

# 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	340 (Years 9 – 11)
Proportion (%) of pupil premium eligible pupils	22 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£78,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,475

# 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 Pupil Premium students in English & Maths is less than that of their peers, typically with a 30% gap for Basics 4+ and 5+ at the end of Y11 compared to non-PP. 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 and attainment. With no progress data, the Attainment 8 gap has continued to close to -14.06, but this needs to narrow further.

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. CAST's disadvantaged attendance figure of 92.4 % for Autumn 1 is below the whole cohort's attendance of 95.7 %. 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 11.</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>

	homework 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 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, teacher observations.</li> </ul>
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"> <li>• 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%.</li> <li>• 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.</li> </ul>
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 42 % at 5+ for the academic year 2025 and should improve above the 46 % achieved in 2024.</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 a positive Progress 8 score that improves year on year and narrows the Attainment 8 gap with non-disadvantaged when no P8 is available.
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: £ 11,300

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: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	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.	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a>	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
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 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.	1, 2

<p>Planning and delivery provide for spaced repetition and interleaving to support long term memory development</p> <ul style="list-style-type: none"> <li>- Interleaved AfL activities take place in all lessons and results inform live and planned re-teaching.</li> <li>- Low stakes retrieval quiz questions are planned into all lessons to consolidate and inform next steps and to feedback to students any misconceptions.</li> <li>- MS TEAMS and online platforms are used for retrieval across the curriculum for homework. Performance used to inform teaching.</li> </ul>	<p><a href="#">Feedback   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></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 2024/25 disadvantaged cohort of sixteen-year-olds failed to achieve the 4+ Basics in English and Maths.</p> <p><a href="#">The reading framework</a></p> <p><a href="#">An early look at pupils who did not achieve the basics last year - FFT Education Datalab</a></p>	3
<p>To monitor the online platforms used by students so that they are used actively by PP students.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2

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

Budgeted cost: £ 25,700

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.	<a href="#">Aspiration interventions   EEF</a> 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
Small class intervention sessions after school in Maths and English at Y11 with the Pupil Premium Maths and English Leads	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 <a href="#">Extending school time   EEF</a>	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
Literacy support using Lexia	Identified students, with low reading ages on the NGRTs and by the English department, spend 20 minutes a day, 4 days a week working with Lexia to improve their literacy. The student's progress is monitored with further NGRTs.	3
Maths, English and Science homework support	Homework support using Sparx Maths, Sparx Reader and Sparx Science programmes. Homework can add 5 months of progress to learners according to the EEF. <a href="#">Homework   EEF</a>	1, 2
Subject surgeries are offered to students in year 11, to target those who are performing below expectation. Easter	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 <a href="#">Small Group Tuition</a>	1, 2

holiday revision sessions are run before the GCSE exams for a number of subjects. Parents of Pupil 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. Completion of homework by pupil premium students is monitored regularly with support put in place when necessary. Homework support sessions run every day after school with additional support from SEND. 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 PP students. Appointments are made for parents who do not sign up.	<a href="#">Parental engagement   EEF</a>	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 provided for PP students.	<a href="#">Parental engagement   EEF</a>	1, 2

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

Budgeted cost: £ 41,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <a href="#">Working together to improve school attendance - GOV.UK</a> . We have a dedicated member of	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4



support staff who deals with attendance on a daily basis and looks at attendance on a fortnightly basis.		
Employ 2 trained talking therapies counsellors to support their mental health. These will run as one-to-one sessions	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turns impacts progress	6
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.	1, 2, 4, 6
Full time Inclusion Coordinator and Pastoral Year Coordinator to support students who are struggling	<a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a>	4, 6
Deputy SENDCo to complete mentoring and motivational mapping with students	<a href="#">Aspiration interventions   EEF</a>	1-6
TAs implementing a programme of literacy and numeracy intervention	<a href="#">Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
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 Duke of Edinburgh subscriptions. Subsidising the expeditions.	Staff training to provide the highest quality support for disadvantaged students.	4, 6
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial at CAST's discretion.	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences	4, 6

**Total budgeted cost: £ 78,475**

## 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 2024 to 2025 academic year.

#### **Quality teaching for all**

This year Sparx Science was used for homework in science, instead of Kay Science to set and monitor centrally. Sparx Maths and Sparx Reader continued as our homework tools in Maths and English, 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 in Maths. Students not attempting homework were closely monitored through Arbor and were required to attend after school support sessions to catch up. This meant homework was taken seriously and allowed students to make more progress.

Weekly CPD sessions on previously identified areas of weaker teaching. 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. A big focus was on AfL to check all learners, especially disadvantaged and SEN students, understood the topics being taught. Another big focus was on behaviour and routines. This resulted in improvements being seen during QA learning walks by middle and senior leaders.

The reading programme continues to be delivered in tutor time and has meant that more students were reading than prior to starting.

#### **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. 42 % of PP students achieved a 5+ in English and Maths, and 54 % achieved a 4+ in English and Maths. These were lower than the 46 % 5+ and 60 % 4+ achieved previously in the basics. This was limited mostly by English, rather than Maths. Attendance to English one-to-one online tuition was less than to Maths, partly being due to English being after school, while Maths tutor sessions occurred in private study lessons during the school day. Progress made by students attending the after-school support sessions run by the English teachers was greater than that achieved by tutoring. New English and Maths Pupil Premium Leads have now been put in place to run additional small class sessions after school for identified PP Year 11 students instead. Attendance and engagement with these sessions have been better to date. The PP English

and Maths Leads will also work with the SLT PP Lead to identify need and provide support for students in years 9 and 10.

The Attainment 8 score gap between PP and non-PP students decreased again to -14.06 points.

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. Parental surveys were used to try and engage more with the parents of PP students to identify need. These had little success and an alternative needs to be used.

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 86.4 % compared to 91.2 % for non-PP students.

The number of 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
Lexia on-line literacy programme	Lexia
Sparx Maths, Sparx Reader and Sparx Science	Sparx
NGRT, CAT	GL Assessments
Seneca Premium	Seneca
Unifrog	Unifrog
Isaac Science	