of our disadvantaged families, time-constraints around work make it difficult to book and attend appointments. To combat this, before bookings are open to the whole school, FSM6 students are given a 'pre-booking' period where they are given first access to their chosen slots. Sarah will then individually contact the parents of FSM6 students, helping to organise and book appointments with relevant teachers. As a result of this work, we have seen an increase in the number of disadvantaged students/parents attending Parent Consultation Evenings.

Pupil Premium Bulletin

At the start of last academic year, we initiated a weekly Pupil Premium Bulletin with the aim of raising the profile of our disadvantaged students. The fortnightly bulletin presents three 'informal interviews' that has held with students. She discusses their interests, their concerns about school and their future aspirations. These are then shared with the whole school, in order to raise the profile of our disadvantaged students. A number of staff members have commented how much they value these bulletins. See Appendix 2 for sample bulletin

Uniforms and Trips

Due to the rise in the cost of living, there has been an increase in the requests for support from both disadvantaged and non-disadvantaged families at Cambourne. Sarah plays a crucial role in making sure that all disadvantaged students have access to uniform and that financial circumstances don't curtail the extra-curricular opportunities for students at Cambourne. She has worked closely with numerous families, facilitating the acquirement of new uniform across all year groups and has liaised with countless families in regard to funding for trips.

Data

Sarah is also in charge of maintaining and updating the Pupil Premium Data at Cambourne working with the local council and families to ensure that students receive the support they

require.

Appendix 2: **Impact of Mathematics interventions 2022/23**

During the academic year 2022/23, pupils were selected for numeracy interventions based the information given to us from their primary school and a baseline assessment during their first 4 weeks in Year 7. The overwhelming majority of these pupils have made good progress to their fluency and numeracy skills throughout the year.

The range of interventions that we have employed to improve students' numeracy skills, address gaps in their knowledge and increase mathematical attainment have shown to impact students' progress and we intend to continue using these strategies next year, during 2023-24, with pupils who do not meet their expected standard for maths by the end of Key Stage 2; these strategies are listed below.

Breakfast Numeracy

This programme is offered to pupils whose KS2 SATs data is below the expected standard and those students where we feel their numeracy skills are hindering their progress in mathematics lessons. Students meet once a week, in small groups, working with a maths specialist teaching assistant. The programme focusses on understanding and expanding mathematical vocabulary, concrete times tables, and number bonds coinciding with topics currently being covered in Year 9 mainstream maths lessons to aid understanding and boost confidence. The programme runs throughout the whole year, with reviews each half term. Students are invited to attend via a letter home and rotated as and when they are considered to have made expected progress.

In addition to the above, we also subscribe to "Times Table Rock Stars" which is available to all students on roll. This specifically targets fluency in times tables and students have access to their account both in school and at home. Moreover, this academic year has seen the introduction of Sparx maths to all year groups. This online platform uses personalisation algorithms to ensure all students are suitable challenged and supported on their homework. It promotes independence in mathematics, written worked solutions and offers fundamental consolidation skills based on topics that individual student has struggled with previously.

Form-Time Maths

This programme is offered to pupils whose progress is significantly below the expected (less than 1.0 Maths level). Students meet weekly during their timetabled registration period to work on mathematical competency skills with a maths teacher. Groups range in size but never exceed 5 students per teacher. The programme runs throughout the whole year, with reviews each half term. Students are invited to attend via a letter home and rotated as and when they are considered to have made expected progress.

Additional Maths

This programme is offered to pupils who have dropped mainstream Spanish lessons (KS3). This

decision is heavily discussed with SENCo, English Department and HOYs since the student will then not study a language for their time at Cambourne Village College. Students' timetables are physically altered to include lessons in The Centre where students work on both literacy and numeracy. Students work on developing their mathematical vocabulary, becoming both fluent and confident in their use of times tables as well as their use of written methods for the four mathematical operations. This programme is run for the duration of a student's time at Cambourne Village College.

