

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1392
Proportion (%) of pupil-premium eligible pupils	17.7
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Emily Gildea
Pupil premium lead	Warren Patrick
Governor / Trustee lead	Jason White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(expecting) £240,000
Recovery premium funding allocation this academic year	£0
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	£240,000

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: Targeted interventions utilising the 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 2024/5, including Entry Level pathways - 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 support, 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.

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

Cultural Capital: Newly created role of Enrichment Coordinator who will also have oversight of monitoring, evaluating and creating 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 2024 cohort using available prior attainment data)</p> <table border="1"> <thead> <tr> <th>Year 11</th> <th>Roll no.</th> <th>FSM6 no.</th> <th>H/M/L</th> <th>FSM6 H/M/L</th> <th>% of H/M/L FSM6</th> <th>% of FSM6 H/M/L</th> <th>Non-FSM6 H/M/L</th> <th>% of H/M/L Non-FSM6</th> <th>% of Non-FSM6 H/M/L</th> </tr> </thead> <tbody> <tr> <td>H</td> <td rowspan="3">251</td> <td rowspan="3">36</td> <td>33</td> <td>1</td> <td>3%</td> <td>3%</td> <td>32</td> <td>97%</td> <td>15%</td> </tr> <tr> <td>M</td> <td>148</td> <td>18</td> <td>12%</td> <td>50%</td> <td>130</td> <td>88%</td> <td>60%</td> </tr> <tr> <td>L</td> <td>29</td> <td>11</td> <td>38%</td> <td>31%</td> <td>18</td> <td>62%</td> <td>8%</td> </tr> <tr> <th>Year 10</th> <th>Roll no.</th> <th>FSM6 no.</th> <th>H/M/L</th> <th>FSM6 H/M/L</th> <th>% of H/M/L FSM6</th> <th>% of FSM6 H/M/L</th> <th>Non-FSM6 H/M/L</th> <th>% of H/M/L Non-FSM6</th> <th>% of Non-FSM6 H/M/L</th> </tr> <tr> <td>H</td> <td rowspan="3">280</td> <td rowspan="3">49</td> <td>45</td> <td>3</td> <td>7%</td> <td>6%</td> <td>42</td> <td>93%</td> <td>18%</td> </tr> <tr> <td>M</td> <td>158</td> <td>25</td> <td>16%</td> <td>51%</td> <td>133</td> <td>84%</td> <td>58%</td> </tr> <tr> <td>L</td> <td>46</td> <td>18</td> <td>39%</td> <td>37%</td> <td>28</td> <td>61%</td> <td>12%</td> </tr> <tr> <th>Year 9</th> <th>Roll no.</th> <th>FSM6 no.</th> <th>H/M/L</th> <th>FSM6 H/M/L</th> <th>% of H/M/L FSM6</th> <th>% of FSM6 H/M/L</th> <th>Non-FSM6 H/M/L</th> <th>% of H/M/L Non-FSM6</th> <th>% of Non-FSM6 H/M/L</th> </tr> <tr> <td>H</td> <td rowspan="3">278</td> <td rowspan="3">35</td> <td>71</td> <td>2</td> <td>3%</td> <td>6%</td> <td>69</td> <td>97%</td> <td>28%</td> </tr> <tr> <td>M</td> <td>129</td> <td>16</td> <td>12%</td> <td>46%</td> <td>113</td> <td>88%</td> <td>47%</td> </tr> <tr> <td>L</td> <td>50</td> <td>13</td> <td>26%</td> <td>37%</td> <td>37</td> <td>74%</td> <td>15%</td> </tr> <tr> <th>Year 8</th> <th>Roll no.</th> <th>FSM6 no.</th> <th>H/M/L</th> <th>FSM6 H/M/L</th> <th>% of H/M/L FSM6</th> <th>% of FSM6 H/M/L</th> <th>Non-FSM6 H/M/L</th> <th>% of H/M/L Non-FSM6</th> <th>% of Non-FSM6 H/M/L</th> </tr> <tr> <td>H</td> <td rowspan="3">291</td> <td rowspan="3">54</td> <td>80</td> <td>5</td> <td>6%</td> <td>9%</td> <td>75</td> <td>94%</td> <td>32%</td> </tr> <tr> <td>M</td> <td>138</td> <td>29</td> <td>21%</td> <td>54%</td> <td>109</td> <td>79%</td> <td>46%</td> </tr> <tr> <td>L</td> <td>53</td> <td>17</td> <td>32%</td> <td>31%</td> <td>36</td> <td>68%</td> <td>15%</td> </tr> <tr> <th>Year 7</th> <th>Roll no.</th> <th>FSM6 no.</th> <th>H/M/L</th> <th>FSM6 H/M/L</th> <th>% of H/M/L FSM6</th> <th>% of FSM6 H/M/L</th> <th>Non-FSM6 H/M/L</th> <th>% of H/M/L Non-FSM6</th> <th>% of Non-FSM6 H/M/L</th> </tr> <tr> <td>H</td> <td rowspan="3">292</td> <td rowspan="3">57</td> <td>87</td> <td>6</td> <td>7%</td> <td>11%</td> <td>81</td> <td>93%</td> <td>34%</td> </tr> <tr> <td>M</td> <td>154</td> <td>30</td> <td>19%</td> <td>53%</td> <td>124</td> <td>81%</td> <td>53%</td> </tr> <tr> <td>L</td> <td>34</td> <td>18</td> <td>53%</td> <td>32%</td> <td>16</td> <td>47%</td> <td>7%</td> </tr> </tbody> </table>	Year 11	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L	H	251	36	33	1	3%	3%	32	97%	15%	M	148	18	12%	50%	130	88%	60%	L	29	11	38%	31%	18	62%	8%	Year 10	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L	H	280	49	45	3	7%	6%	42	93%	18%	M	158	25	16%	51%	133	84%	58%	L	46	18	39%	37%	28	61%	12%	Year 9	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L	H	278	35	71	2	3%	6%	69	97%	28%	M	129	16	12%	46%	113	88%	47%	L	50	13	26%	37%	37	74%	15%	Year 8	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L	H	291	54	80	5	6%	9%	75	94%	32%	M	138	29	21%	54%	109	79%	46%	L	53	17	32%	31%	36	68%	15%	Year 7	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L	H	292	57	87	6	7%	11%	81	93%	34%	M	154	30	19%	53%	124	81%	53%	L	34	18	53%	32%	16	47%	7%
