

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cambridge Academy for Science and Technology
Number of pupils in school	462 (331 years 9-11)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Danielle Pacey, Principal
Pupil premium lead	Alex Caley, Assistant Principal
Governor / Trustee lead	Hugo Lebus – PP Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,350
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	£70,350

Part A: Pupil premium strategy plan

Statement of intent

At Cambridge Academy for Science and Technology we believe that social or financial disadvantage should never be an obstacle to a young person's life chances and that each pupil can achieve at the highest levels. Our Pupil Premium Plan uses every funding source and educational strategy to remove any barriers our pupils may face. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our current Pupil Premium Strategy works towards achieving these objectives by identifying barriers to achievement our pupils are challenged by and ensuring we have research-informed solutions funded by our Pupil Premium grant. These are outlined in further detail with rationale below. As a starting point we have used the EEF recommendation of a tiered approach with a focus on teaching, targeted support, and wider strategies. The ultimate aim is to ensure that disadvantaged pupils are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy adults.

To ensure there is success with our identified strategies, we aim to plan and review the impact of these regularly using data, acting early to reviewing intervention success, ensuring challenge and rigour in the classroom, and continuing to adopt a whole school approach to staff having high expectations of student's outcomes regardless of their background.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of disadvantaged students in English & Maths is less than that of their peers, typically with a 20% gap for Basics 4+ and 5+ at the end of Y11. This challenge will focus on catch up of students in KS3 for Maths and English as well as strong KS4 interventions.
2	Positive progress for disadvantaged students in Y11. There continues to be a gap between disadvantaged students and their peers regarding progress. The last two years have seen positive progress that is above 'national other' for disadvantaged students, however we want to improve this and close the gap.

3	<p>A low percentage of disadvantaged students reading for pleasure, with fluency and comprehension appropriate to their age. NGRT reading ages of disadvantaged students are lower than those of their peers.</p> <p>A high percentage of disadvantaged students have a poor understanding of vocabulary and how to use it effectively. This links to poorer performance in all subjects relative to non-disadvantaged peers.</p>
4	<p>The attendance of disadvantaged pupils is below their non-disadvantaged counterparts. The national YTD average for FSM students is 88.3 % on the 14th November 2024. This is in comparison to our disadvantaged attendance figure of 91.7 %. Although higher than national average, it is below that of non-disadvantaged peers. Our in-school evidence shows us that poor attendance directly correlates with negative progress and attainment.</p>
5	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</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
Improved reading comprehension among disadvantaged pupils.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers in years 9 and 10.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and formative/summative assessments</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by</p>

	private study completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
PP-eligible pupils experience excellent teaching in English and Mathematics and make good progress through the curriculum. Their work is of a high standard and compares favourably to that of non-PP peers. Students in KS3 eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects. They build their knowledge and understanding over time and grasp key curriculum concepts, enabling them to demonstrate knowledge and skills confidently in a range of assessments, including summative tests.	<p>Attainment of disadvantaged students in basics was at 46 % 5+ for the academic year 2024 and improves year on year.</p> <p>Mid and End of year assessment alongside classwork demonstrates that disadvantaged students in KS3 achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.</p>
Disadvantaged students experience a challenging curriculum. They receive excellent Information, advice and guidance and make progress in a range of subjects,	Disadvantaged students in Year 11 achieve positive Progress 8 score that improves year on year and narrows the gap with non disadvantaged.
To have a greater percentage of students reading for pleasure, with fluency and comprehension appropriate to their age. Reading is prioritised to allow students to access the full curriculum. All students have a wider understanding of vocabulary and how to use it effectively.	NGRT tests show improved reading ages for disadvantaged students. Improved literacy skills that lead to improved Mid and End of Year assessments for all subjects and in particular English. Improved use of vocabulary, evident in books and exam responses.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Quality first teaching is provided in a disruption free environment by continuing to fully embed our ambitious curriculum with all staff who apply the academy principles, supported by Teaching and Learning Reviews and our CPD Subject Program.	https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf	1, 2, 5
CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The Principles behind Rosenshine and TLAC are in line with the majority of these approaches.	1, 2
Extra interventions in Maths and English at Y11	Extra time with specialist subject staff to support learning gaps in targeted sessions. The EEF toolkits cites this as having 3 months progress to learners	1, 2
Trainee and ECT training and education	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The Principles behind Rosenshine 2,3,4 5 and TLAC are	1, 2

