

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cambridge Academy for Science and Technology
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Danielle Pacey, Headteacher
Pupil premium lead	Laura Atkin, Head of KS4
Governor / Trustee lead	Tim Thornton, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,834
Recovery premium funding from DfE allocation this academic year	£6,000
Recovery premium funding from UL allocation this academic year	£11,700
Total recovery premium funding allocation this academic year	£17,700
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	£58,534

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 10% 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 year have seen positive progress that is above 'national other' for disadvantaged students, however we want to improve this and close the gap.
3	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. 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.

4	The attendance of disadvantaged pupils is below their non-disadvantaged counterparts. The last national average for FSM students reported in 2018- 2019 was 90.8%. This is in comparison to our disadvantaged attendance figure of 90.9% 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.
5	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.
6	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.
7	Our assessments (including Aspirations survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. 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.

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.	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. Teachers should also have recognised this improvement through engagement in lessons and formative/summative assessments
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework

	completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, Aspirations surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <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%. <p>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.</p>
PP-eligible pupils experience excellent teaching in English and Mathematics and make good progress through the Basics 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.	Attainment of disadvantaged students in basics is at 62% 5+ this academic year and improves year on year. <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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>There is a working group of teachers who are researching this and providing training to the rest of the staff</p>	<p>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:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5, 6
<p>CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students</p>	<p>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.</p>	1, 2, 5
<p>Extra interventions in Maths and English at Y11</p>	<p>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</p>	1, 2, 5
<p>Trainee and ECT training and education</p>	<p>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.</p>	1, 2, 5
<p>Planning and delivery provide for spaced repetition and interleaving</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 5

<p>to support long term memory development</p> <ul style="list-style-type: none"> - Interleaved DiN 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. - MS TEAMS and online platforms are used for retrieval across the curriculum. Performance used to inform teaching. 		
<p>Purchase NGRT tests to measure the reading ages</p>	<p>It is vital that students have a reading age at or above their chronological age. Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. 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 fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</p>	3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careers interviews and mentoring programmes Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available.</p>	<p>Careers interviews and mentoring programmes Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available.</p>	7
<p>1-1 online tutoring in English and Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 5

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
Numeracy support	Numeracy support Sparx programme at KS3 to support numeracy skills and independent learning Homework can add 5 months of progress to learners according to the EEF.	1, 2, 5
Subject surgeries are offered to students in year 11, to target those who are performing below expectation	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, 5
Careers interviews and mentoring programmes	Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available.	7
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, 5

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

Budgeted cost: £ 21, 534

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 mental	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	7

health. These will run as one to one sessions		
Subject support	Subsidised materials for academic learning. Subsidised uniform and academic equipment i.e. revision guides. 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, 5, 7
Full time Head of Pastoral Care to support students who are struggling		4, 7
Head of SEN to complete mentoring and motivational mapping with students		1-7
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, 7
Provision of peripatetic music lessons for PPM pupils		4, 7
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial		4, 7

Total budgeted cost: £ 58, 534

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 2020 to 2021 academic year.

Quality teaching for all

Last year we had a number of strategies to improve outcomes for PP students. The introduction of the reading programme was successful and meant that more students were reading than prior to starting. It is too soon to say whether this has had a knock on effect on literacy in terms of exam outcomes since the GCSE's were awarded via TAGs last year.

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 INSET days to ensure that all students receive high quality teaching.

Last year we were using Hegarty Maths, which was useful in securing a deeper understanding of mathematical concepts, and allowing repeated practise, however we have moved over to Sparx for this year.

Targeted support and intervention

- 1 The NTP tutoring programme started in March 2021, many year 9 and 10 PP students were offered either Maths or English tutoring through this programme during their private study lessons once a week.
- 2 In the end of year assessments, of the year 9 PP students attending the programme all achieved at least one grade above their end of year 9 minimum expected grade (MEG) in English. In year 10, there has not been as much success with the PP students, only 1 of 4 exceeded their MEG in English, the other three were below. In year 10 Maths, 2 out of 3 students achieved their MEG and one was below. The student who was below only recently started the tutoring as they replaced another student, so there wasn't enough time to make an impact.

The table below shows the results for all students in year 9 and 10 who were pupil premium.

Year Group	English	Maths
9	75% at least one grade above MEG	92% at least one grade above MEG. 58% at least two grades above MEG
10	43% at least one grade above MEG. 13% two grades higher than MEG	52% at least one grade above MEG. 38% at least two grades above MEG

Our provision of a counsellor was much used, and there was often a waiting list of students needing to see her, which is why we decided to increase the amount of time we pay to use her for this year.

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 towards the end of year 10 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 Head of Pastoral Care 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. The number of isolations and exclusions last year was much lower than the national average.

We tracked attendance much more frequently, and had a dedicated member of Student Services working on it on a daily and fortnightly basis, although Covid had a large impact on attendance, and therefore on attainment, of all students, but particularly PP. During the lockdown last year, a lot of time was spent chasing PP students who were not attending/engaging in online lessons to try and ensure that they were not further disadvantaged. We provided students with laptops and dongles so they could access Wi-Fi and invited students in who we were really concerned about. This helped improve the situation for most, but there were still some hard to reach people, and due to our huge catchment area it is difficult to carry out home visits, particularly in Covid times.

The attendance of PP students to online learning during March was as follows;

Year 9 - 80%

Year 10 - 84.7%

Year 11 - 78.8%

At the end of last year the average attendance for PP students, for the time school was open, was 95.8%. This is significantly higher than national averages and is almost at the target attendance figure for all students of 96%.

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

The roll out of Teams has really helped students to remain informed of what is happening in their lessons, even if they are off. If students were self-isolating last year, we still had an expectation that they would complete the work set, unless they were ill. The use of Team for setting homework also helped us to easily track those who had not completed homework, and we started a support session after school on Fridays to support students who are unable to compete homework at home. This has proven successful in helping those students get the work done, particularly in Maths.

Due to the fact we had Covid year group bubbles for the majority of last year we could not start the sixth form mentoring that we had planned to, this is something we still want to roll out, and the SEND Team are looking into a way of training the students and making it work.

Externally provided programmes

Programme	Provider
One to one Maths and English intervention - Year 9 and 10 Year 11 targeted one to one tutoring English and Maths	MyTutor
One to one Maths and English intervention - Year 9 and 10	Manning's Tutors
Hegarty Maths	
NGRT Tests	
SENECA Premium	