Year 11	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L																																																																																																																																																																												
H	251	36	33	1	3%	3%	32	97%	15%																																																																																																																																																																												
M			148	18	12%	50%	130	88%	60%																																																																																																																																																																												
L			29	11	38%	31%	18	62%	8%																																																																																																																																																																												
Year 10	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L																																																																																																																																																																												
H	280	49	45	3	7%	6%	42	93%	18%																																																																																																																																																																												
M			158	25	16%	51%	133	84%	58%																																																																																																																																																																												
L			46	18	39%	37%	28	61%	12%																																																																																																																																																																												
Year 9	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L																																																																																																																																																																												
H	278	35	71	2	3%	6%	69	97%	28%																																																																																																																																																																												
M			129	16	12%	46%	113	88%	47%																																																																																																																																																																												
L			50	13	26%	37%	37	74%	15%																																																																																																																																																																												
Year 8	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L																																																																																																																																																																												
H	291	54	80	5	6%	9%	75	94%	32%																																																																																																																																																																												
M			138	29	21%	54%	109	79%	46%																																																																																																																																																																												
L			53	17	32%	31%	36	68%	15%																																																																																																																																																																												
Year 7	Roll no.	FSM6 no.	H/M/L	FSM6 H/M/L	% of H/M/L FSM6	% of FSM6 H/M/L	Non-FSM6 H/M/L	% of H/M/L Non-FSM6	% of Non-FSM6 H/M/L																																																																																																																																																																												
H	292	57	87	6	7%	11%	81	93%	34%																																																																																																																																																																												
M			154	30	19%	53%	124	81%	53%																																																																																																																																																																												
L			34	18	53%	32%	16	47%	7%																																																																																																																																																																												

2

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 15.3% for 2023/24, compared to 6.2% 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 16.31% in 2022/23 to 16.0% in 2023/24. 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 15.4% in 2022/23 to 15.3% in 2023/24. The persistent absenteeism rate of pupils who were eligible for free school meals has slightly risen 48.5% in 2022/23 to 48.6% in 2023/24. This is still above the national figure of 37.2% for the 2021/22 academic year from the DfE data.