	in line with these approaches and ensuring trainees and ECTs are fully inducted and in line with whole school quality first teaching will ensure good progress.	
<p>Planning and delivery provide for spaced repetition and interleaving to support long term memory development</p> <ul style="list-style-type: none"> - Interleaved AfL activities take place in all lessons and results inform live and planned re-teaching. - Low stakes retrieval quiz questions are planned into all lessons to consolidate and inform next steps and to feedback to students any misconceptions. - MS TEAMS and online platforms are used for retrieval across the curriculum for private study (homework). Performance used to inform teaching. 	<p>Feedback EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2
<p>Purchase NGRT tests to measure the reading ages. Sharing this information with the SEND team and Teachers to help plan support and interventions.</p>	<p>It is vital that students have a reading age at or above their chronological age. Disadvantaged children reach age 11 generally with a smaller vocabulary. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. The latest GCSE tables indicate that over fifty per cent of the 2023/24 cohort of sixteen-year-olds failed to achieve the 4+ Basics in English and Maths.</p> <p>The reading framework</p> <p>A closer look at pupils who did not achieve the basics at GCSE - FFT Education Datalab</p>	3
<p>To monitor the online platforms used by students so that they are</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2

used actively by PP students.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers interviews and mentoring programmes Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available. Pupil Premium students get priority for these meetings.	Aspiration interventions EEF Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. These meetings are aimed to ensure students know what skills and qualifications they need to achieve their aspirations.	6
1-1 online tutoring in English and Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Further embed the reading programme To ensure that any PP student with a low reading age has access to catch-up and phonics intervention where needed.	All students participate in regular reading programme to develop literacy skills and promote a love of reading, while supporting gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners.	3
Numeracy support	Numeracy support using Sparx programme to support numeracy skills and independent learning Homework can add 5 months of progress to learners according to the EEF.	1, 2
Subject surgeries are offered to students in year 11, to target those who are performing below expectation. Easter holiday revision sessions are run before the GCSE exams for a number of subjects. Parents of Pupil	Extra time with specialist subject staff to support learning gaps in targeted sessions. The EEF toolkits cites this as having 3 months progress to learners Small Group Tuition	1, 2

Premium students are directly contacted about their children attending these sessions.		
Homework policy in place and close monitoring of homework.	Students have clear homework set based on knowledge recall and independent practice. The EEF cites 5 months progress for learners based on the completion of homework.	1, 2
Progress evenings with parents and students have early bookings for Pupil Premium students. Appoints are made for parents who do not sign up.	Parental engagement EEF	1, 2, 6
Pupil premium students are provided with revision guides and workbooks and their parents are asked to support ensuring their child engages with these resources at home. Key curriculum texts are also provided for all Pupil Premium students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2

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

Budgeted cost: £ 37,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>We have a dedicated member of support staff who deals with attendance on a daily basis, as well as looking at attendance on a fortnightly basis.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Employ a trained talking therapies counsellor for a day a week to support their	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is	6

mental health. These will run as one to one sessions	often linked to poor attendance which in turns impacts progress	
Subject support	Subsidised materials for academic learning. Subsidised uniform and academic equipment i.e. provision of online programmes. This supports our wider focus of education with character and removes' barriers to academic learning. The EEF toolkit learners can make 3 months progress through participating in arts.	1, 2, 4, 6
Full time Inclusion Coordinator and Pastoral Year Coordinator to support students who are struggling		4, 6
SEND Co-ordinator to complete mentoring and motivational mapping with students		1-6
TAs implementing a programme of literacy and numeracy intervention	Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)	
Purchasing books for the reading programme	All students participate in regular reading programme to develop literacy skills and promote a love of reading, while supporting gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners.	3
Financial support for all other items such as DofE subscriptions	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences	4, 6
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial at CASTs discretion		4, 6

Total budgeted cost: £ 70,350

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.

