Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Camborne Science and International Academy
Number of pupils in school	1887
Proportion (%) of pupil premium eligible pupils	31.6% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Emma Haase - Principal
Pupil premium lead	Mark Fenlon – Vice Principal
Governor / Trustee lead	Naomi Dower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£426, 505
Recovery premium funding allocation this academic year	£121,164
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£547,669

Part A: Pupil premium strategy plan

Statement of intent

Our intention is a school where students realise their full potential and there are no barriers for them achieving the best they can.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support the needs of all students, regardless of whether they are disadvantaged or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. In order to support this we will also have a high focus on staff training to ensure teachers and support staff fully understand what is needed to enable disadvantaged students to thrive. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students can read fluently and intervene if they are below their chronological reading age, enabling them to access examination papers and succeed in life.
- ensure disadvantaged students are exposed to a wide range of texts and have the opportunity to expand their vocabulary, engage with up-to-date texts and explore their viewpoints orally responding appropriately and sensitively to the ideas of others.
- ensure disadvantaged students are able to articulate opinions and ideas effectively in both oral and written communication.
- build effective relationships with students and their parents.
- ensure we consider the wellbeing of our staff and students by being consistent in our approach, including uniform and equipment. We will strive to remove barriers for our disadvantaged students by providing them with the systems and equipment to enable them to succeed.
- ensure disadvantaged students work towards becoming self-regulated learners who have strong self-efficacy, so they can be successful at future learning and /

or employment.

- ensure disadvantaged students are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

Challenge number	Detail of challenge
1	Assessment at entry shows disadvantaged students are generally lower than that of their peers in all measures. Assessment on entry to Year 7 in 2022-23 indicates that disadvantaged students have an average scaled score of 101.68 compared to non-disadvantaged students 104.48 from KS2 SATS. The gap is notable in all batteries with the widest gap being in student's reading scores. CATS data for the last 2 years indicate that disadvantaged students arrive with significantly weaker scores with a gap of 9.8 in mean scores between disadvantaged and non-disadvantaged students on mean average scores. In 2022, 73.47% of disadvantaged students arrived below expectations (CAT4 mean score of 100). This compares to 46.48% of non-disadvantaged students who arrive below expectations. Subsequent internal and external assessments show that this gap remains the same during their time at CSIA and does not diminish (2022 4+EM).
2	The reading ages of disadvantaged students is generally lower than that of their peers and diagnostic assessments suggest that many students particularly struggle with comprehension of examination questions. Assessments on entry to Year 7 in the last 2 years indicate that between 80-81% of our disadvantaged students arrive with a reading age below their chronological age compared to 61%-68% of their peers. This is a gap of 12%. Whilst early indications of KS3 interventions show a narrowing of that gap to around 10%, subsequent internal assessments show that this gap widens to around 30% during students' time at our school.
3	The spatial skills of our disadvantaged students is generally lower than that of their peers and diagnostic assessments suggest that many students struggle with spatial concepts that will impact on their STEM outcomes at GCSE. Assessments on entry to Year 7 in the last 2 years indicate that around 60%-70% of our disadvantaged Students arrive with a spatial score below average compared to 45% of their peers. This is a gap of 15 -25%. The spatial scores of all our students is low but even more so for disadvantaged students.
4	Parental engagement as shown by attendance at events shows disadvantaged students' parents attend less than their peers' parents. Attendance at Parents Evenings for 2021/22 indicates that the % attendance