Absence rate and persistent absentees by pupil characteristics compared to last year and current national data.

	CamVC 2023/24			CamVC 2022/23			FFT Data up to 19/07/2024		
	Att %	% absence	% PA pupils	Att %	% absence	% PA pupils	Att%	% absence	% PA pupils
Gender									
Girls	92.2	7.8	18.9	92.0	8.0	18.9	90.4	9.6	No Data
Boys	91.5	8.5	21.2	91.9	8.1	22.3	91.2	8.8	No Data
FSM6									
Yes	84.0	16.0	48.6	83.7	16.3	48.5	85.4	14.6	No Data
No	93.9	6.1	12.9	93.4	6.6	15.9	92.8	7.2	No Data
PP									
Yes	84.7	15.3	45.8	84.6	15.4	45.4	No Data	No Data	No Data
No	93.8	6.2	13.3	93.5	6.5	15.6	No Data	No Data	No Data

3

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 2023-24, 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	97 (0)	99 (0)	97 (0)
	FSM6	84 (1)	89 (1)	89 (1)
8	Non-FSM6	97 (0)	97 (0)	97 (0)
	FSM6	84 (2)	91 (2)	83 (3)

	9	Non-FSM6	96 (0)	96 (0)	95 (0)
		FSM6	86 (2)	88 (2)	87 (2)
	10	Non-FSM6	94 (1)	94 (0)	96 (0)
		FSM6	74 (4)	70 (7)	81 (3)

4

In some cases, our disadvantaged students are particularly **vulnerable to certain risk factors** that can lead to persistent absence or persistently challenging behaviour.

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.

Currently, the proportion of FSM6 pupils in each of the provisions is as follows: the View, 60% (3 out of 5); the Blue Room 62.5% (5 out of 8); the Link 50% (10 out of 20). Also note that of our students who are Young Carers, 63% are FSM6.

5

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.

6

Parental Engagement.

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.

Year Groups	% Appointments booked (all)	% Appointments booked (FSM6)	% of those without appointments who were FSM6
7	83%	61%	43%
8	83%	62%	28%
9	79%	69%	28%
10	82%	57%	36%
11	82%	70%	32%

7.

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 2024 cohort, 1 of the 4 is disadvantaged; of those where post-16 destination is unconfirmed as yet; 2 of 9 are disadvantaged – this is down from last year's figure of 50%.

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 3.5 for 2025 cohort; Above 56% of FSM6 pupils attaining 4+ in English and Maths, and above 30% of FSM6 pupils attaining 5+ in English and Maths (that is to say, for FSM6 pupils to achieve in line with FFT20 in these critical subjects).
2. Strong progress demonstrated by external outcomes	Progress 8 score of –0.1 for FSM6 pupils (this represents an improvement of 0.2 year-on-year, and would be sustained improvement, as results of 2022 to 2023 saw an improvement of 0.18, and 2023 to 2024 an improvement of 0.17).
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 have opportunity 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 to be comparable to that of non-FSM6 pupils.

Activity in this academic year

This details how we intend to spend our pupil premium 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 be examined for the first time, this year.</p>		
---	--	--

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £65,163

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; Students no longer required to select a foreign language as an option choice. However this frees up an opportunity for a student to select an additional EBacc subject.</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>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>Teacher-run intervention sessions: Running on a smaller scale as discrete funding is removed; 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. This is intended to be funded by teachers ‘undercount’ in contracted timetabled hours, as there is no discrete additional budget.</p> <p style="text-align: center;"><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.</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>	
---	---	--