Quality teaching for all

Last year we had a number of strategies to improve outcomes for PP students. The reading programme continues to be delivered in tutor time and has meant that more students were reading than prior to starting.

The use of Seneca Premium in all subjects helped to support students with their revision for assessments, especially those who struggled to embed the concepts in Science, the ability to watch videos and then answer questions to ensure understanding meant students performed better. When we were in school our usual QA process was undertaken, which helped SLT identify areas of development, which were then worked on during CPD briefings and INSET days to ensure that all students receive high quality teaching. We embedded Kay Science, a resource created by Science teachers to further develop the understanding and achievement of all.

This year we continued to use Sparx Maths as our homework tool in Maths, which has been used to secure a deeper understanding of mathematical concepts and allows repeated practise. Students who do not achieve expected levels in their homework were required to attend a lunchtime support session. Sparx Reader was also put in place to support English independent study for Year 9 students.

In terms of improving the teaching continued the focus of one of our weekly briefings to CPD. This meant every week teachers were learning about strategies to employ in the classroom and then working within their departments to discuss how to implement the learning. This resulted in improvements being seen during QA learning walks by middle and senior leaders.

A session was also run for all staff about the important of equity for Pupil Premium students, rather than equality for all.

Targeted support and intervention

Year 11 pupils in receipt of PP funding received Maths and/or English tutoring if they were identified as being below target in either subject from their end of year 10 assessments. 46% of PP students achieved a 5+ in English and Maths, and 61% achieved a 4+ in English and Maths. The progress 8 score was +0.05. The progress 8 score gap

between PP and non-PP students decreased by 0.4 points from the previous year to - 0.39.

Our provision of a counsellor was much used, and there was often a waiting list of students needing to see her.

We used the CEIAG advisor to guide all students, particularly year 11 in the first term whilst they were making their post 16 applications, but also ensured that the PP students were seen as a priority after they receive their end of year assessment results and can start to think about future plans, as they are much more likely to be NEET. This worked really well last year, everyone who is PP has a plan about where to go moving forward.

Behaviour and Attendance improvement strategies

Only a small number of parents requested assistance with uniform, but those who used it found it invaluable, and their children would have had issues attending school otherwise. This is something we will take forward to ensure all students can access education but also build relationships with parents, so they feel supported.

The Pastoral Year Co-ordinator completed a lot of work with PP students last year, many EHAs were completed, and we managed to secure outside agency support for students who were particularly vulnerable. This has helped to build relationships with families and has also improved attendance of those students over time, although for some of them there is still more work to be done. She has also been having key follow up conversations with those who have started to show attendance issues as early as possible to get students back into school, which has been largely successful.

We continued to track attendance frequently and had a dedicated member of staff working on it on a daily basis to minimise the effects of absence on attainment. This has improved the tracking and following up of attendance with parents and the students, which meant that attendance for several key individuals showed improvement. The overall, whole year attendance for PP students was 90.64% compared to 93.7% for non-PP students.

The number of isolations and suspensions last year was much lower than the national average and continues to be monitored regularly.

SEND improvement strategies (PP eligible pupils who also have identified SEN)

The continued use of Teams has really helped students to remain informed of what is happening in their lessons, even if they are off. The use of Teams for setting homework and the monitoring on Arbor also helped us to easily track those who had not completed homework. Maths running lunchtime catchup sessions for students who did not complete Sparx helped considerably with the high levels of attainment achieved in this

subject. Within the SEND Team there were two TA's, who ran interventions with students during their private study sessions for English and Maths. This is largely aimed at SEND, but for some, there is co-morbidity of SEND and PP.

Externally provided programmes

Programme	Provider
Year 11 targeted one to one tutoring English and Maths	MyTutor
Sparx Maths and Sparx Reader	Sparx
NGRT Tests	GL Assessments
SENECA Premium	
Kay Science	
Isaac Physics	