Maths Targeted Intervention/Catch-Up Intervention (Maths Teacher Led)

This programme is offered to students whom we feel are not making the expected level of progress. This programme is offered as part of the government funded catch-up scheme. As a department, we had previously identified that the Year 8 cohort, in addition to the Year 10 cohort, had the least favourable levels of progress within them. Hence, this intervention was targeted towards Year 8 and Year 10 pupils. Throughout the year, a total of six streams of catch-up intervention took place, each lasting one full term. Each stream consisted of around 12 hours of targeted intervention (given weekly after school) with a departmental maths teacher. Students were selected where their progress was significantly below the expected (less than 1.0 maths level) and allocated a stream. There were no more than 5 pupils in each stream. The aim of this intervention is to work alongside the current classwork but allow students to ask more questions and gain added support to enhance their mathematical journey.

General Intervention (Intervention Teacher Led)

This programme is run on a school level. Students attend timetabled intervention lessons instead of attending mainstream classes. The students selected for this form of intervention vary and time is spent on both maths and English. The intervention teachers work closely with the Progress Coordinator in the mathematics department to ensure lessons, resources and teaching is uniform for students. This programme consolidates key skills and competencies essential for success in mainstream maths lessons. In the current situation, much time is used to review work covered during periods of remote learning due to the Covid-19 pandemic or vast amounts of pupil absence within the mainstream setting.

Impact of Mathematics Interventions on Disadvantaged Students

Year 7: Five students were offered 'Breakfast Numeracy'. All five of these students attended regularly and appeared to have an increased amount of confidence in their mainstream maths classes. After analysing their termly assessments, one student's progress was 'excellent' whilst the other four had 'limited progress'. However, these four students did make some progress, and two were very close to being seen as 'good progress'.

Year 8: 16 students were offered a mathematics intervention. Two students were offered 'Breakfast Numeracy' and attended regularly, nine students were offered 'Catch-Up Intervention' and attended regularly, and five students were offered the same 'Catch-Up Intervention' and refused to attend. Of the two students attending 'Breakfast Numeracy', one student's progress

statement changed over the course of the year from “limited progress” to “good progress” whilst the other student remained in the “limited progress” banding. Within the ‘Catch-Up Intervention’, six students who regularly attended made ‘good progress’ and three regular attendees made ‘limited progress’. From the students who were offered ‘Catch-Up Intervention’ but did not attend, the majority made ‘limited progress’.

Year 9: Three students were offered ‘Breakfast Numeracy’ and attended regularly. All three of these students showed an elevated confidence within mainstream maths classes, began regularly completing homework and made “good progress” despite previously being in the “limited progress” banding.

Year 10: Five students were offered ‘Catch-Up Intervention’. Four out of these five students attended regularly and these students made a phenomenal amount of progress. Between them, they made an average of 1.5 GCSE grades over the year. The average for non-disadvantaged students in their year group was 2.3. The one disadvantaged student who was offered ‘Catch-Up Intervention’ but did not attend, had a progress mark of 1.2.

Year 11: 14 students were offered ‘Form Time Maths’. Of these 14, seven attended regularly, six refused to attend at all, and one student attended but had significant attendance issues generally within the school. Of the seven attending regularly, two achieved their FFT predicted grade. The remaining five were one or two grades below their predicted FFT grade but their progress throughout the year was “good”. Of the six that refused to attend, all bar one student achieved a grade that was one or two grades below their FFT prediction. The student with general attendance issues but good attendance at ‘Form Time Maths’ when in school, met their FFT prediction.

Enrichment Opportunities for Disadvantaged Students (Within Maths)

Over the 2022/23 year, we have ensured that our disadvantaged students are well represented within mathematics enrichment. When organising trips, events and other enriching opportunities, the mathematics department have worked hard to ensure disadvantaged students have multiple reminders about the event, the catering team can provide packed lunches where appropriate, and that financial situations are not a barrier. Some of the opportunities given to our disadvantaged students are listed below.

Year 10 Maths Feast Competition

This is a national competition which combines mathematical communication and teamwork skills and offers students another way to express and develop their enjoyment of mathematics. Of the eight students selected to take part in this competition, one was disadvantaged. This student did not have to pay anything to partake in this opportunity.

Year 9 Eureka Day (run by Cambridge Maths Schools)

This is a whole day event comprising of inspirational mathematics, a variety of talks and small

workshops. Amongst others, NRICH, ASMP and Cambridge Cavendish Labs attend this event offering exciting workshops for students with a talent for mathematics. Overall, six disadvantaged students were invited to attend this opportunity; two of these declined. Hence, of the 10 students that attended, four were disadvantaged. The maths department funded the four disadvantaged students to attend this trip.