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.</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>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.*</p> <p>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>Creation of Enrichment Coordinator role will have whole school responsibility for coordinating extra-curricular activities and opportunity for cultural capital and identifying key demographics of student disengagement. Departments continue to invest in and offer academic and cultural experiences that are designed to</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>increase the cultural capital of our disadvantaged students.</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 sustained 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>	<p>3</p>

<p>Priority by Careers Advisor 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 aspirations. Also, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows.</p> <p>EEF</p>	<p>1,7</p>
<p>Continuation of the approach of securing parental engagement at parents' evenings</p>	<p>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.</p>	<p>6</p>

<p>Funding towards participation in music lessons and sports clubs.</p>	<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>	<p>1, 7</p>
<p>Funding of iPads for all disadvantaged students</p>	<p>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</p>	<p>1, 7</p>
<p>Purchasing resources that directly tackle attainment, such as revision guides, resource booklets, maps / globes, set texts.</p>	<p>No evidence required</p>	<p>1,4</p>

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 2023 to 2024 academic year.

Academic outcomes

We set out our intentions as below:

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.

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.

Stated aims:

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 2024 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).
--	--

Attainment 8

	2019	2020	2021	2022	2023	2024
FSM 6	4.2	3.9	4.2	3.2	3.2	3.4
Non-FSM 6	5.6	5.9	5.8	6.0	5.4	5.3
Differential	-1.4	-2.0	-1.6	-2.8	-2.2	-1.9

Progress 8

	2019	2020	2021	2022	2023	2024
FSM 6	-0.03	-0.32	-0.23	-0.65	-0.43	-0.3
Non-FSM 6	+0.59	+0.41	+0.42	+0.59	+0.48	+0.5
Differential	-0.62	-0.73	-0.65	-1.24	-0.91	-0.8

% achieving English and Maths 4+

	2019	2020	2021	2022	2023	2024
FSM 6	48	50	68	25	42	42.6
Non-FSM 6	78	85	84	88	76	74.5
Differential	-30	-35	-16	-63	-34	-32.1

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

As we can see from the table above, there is still a wide attainment gap between our FSM6 and non-FSM6 students, although one that has, this year, narrowed by 0.3. The average GCSE grade for our disadvantaged students (3.4) is just under two grades below that of our non-disadvantaged students (5.3). Note, however, that our FSM6 students achieved almost in line with their FFT20 projection of 3.5. (The aim above gives the FFT20 projection as 3.8 – the shift results from the flux in the cohort itself.)

Additionally, we are heartened by the sustained improvement in our Progress 8 for disadvantaged pupils this year, which at -0.3 was exactly what we targeted. This has built on the progression of 2023's improvement of -0.43 on 2024's -0.65, whilst still demonstrating that further improvement is needed. The trend over the 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 have seen some success, but not sufficient to return to levels of attainment and progress seen pre-pandemic (noted as Challenge 5, above).

In terms of benchmarks of Grade 4+ and Grade 5+ in English and Maths, we see the attainment gap figuring here, too. Notably, at Grade 4+ in English and Maths, FFT20 projections were for 48% of students to achieve; we saw 43% do so. At Grade 5+ in English and Maths, we outstripped FFT projections of 26%, with 28% doing so. Thus, although we didn't meet our stated target of 60%, we were close to seeing those children perform in line with prior attainment

according to a metric that does not factor in their disadvantage – they performed broadly as well as (at Grade 4, slightly less well; at Grade 5, better) they would have had they not been disadvantaged.

In last year's statement, we outlined our intention to focus in particular on English, as we remarked on the fact that the average grade was 3.5, with a value-added of -0.6, which compared unfavourably to Maths. We saw a significant improvement here: our FSM6 students attained an average of 4.1 in English, outstripping the FFT20 of 3.8. This gave a Progress 8 score of 0 for the English element. In comparison, while for Maths the FFT20 projection for the FSM6 cohort was also 3.8, the actual, significantly lower average grade of 3.5 gave a Progress 8 score of +0.1 for the Maths element. We might conclude, therefore, that what is reflected here is a national picture of low attainment in Maths, rather than an in-school difference that needs to be resolved. Certainly, the improvement from 2023 to 2024 in outcomes in English is pleasing.