	gap of disadvantaged parents present v non-disadvantaged increases significantly after Year 7. Gaps: Year 7 13%; Year 8 30%; Year 9 30% and Year 10 27%. Year 12 gap was 19%. Parents Evenings were remote for 2021/22. For the Year 11 Vocational Parents Evenings on the 18 October 2022 the % disadvantaged parents in attendance in comparison to non-disadvantaged parents was disproportionately lower. Attendance of disadvantaged students' parents and carers at the Year 12 Settling Evening on the 12 October 2022 was also disproportionately lower. The figures of disadvantaged parents and non-disadvantaged parents that have not accessed Class Charts are very similar; the school continues to work towards 100% for all parents and carers.
5	Attendance figures shows disadvantaged students have a lower attendance than that of their peers in all measures. Data from 2021-22 shows a 7.6% gap overall between disadvantaged students and their peers. Disadvantaged students showed a decrease in attendance from Year 7-11 from 86.3% in Yr 7 to 77% in Yr 11. This is a 11.3% gap. Their peers showed a 4.1% drop. Current data for this academic year, 2022-23, shows a 6% overall gap so far. Disadvantaged students show a decrease from 92.9% in Yr 7 to 84.1% in Yr 11. This is a 8.8% gap. Their peers show a 7.5% gap.
6	Figures show that negative Class Charts marks are disproportionately greater for disadvantaged students in comparison to their peers for Autumn 1 2022/23, including: Non-compliance 57.1% of school total; Parked 53.8%; IE placement 53%; Uniform 46% and Homework 43.5%. The proportion of negative behaviour points for disadvantaged students is greater in Year 7 and decreases with each year group to Year 11.
7	Student engagement in learning is less positive for our disadvantaged students as evidenced through the Class Charts data for 2022/23. Figures show that negative Class Charts marks are disproportionately greater for disadvantaged students in comparison to their peers: Parked 53.8% of school total; Late 47.2%; Homework 43.5%; Warning (Move) 41.3%; Passive behaviour 40.7%; Equipment/Book 38.9%. Class Charts data for 2022/23 indicates the awarding of positive behaviour points is mostly proportionate for disadvantaged students across Years 7-10. Homework positive behaviour points are disproportionately lower for Years 7, 8, 9 and 11.Learning reflection points are disproportionately lower for Years 7-9.For all measures except homework, positive behaviour points are proportionately greater for disadvantaged students in Year 11.

Intended outcomes

Intended outcome	Success criteria
Students can read sufficiently well to be successful in life and access their examinations at the end of KS4.	By the end of our current plan in 2024/25 all students have reached their chronological reading age by the end of Y9. More able

	students to be 2 years above their chronological reading age by the end of Y9. Less able students make at least 2 years progress from Y7-Y9 and are not less than 2yrs below their chronological age by the end of Y9. Reading and comprehension embedded into all curriculum areas as evident by DEAR, book looks and learning walks
Students can write sufficiently well to be successful in life and demonstrate their knowledge and skills in their examinations at the end of KS4.	By the end of our current plan in 2024/25 all students (in Year 9) can write at length for a variety of audiences and purposes, with some sustained success, adjusting tone, style and register appropriately. Vocabulary choices will be conscious and some evidence of deliberate use of linguistic devices will be seen. Paragraphs and discourse markers will support the structure of the writing. Sentence demarcation will be mostly secure, with a controlled range of punctuation emerging.
Students have improved outcomes in STEM at the end of KS4	By the end of our current plan in 2024/25, the disadvantaged gap at the end of Y9 is reduced to less than 5% and the spatial scores of all students is improved so that less students are below average.
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of 45 or above • an EBacc average point score of 12 or above
All students leave this school with the qualifications to enter employment and /or access further education.	By the end of our current plan in 2024/25, the disadvantaged gap at 4+EM is reduced to less than 10%.
CSIA and our community work effectively together to ensure our students leave this school as successful citizens	By the end of our current plan in 2024/25, the disadvantaged gap for parental engagement at events is reduced to a 10% gap or less. Attendance for disadvantaged students is reduced to a 5% gap or less across the school.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative and quantitative data from student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities among disadvantaged students.

Students have the metacognitive and self-regulative skills required to be successful in L2 and L3 courses and beyond.	By the end of our current plan in 2024/25 the data from Class Charts will show an improving proportionate representation for both negative and positive behaviour points, as the barriers to learning are reduced and student engagement improves. Middle ability students achieve better at KS4 and KS5.
Attendance figures for disadvantaged students to improve and gaps reduced with their peers; attendance figures to be at or above national average.	Average school attendance figure to be at or above national average by 2024/25. Disadvantaged student average attendance gap to be less than 3% by 2024/25. Disadvantaged student PA v Non Disadvantaged student PA gap to be less than 5% by 2024/25.