UKMT – Maths Challenge

The UKMT is a national maths challenge aimed to advance the education of children and young people in mathematics. Within school, students sit a paper centred around problem solving with mathematics outside of the curriculum. Each year, Cambourne Village College enters students to partake in the Junior Maths Challenge (Yr7 and Yr8 students) and the Intermediate Maths Challenge (Yr9, Yr10 and Yr11 students). Due to the nature of this event, only a select number of our gifted and talented mathematicians are chosen to take part. Of the 128 students who took part in the Junior Maths Challenge, 16 of them (12.5%) were in receipt of Pupil Premium Funding. Of the 166 students we entered to the Intermediate Maths Challenge, 27 of them (16.2%) were from the disadvantaged cohort. No student paid for this opportunity.

Pupil Premium Pencil Cases

For the first time this year, the maths department have been able to provide a full set of mathematics equipment for each child in receipt of pupil premium. These pencil cases contain everything they may need for their maths lesson (calculator included). In conjunction with the PP budget, the maths department ordered and made-up over 60 pencil cases. These were then carefully allocated to subject teachers dependent on how many students they teach who are disadvantaged. These pencil cases remain in school and are reused across all year groups. Whilst this hasn't assisted students with equipment at home for homework, the benefit of this scheme has been widely appreciated. Whilst a numerical value cannot be put on the benefit of these pencil cases, staff and student voice has been overwhelmingly positive. Namely, staff members have been able to teach equipment-heavy lessons without students having to 'wait their turn' to use borrowed or shared equipment. In addition, students have expressed feeling 'less worried' about forgetting equipment and 'not scared of being told off or sanctioned'. Overall, this has meant that some students have found mathematics lessons more enjoyable.

These pencil cases will be re-used in future years with the upkeep financial strain becoming minimal in years to come.

Appendix 3: Reading ages and Literacy Catch-up

English Progress: Pupil Premium VS non-Pupil premium

What is the average reading age (for FSM6 and non-FSM6) pupils in each year group?

	Year 7	Year 8	Year 9

Non-FSM6	11.5	11.7	12.6
FSM6	9.5	10.1	11.6

What proportion of [FSM6/non] have reading ages below chronological / below 9:0 (+1 for each school year)?

	Below chronological reading age (number in brackets)	Below age 9:0 (+1 for each school year) (number in brackets)
Year 7 Non-FSM6	36% (99)	12% (34)
Year 7 FSM6	64% (21)	33% (11)
Year 8 Non-FSM6	45% (127)	23% (66)
Year 8 FSM6	64% (21)	33% (11)
Year 9 Non-FSM6	43% (108)	21% (53)
Year 9 FSM6	38% (21)	14% (8)

Breakfast Reading Interventions:

Pupils with a reading age of 9 and below were identified for Rachel and Teaching Assistants to work with during form time. These interventions are currently occurring with Year 7 pupils and Year 8 Pupils twice a week. These pupils were selected as they showed the biggest gap between chronological age and the reading test taken in September. They also are pupils without SEND needs.

Reading Progress:

Y7

March: 128 pupils in Y7 have made 3 months of progress or more in their reading age since September 23 and 19 of 33 Pupil Premium pupils have made 3 months of progress or more since September 22.

Y8

144 pupils in Y8 have made 3 months of progress or more in their reading age since July 22 and 28 of 55 Pupil Premium pupils have made 3 months of progress or more since July 22.

March: 102 pupils in Y8 have made 3 months of progress or more in their reading age since September 23 and 15 of 56 Pupil Premium pupils have made 3 months of progress or more since September 22.

47/83 pupils *who have received intervention* have made 3 months of progress or more. 8/21 Pupil Premium pupils who receive intervention have also made 3 months of progress or more since July 22. Only 4 of these 21 pupils are still more than one year behind their peers.

March: 42/114 pupils *who have received intervention* have made 3 months of progress or more. 7/17 Pupil Premium pupils who receive intervention have also made 3 months of progress or more since September 22.

Y9

117 pupils in Y9 have made 3 months of progress or more in their reading age since July 22. 17/21 Pupil Premium pupils have made 3 months of progress or more since July 22.