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 Year 11 pupils on the SEND register, 31% were FSM6. This is an over-representation of the 20% 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.

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

This year, we intend using tutor time intervention with our Heads of English, Maths and Science to offer FSM6 pupils sustained, frequent timetabled intervention, at a time that is neither impacted by other factors (behaviour sanctions, requirements of them as Young Carers etc) nor precludes them from attending clubs, enrichment or other revision sessions.

We will invigorate our focus on these students by prioritising them in our Quality Assurance processes. This will be accompanied by staff training, and a Continuing Development focus group. We intend that this renewed emphasis will mean that they are the focus of our core, high quality teaching, feedback, assessment and intervention. Lesson observations and learning walks will evaluate the efficacy of this provision, routinely.

We will improve our Alternative Provision, so that the best results from 2024 can be replicated more consistently, through enhanced CPL and considered staffing arrangements.

We will strategically target pupils who are at risk of missing the Grade 4 or 5 in English or Maths, as this is a facilitating outcome for students.

Our PP Champion and PP Co-ordinator will liaise with our Data and Year Teams to ensure that students at risk of falling behind are supported with mentoring and revision strategies.

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.

On recommendation from the HOD English, we last year purchased subscription to GCSE Pod, which she had seen had work effectively for students on 3/4 border and MPA students generally. We hope therefore to see the continued impact of this purchase on English outcomes. In relation to this, we also see our work in terms of reading and vocabulary as relevant and important here.

Stated aim:

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

We recruited to the position of Reading TA in the Autumn term. We targeted children in KS3, whose reading ages were 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. In addition, breakfast reading sessions ran each morning, with identified students reading with a TA on two sessions per week.

Term	Number of students	Average increase in RA (years:months)	Average RA on starting and ending intervention
Aut 2	18	1:00	8:05 – 9:05
Spr 1	26	0:11	9:08 – 10:07
Spr 2	19	0:03	10:08 – 10:11
Sum 1	22	0:09	9:05 – 10:02

We have seen sustained motivation and engagement in English lessons following intervention, as well as the disproportionate gain in reading ability. We are therefore very satisfied with the outcome of this approach, which continues to see the benefits that followed its introduction in 2023.

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

We intend to embed and sustain this approach, with data monitoring that carefully tracks students' trajectory post-intervention.

In addition, we will purchase Accelerated Reader test licences for our KS4 students, in order that

teachers can successfully adapt teaching and resources.

We also look to continue CPD so that all teachers are clear on our Reading Policy and can support weaker readers to access the curriculum and to develop their reading, including their disciplinary literacy.

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, including Phonics where necessary;
- 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).
- Whole school reading strategy is a primary focus of the school development plan.

Stated aim:

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

Outcomes: In our outgoing 2024 cohort, 28% of our FSM6 pupils followed the EBacc pathway, an increase of 14% from 2023. The national average was 40.4%. (Of the non-FSM6 cohort, the proportion was 50%.)

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. This year students are not required to select a foreign language. This may impact their EBacc (positively or negatively) but we are confident that this offer is in the best interest of our students to enable them to secure their success and confidence in their next steps.

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

Year 7	On /above target Eng (%)					On / above target Maths(%)				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
FSM6	79	66	81	70	47	75	66	76	60	85
Non-FSM6	88	74	71	70	57	89	74	85	73	77
Differential	-9	-8	+10	0	-10	-14	-12	-9	-13	-8

Outcomes:

Year 8	On /above target Eng (%)					On / above target Maths(%)				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
FSM6	60	79	56	65	69	60	72	64	51	47
Non-FSM6	91	64	73	66	67	89	70	70	73	68
Differential	-31	+15	-17	-1	+2	-29	+2	-6	-22	-21

Year 9	On /above target Eng (%)					On / above target Maths(%)				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
FSM6	66	87	67	65	68	68	87	56	53	44
Non-FSM6	90	81	72	81	59	88	83	79	69	75
Differential	-36	+6	-5	-16	+11	-20	+4	-23	-16	-31

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. What we appear to see is that a gap is closing in later KS3 English where it opens in KS3 Maths. It could be instructive to consider how a spiral curriculum in Maths may impact those students with lower KS2 scores, which, we know, are disproportionately represented in our FSM6 cohort.