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: £67,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 6, 7
Specific INSET for all staff to improve quality of T and L. PP students are clearly identified in teacher planning and in a specific seating plan.	Teaching metacognitive strategies to students can be an inexpensive method to help students 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	1,2, 3, 5, 6, 7

	Endowment Foundation | EEF	
Further INSET to improve quality of feedback and modelling. DIRT embedded in feed-back to all students. PP student's books are marked first. Book scrutiny for PP students each term basis conducted by SLT.	Teaching metacognitive strategies to students can be an inexpensive method to help students 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, 3, 5, 6, 7
Developing metacogni-tive and self-regulation skills in all pupils. This will involve ongo-ing teacher training and support and re-lease time.	Teaching metacognitive strategies to students can be an inexpensive method to help students 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, 3, 6, 7
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on developing staff expertise on reading strategies; disciplinary literacy and development of vocabulary, as well as spelling and grammar.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2, 5, 6, 7

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

Budgeted cost: £209,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring in Maths where students not reaching their target grade are removed from their class and given intensive tuition with specialised Maths teachers for short (approx 50 mins) regular sessions as identified through transition matrices in 4 Matrix and covey charts.	Increased grade 4s and 5s for students compared to those that have not been on the programme. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 4, 5, 6, 7
Small group intervention for English where students not reaching their target grade are removed from their class and given intensive tuition with specialised English teachers for short (approx 50 mins) regular sessions as identified through transition matrices in 4 Matrix and covey charts.	Increased grade 4s and 5s for students compared to those that have not been on the programme. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 4, 5, 6, 7
Extra groups in Year 11 English, Maths and Science for more focused	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:	1, 2, 4, 5, 6, 7

intervention within lessons.	One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
After school study support	Increased grade 4s and 5s for students compared to those that have not been on the programme.	1, 2, 4, 5, 6, 7
CATS testing for all students on entry to the school. Standardised assessment to identify learning needs and gaps – this initiative has identified a spatial gap that would not have previously been realised.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 6, 7
Reading assessments for all students in Years 10 and 11. Also paid for the papers to be marked.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 6, 7
Accelerated Reader	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 6, 7
Library assistant to maintain accelerated reader books and testing of students.	Reading comprehension strategies can have a positive impact on students' ability to understand a text. Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4, 5, 6, 7
Tutor time reading programme	Reading comprehension strategies can have a positive impact on students' ability to understand a text. Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4, 5, 6, 7
Spatial Reasoning intervention in	Spatial awareness is developed in early childhood through the use of shape sorters, Lego etc. Mental rotation training, for instance, can positively impact	1, 3, 4, 5, 6, 7

tutor time	later spatial skills and activities like creating patterns with shapes and building with blocks can influence STEM-related skills. “Children’s spatial and mathematics skills and the relations between these skills emerge by preschool.” “Spatial skills help adults interpret charts, read maps and visualise things they cannot see. They are malleable and foundational skills that start developing early in life and contribute to children’s learning and success in science, technology, engineering and mathematics (STEM).. https://www.oecd-ilibrary.org/sites/55e95618-en/index.html?itemId=/content/component/55e95618-en. It has been “demonstrated that spatial ability in childhood predicts adult expertise in STEM..” https://impact.chartered.college/article/spatial-ability-gateway-stem-success/	
Learning together evenings for students and parents where revision strategies are shared, activities undertaken together and a revision timetable planned (all year groups).	Students know what to revise and a variety of revision strategies. Teaching metacognitive strategies to students can be an inexpensive method to help students 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, 4, 5, 6, 7
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4, 5, 6, 7
Intensive individualised	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become	1, 2, 3, 4, 5, 6, 7