March: 96 pupils in Y9 have made 3 months of progress or more in their reading age since September 23 and 17 of 23 Pupil Premium pupils have made 3 months of progress or more since September 22.

23/63 pupils *who have received intervention* have made 3 months of progress or more. 6 of the 39 Pupil Premium pupils have also made 3 months of progress or more since July 22. Only 5 of these 39 pupils are still more than one year behind their peers.

March: 35/63 pupils *who have received intervention* have made 3 months of progress or more. 8/12 Pupil Premium pupils who receive intervention have also made 3 months of progress or more since September 22.

Reading with the Nurture Groups:

Reading slots during skills and library lessons continue with 7DYL/8DYL/9DYL to try and give more focused support to pupils with SEN and weak reading ages last year. We continue to run two guided reading sessions a fortnight along with a Library lesson which is one more guided reading lessons than we offered last year.

Reading Intervention Co-ordinator Role

Rachel Venables conducted a more intensive approach to reading interventions from May 2023 and withdrew small numbers of pupils for a whole half term during their English lessons which amounted to around 6 hours of intervention across a two week cycle. All pupils receiving this intervention made positive progress across the 6 week period. The results of this intervention can be found below:

May 2023

Strudent	FSM6	EstReadAgeMay2023	Difference	Progress (YearsMonths)
Y7 Pupil 1	No	9.04	-2.05	0.08
Y7 Pupil 2	No	9.05	-3	0.07
Y7 Pupil 3	Yes	10.09	-1.92	1.11
Y7 Pupil 4	No	9.03	-2.08	0.05
Y7 Pupil 5	No	9.03	-2.97	0.04
Y7 Pupil 6	No	11.03	-0.08	2.04
Y7 Pupil 7	Yes	10.01	-2.03	1.04
Y7 Pupil 8	No	10.06	-1.02	1.09
Y7 Pupil 9	No	10.08	-1.96	1.03
Y7 Pupil 10	No	11.02	-0.98	1.06
Student	FSM6	EstReadAgeMay2023	Difference	Progress (YearsMonths)
Y8 Pupil 1	No	10	-2.1	2.02
Y8 Pupil 2	Yes	11	-2	1.10
Y8 Pupil 3	No	11.03	-1.97	1.03
Y8 Pupil 4	No	10.1	-2.92	1.04
Y8 Pupil 5	No	9.05	-3.98	1.00
Y8 Pupil 6	No	9.04	-3.99	0.10
Y8 Pupil 7	Yes	9.11	-3.94	0.01

Y8 Pupil 8	No	10.03	-3.04	0.09
Y8 Pupil 9	No	9	-4.08	1.00
Y8 Pupil 10	Yes	10.11	-2.97	1.06
Student	FSM6	EstReadAgeMay2023	Difference	Progress(Yearssivomths)
Y9 Pupil 1	Yes	11	-3.06	3.04
Y9 Pupil 2	No	12.1	-1.01	3
Y9 Pupil 3	No	10.07	-4	0.07
Y9 Pupil 4	No	11.11	-1.98	1.11

June 2023

Student	FSM6	EstReadAgeJune/July2023	Difference	Progress (YearsMonths)
Y7 Pupil 1	Yes	9.1	-2.95	0.07
Y7 Pupil 2	No	10.06	-2.03	1.01
Y7 Pupil 3	No	11.05	-0.06	2.00
Y7 Pupil 4	No	10.1	-1.95	1.04
Y7 Pupil 5	No	12.02	0.01	2.01
Y7 Pupil 6	Yes	10.03	-1.97	0.02
Y7 Pupil 7	No	10.11	-1.92	0.07
Y7 Pupil 8	No	11	-1.02	0.08

Student	FSM6	EstReadAgeJune/July20 23	Difference	Progress (YearsMonths)
Y8 Pupil 1	Yes	12.05	-0.98	2.00
Y8 Pupil 2	Yes	12.02	-1.07	1.10
Y8 Pupil 3	Yes	11.05	-1.96	1.02
Y8 Pupil 4	No	9.11	-3.98	1.02
Y8 Pupil 5	No	10.05	-2.95	0.10
Y8 Pupil 6	No	11.11	-1.91	2.05
Y8 Pupil 7	Yes	10.04	-2.96	0.06
Y8 Pupil 8	Yes	10.1	-2.94	1.03
Student	FSM6	EstReadAgeJune/July20 23	Difference	Progress (YearsMonths)
Y9 Pupil 1	No	13	-1.05	2.10
Y9 Pupil 2	No	11.1	-2.04	1.04
Y9 Pupil 3	No	13	-1.09	2.07
Y9 Pupil 4	No	12.1	-1.98	2.00