What we might note, however, is that the end of discretely funded Catch-Up Numeracy and Literacy has severed the opportunity for and emphasis on sustained and coherent KS3 Maths intervention. We might interpret that the focus now is on KS4 outcomes, where Maths progress data is highly positive.

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. Likewise our emphasis on disadvantaged students through QA will benefit those students

in KS3 just as much as in KS4.

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:

2. 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

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

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

5. 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)

6. 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: 62% 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 Principal, 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: recent appointment of Rebecca Clissold as Enrichment Coordinator intends to continue the impressive amount of high quality cultural capital students have experienced. .

Rebecca Griffiths 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, Japanese Club (speaking and cultural appreciation) and KS3 Computer Programming Club. The continuation of Clubs focusing on LGBT+ 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 9 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.

We have secured Turing funding. This will enable disadvantaged students to experience a fully funded trip to either Spain or Germany.

The Duke of Edinburgh Award scheme has been relaunched this year with funding for equipment and expeditions for students.

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

With the implementation of the new Enrichment Coordinator role, along with the support of the Pupil Premium Coordinator, Pupil Premium Champion and departments, we intend 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 2024 cohort, 1 of the 4 is disadvantaged; of those where post-16 destination is unconfirmed as yet; 2 of 9 are disadvantaged – this is down from last year's figure of 50%.

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, 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. This approach has had a positive impact with fewer disadvantaged students either NEET or with an unconfirmed Post 16 destination.

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 15.3% for 2023/24, compared to 6.2% 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 from 16.3% in 2022/23 to 11.6% in 2023/2024. This is slightly under the national figure of 11.9% 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 15.39% in 2022/23 to 12.9% 2023/24.

	CamVC 2024/25 Up to 1 st Half Term				CamVC 2023/24 Up to 1 st Half Term				National FFT Data up to 08/11/2024		
	Att %	% absence	% PA pupils	% SA Pupils	Att %	% absence	% PA pupils	% SA Pupils	Att%	% absence	% PA pupils
Gender											
Girls	93.6	6.4	14.7	2.8	93.7	6.4	15.9	2.7	92.3	7.7	22.0
Boys	94.0	6.0	14.3	2.4	93.2	6.8	17.1	2.4	92.9	7.1	20.0
FSM											
Yes	85.9	14.2	32.2	8.6	88.5	11.6	31.9	5.5	88.1	11.9	34.0
No	95.3	4.8	11.5	1.6	95.8	4.2	10.3	0.7	94.4	5.6	15.0
PP											
Yes	86.4	13.6	31.7	7.7	87.1	12.9	33.6	6.6	No Data	No Data	No Data
No	95.3	4.7	11.3	1.6	95.8	4.2	10.3	0.8	No Data	No Data	No Data
SEN											
SEN Support	80.0	20.1	29.6	17.3	84.6	15.4	37.3	9.8	88.1	11.9	33.0
EHCP	76.0	24.1	41.5	20.0	81.0	19.0	35.2	14.8	83.9	16.1	38.0
No	95.1	4.9	12.9	1.4	96.0	4.0	11.1	0.2	93.8	6.2	18.0

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.

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 previous two years we had see an increase in these families' attendance. However, in 2023-4, we saw a drop, both in overall attendance and, disproportionately and disappointingly, in FSM6 attendance.

(NB. Included within these figures are students who are not accessing mainstream education and therefore attendance at these consultations would not be expected.)

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

2023/24

Year Groups	% Appointments booked (all)	% Appointments booked (FSM6)	% of those without appointments who were FSM6
7	83%	61%	43%
8	83%	62%	28%
9	79%	69%	28%
10	82%	57%	36%
11	82%	70%	32%

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 will also introduce a follow-up element, speaking to those parents and carers who, through the PP Champion, had appointments made for them that they then did not attend, to find out what the reasons for this was.