programme of revision / support for Year 11 students. Involves collapsing timetables and employment of supply teachers to cover other classes.	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	
Mentoring groups of Y11 students in danger of not achieving. Regular meetings with assigned staff who support students to make progress.	Teaching metacognitive strategies to students can be an inexpensive method to help students 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, 3, 4, 5, 6, 7
Y11 – 2 sets of mock examinations under exam conditions with invigilators (3 extra weeks of invigilators). Y10 have one extra set (2 weeks of invigilators). Years 7, 8 and 9 will now have assessments in the hall so that they start to become familiar with the pressure and help them to cope as they get higher up the school. (6 extra weeks invigilation).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 271,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Standards Assistant Principals appointed for all year groups	All students in school are intervened with from the very first assessments in Year 7. Intervention maps produced and targeted PP intervention identified.	1, 2, 3, 4, 5, 6, 7
Vulnerable students' coordinator who works closely with Children in Care to identify needs and facilitate a broad range of actions.	Students are more likely to come to school and their parents are engaged.	1, 4, 5, 6, 7
Pastoral Care Officers (PCOs) for each year group to support students / liaise with parents. Parents of PP students phoned first to encourage them to attend parents evenings/ revision evenings etc.	All students in school are intervened with from the very first assessments in Year 7. Intervention maps produced and targeted PP intervention identified. Relationships with parents developed from day 1 and maintained throughout school life.	1, 2, 3. 4, 5, 6, 7
Attendance Officer to track and monitor attendance across all year groups. SLT lead in coordinating improvement in communication across the team involved (Attendance officer; PCO's; Form tutors.)	Attendance tracked and monitored. Issues quickly identified.	1, 2, 3. 4, 5, 6, 7
Data support team (3 admin staff) to collect, analyse and track data across all year groups.	Rigorous and robust data tracking which identified underperformance quickly.	1, 2, 3, 4, 5, 6, 7
Specialised activities through the Duke of Edinburgh Award Scheme aimed at raising self- esteem / improving behaviour	Increased participation in extra-curricular activities.	1, 4, 5, 6, 7

and attendance.		
Special Assistance Fund Specific: to provide learning equipment (such as materials for DT & Food Tech), subsidised music tuition, financial assistance with enrichment activities and the provision of uniform. In addition assistance with transport costs home, to enable students to attend after school revision sessions.	Ensures all students can take part equally.	1, 2, 3. 4, 5, 6, 7
Breakfast warm- up activities prior to morning examinations and provision of bottled water in all public examinations	Ensures all students enter the examinations fuelled correctly which improves ability to concentrate.	1, 2, 3. 4, 5, 6, 7
Guaranteed access to interventions such as mentoring, G and T events and visits to universities.	Ensures all students can take part equally.	1, 2, 3. 4, 5, 6, 7
Purchase of 4 Matrix and SISRA to track student data and identify gaps Purchase of GCSE Pod for revision at Years 10 and 11	Rigorous and robust data tracking which identified underperformance quickly.	1, 2, 3, 4, 5, 6, 7
Online support - Sparx Maths, Pixl Times Table App, Mathswatch	Creates stimulating environment for students and means they can check learning at home. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more inde-pendent learners. There is particular-ly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation |	1, 2, 3. 4, 5, 6, 7

	Toolkit Strand | Education Endowment Foundation | EEF	
Exampro software programme for GCSE/ A level questions	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, 3, 4, 5, 6, 7
Strong careers advice involving 1:1 interviews; careers fairs, apprenticeship event.	Ensures all students get the right advice and move onto L2/L3 courses or employment. Very low NEET figures	1, 4, 5, 6, 7
Breakfast club for targeted disadvantaged students to ensure a successful start to the school day.	Ensures all students enter the day fuelled correctly which improves ability to concentrate.	1, 2, 3, 4, 5, 6, 7
After school provision for self- supported study and help with homework. Available to all students but PP students particularly encouraged.	Teaching metacognitive strategies to students can be an inexpensive method to help students 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, 3. 4, 5, 6, 7

Total budgeted cost: £ 547,669

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than expected. Disadvantaged students did not respond as well to online learning and did not engage with school as well on return. Attendance in school and at examination preparation sessions was lower for disadvantaged students. In 2022 the performance of disadvantaged students was -1.09 compared to non-disadvantaged students. Data from 2021-22 shows a 26% gap at both 4+EM % 5+ EM between disadvantaged students and their peers. The P8 gap was -1.03 and the A8 gap was 12 points. These figures are much lower than we had targeted and we are working on improving these figures going forwards.

Attendance data from 2021-22 shows a 7.6% gap overall between disadvantaged students and their peers. Disadvantaged students showed a decrease in attendance from Year 7-11 from 86.3% in Yr 7 to 77% in Yr 11. This is a 11.3% gap. Their peers showed a 4.1% drop. Current data for this academic year, 2022-23, shows a 6% overall gap so far. Disadvantaged students show a decrease from 92.9% in Yr 7 to 84.1% in Yr 11. This is a 8.8% gap. Their peers show a 7.5% gap. These gaps are the reason why attendance continues to be a priority for this academic year.