Nessy and Guided Reading:

Pupils in the Year 7 Nurture group, taught by Rosy Hill, engaged in weekly Guided Reading and Nessy Literacy sessions in their English lessons. The students were grouped by reading age and books appropriate to this were chosen for them by Rachel Venables and, subsequently, Rosy Hill. The online reading scheme Oxford Owls was used from Spring onwards and some of the weakest readers read sequences of books from the phonics scheme. Pupils' need to decode words reduced over the course of the year and enthusiasm and confidence were markedly improved. Accelerated Reader tests showed improvement in most pupils' reading ages over the

course of the year.

Library booklets:

Pupils were given a Library booklet to help support pupils reading choices and to track their weekly reading. The booklets also contained three Reading Homework projects across the year. These projects were designed to get pupils to read across a range of fiction and non-fiction texts and to encourage more regular reading outside of school. The booklets were well received by pupils and showed a breadth of reading across KS3.

Appendix 4: *The View, Students and Success – a snapshot of Alternative Provision at work.*

Student D had always struggled with the mainstream environment at secondary school. For all sorts of reasons, he failed to engage in lessons, follow instructions and stay focused within the classroom. Almost inevitably the fallout from this was increasingly poor behaviour, confrontation with staff and other students and, after working his way through the report system, often being removed from lessons to avoid further disruption. It became increasingly common to discover an angry, withdrawn, and defiant Student D wandering the school corridors.

In Year 10, as concern for Student D continued to escalate, it was proposed that he join The View, Cambourne Village College's Alternative Provision unit. Staff believed that he would benefit from the smaller, targeted teaching groups and the high level of pastoral support offered by the Provision. His timetable was reduced to avoid the risk of conflict within the general school population, his core subjects were taught in The View by a small group of teachers experienced in AP and skilled at building one to one relationships with troubled students. Of course, there was no magic wand to wave that would change Student D's behaviour overnight but with patience and perseverance the positive results started to appear. His attendance was good, his engagement was better and his relationship with staff was generally free from confrontation.

Student D returned after the summer break to enter Year 11 and complete his GCSEs. View staff immediately noted the high level of optimism and maturity Student D showed from the outset. He had a new focus and a clear target – to achieve the best possible exam results and gain a place on the College course of his choice. There continued to be some bumps along the road and sometimes he briefly lost that focus. Student D came from a very strong and supportive family background and issues within that group affected him deeply. This could result in his level of attendance and behaviour dropping but these were increasingly brief episodes. The angry and withdrawn Student D was thankfully a person from the past and he would talk openly and frankly about the emotions affecting him.

Student D became a valued member of the AP unit – always respectful to staff and supportive of other students, particularly the younger ones. Away from his core subjects in the View, Student D was also

attending mainstream History, thanks to the patience, support and understanding of that department. He also took up Engineering late in his school life and prospered under the one the one guidance and teaching provided by a senior member of the DT staff. He was a mature and appreciative participant in the Rewards trips organised by The View, enjoying group days out to Go Karting and Go Ape.

A student who had consistently struggled with the discipline of exam conditions, Student D attended and completed all his GCSE papers, gaining the grades needed to take the next step into College where he is currently studying carpentry, the practical trade he had set his sights on.

In conclusion, a few quotes from Student D himself, delivered to staff at the end of his time at Cambourne VC, and from his family who had been so supportive throughout his time in The View: "Remember when I got kicked out of lesson you were always the ones to get me, calm me down and put a smile on my face. You have been great ". "As a family we are very proud of how Student D, with your support, did. He changed his attitude and worked hard at everything put in front of him".

It is sometimes difficult, putting exam results to one side, to judge the performance of students within an AP unit. The obvious goals are better attendance, greater engagement, and improved behaviour. By any standard Student D was a real success story and should be rightly proud of everything he achieved. He ended his time in Alternative Provision by returning the favour and putting a smile on the faces of all the staff within The View. He left with our best wishes, our respect, and our admiration.