In the academic year 2021/22, Year 7 students' reading ages progressed, on average, 13 months over a 9 month period. Year 8 students' reading ages progressed, on average, 18 months over a 9 month period.**% Students below chronological reading age:** Year 7 61%, Year 7 PP 80% (gap 19%); Year 8 63%, Year 8 PP 73% (gap 10%); Year 9 70%, Year 9 PP 59% (gap 11%).

After school club participation was disproportionately attended by disadvantaged students. In the summer term 2021/2022 disadvantaged student attendance of the after school club cohort was 19.79%. In student surveys for Years 7-11 when students were asked about their enjoyment of school and support for their mental health, the positive scores were lower for disadvantaged students by approximately 10% across all year groups.

Student engagement in learning is less positive for our disadvantaged students as evidenced through the Class Charts data for 2022/23. Class Charts data for 2022/23 indicates the awarding of positive behaviour points is mostly proportionate for disadvantaged students across Years 7-10. Learning reflection points are disproportionately lower for Years 7-9.For all measures except homework, positive

behaviour points are proportionately greater for disadvantaged students in Year 11. Self-regulation positive behaviour points are proportionate for Years 7, 8 and 10, but proportionately lower for Year 9. Figures show that negative Class Charts marks are disproportionately greater for disadvantaged students in comparison to their peers

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE Pod	The Access Group
Accelerated Reader	Renaissance Learning
Sparx Maths	Sparx Maths
MyMaths	MyMaths
Seneca Learning	Seneca
Doddle (Literacy)	Doddle Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity: To support all students, including our disadvantaged students with their mental health and to promote the mental health agenda our students receive regular input and guidance through: Assemblies; PSHE days; the Tutorial programme; and the CSIA Learning Journey.

We have a spiral curriculum in Preparation for Life (PSHE, Citizenship and Careers) – from Year 7 through to 13 we look at positive mental wellbeing strategies. Some of these sessions are a whole lesson focusing on mental health, others, it is embedded in the lesson or activity. Through the Extraordinary Me tutorial programme students look at one of our core values of Altruism and how they may help themselves as well as others; we achieve this through focusing on positive mental wellbeing.

For students who require support with their mental wellbeing and emotional support we have an experienced pastoral team, including our DSLs; we have excellent links with external agencies to support our students with their mental health. We also have an Assistant Principal who is the Designated Mental Health Lead. There is strategic plan to embed Mental Health and Wellbeing within our school culture. There is a triangulated approach to support staff, parents and students. There are in-house interventions for students to provide specialist support with their mental health. Year Teams refer students into the programmes which last 6 weeks. A 6 week SPACE programme for parents/carers has been delivered to provide information using trauma awareness about children's and adult's emotional behaviour. CPD has been planned throughout the academic year to equip staff with techniques to support our students. There are staff wellbeing ambassadors in place for teachers and for support staff. There is a website which has been created so staff, students and parents can access resources and information at any time https://www.cambornescience.co.uk/mental-health-and-wellbeing/ The DMHL has completed the Level 4 Designated Mental Health Training as well as other specialist training to support the DSL team.

For students who are experiencing a particularly challenging time with their mental health, a bespoke programme is arranged to support them. Members of the safeguarding team will meet with the student and families to arrange support. The following can be offered: reduced programme where appropriate; key people identified; 'safe spaces' at break and lunchtime; appropriate information is shared with teachers so that they can approach the student appropriately; social media education is provided. Regular meetings take place to ensure there is a proactive and frequent discussion of triggers and progress. Mental health professionals will often attend these meetings.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around developing metacognitive practices

i.e. modelling. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- offering a wide range of high-quality extracurricular activities to boost cultural capital, wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award and Kindness Projects etc.), will focus on building life skills and embedding our core values of altruism, resilience, ambition, respect and integrity. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We gave all key staff the book - Addressing Educational Disadvantage in Schools and Colleges: The Essex Way. This thought provoking book continues to change the way we are working and to gather evidence rather than making assumptions.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance alongside the thinking from the Addressing Educational Disadvantage in Schools and Colleges: The Essex Way book to help us develop our strategy and will continue to use it through the implementation of our activities.

We are putting a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.