

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Camborne Science and International Academy
Number of pupils in school	1842
Proportion (%) of pupil premium eligible pupils	32.13% (yrs 7-11) 30.18% (yrs 7-13)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Haase - Principal
Pupil premium lead	Oliver Kirkbride – Assistant Principal
Governor / Trustee lead	Steve Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£468,855
Recovery premium funding allocation this academic year	£73, 077
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£541,932

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 are set.
- Act early to intervene at the point need it 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	We recognise that the emotional regulation and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations.
2	Our assessment, observations and discussions have shown us that many of our low starters and disadvantaged students' reading comprehension and inference skills make accessing complex written texts more challenging. Their oracy skills and vocabulary knowledge need additional support to help them achieve better outcomes in writing and more confidence to express their thinking.
3	Our attendance data post pandemic shows that absenteeism from school, individual lessons and 'desktop truancy' is impacting negatively on the progress of our disadvantaged cohorts. This is a complex and nuanced challenge that often requires an individual approach and therefore, more investment of time and staffing, on top of a clear system of tracking and a graduated approach.
4	Our observations and discussions with families and students show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.
5	We recognise that post-pandemic some of our more disadvantaged students have felt less connected to the wider school community. We want to re-invigorate a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face.

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
<p>To improve metacognitive and self-regulatory skills among our staff and then our disadvantaged cohort in all year groups.</p> <p>To develop our school culture and behaviour so that every student feels valued and an important part of our school community.</p>	<p>Student voice, learning walks and lesson observations will demonstrate that students are more able to regulate their own learning and staff provide modelling of this. Student voice will also show a greater sense of belonging. This evidence will be supported by scrutiny of extended learning data and Teacher Inquiry Question outcomes. Staff voice via MS Forms and review of behaviour data by AHTs Pastoral will also be evaluated.</p>
<p>To improve attainment and progress at the end of KS4 and KS5 for our disadvantaged cohort because of our renewed focus on reading inference and oracy.</p>	<p>By the end of our current plan in 2024/5, KS4 and KS5 outcomes of our disadvantaged cohorts will have improved and will approach the levels of their non-disadvantaged peers. Reading age results show sustained improvement in comprehension and inference and student confidence</p>
<p>To improve attendance in school and across lessons for all students, in particular our disadvantaged students.</p>	<p>The % of all students who are persistently absent to have reduced and the attendance and lateness of disadvantaged student to have improved.</p>
<p>To invest in enhanced post-16 and post-18 careers education and opportunities which lead to positive destinations for all learners.</p>	<p>No NEETS in KS4 and KS5. The destinations of our disadvantaged cohort to be as aspirational as their non-disadvantaged peers.</p>
<p>To improve the wellbeing and participation of all students, including our disadvantaged cohort.</p> <p>The work and support positively affect the wellbeing and participation of our disadvantaged students.</p>	<p>Qualitative student, parent and teacher voice will demonstrate high levels of wellbeing in all cohorts. Monitoring of interventions and case studies</p> <p>Participation rates in enrichment activities will increase, especially for our disadvantaged cohort.</p>

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: £70,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in developing metacognitive strategies for all teachers and TAs so they can support the development of these in students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1
Staff CPD: Developing our culture through positive routines, relationships and responses. Supporting Personal Development. New SL role with additional time and a wider responsibility.	When the adult changes, everything changes. P. Dix. 2017 WHEN THE ADULTS CHANGE Paul Dix Teach like a champion 3.0, D Lemov. 2021 Teach Like a Champion 3.0 Teach Like a Champion EEF Guidance Report: Improving Behaviour in Schools, EEF. 2018 Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Disadvantage hindering social and emotional development (teachermagazine.com) https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility	1, 3, 5

	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)	
Re-deployment of two Assistant Principals (Key Stage 3 & 4) Plus an AP to lead the strategic attendance work	<p>Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5

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

Budgeted cost: £216,773

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)	<p>Increased grade 4s and 5s for students compared to those that have not been on the programme.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,5

Small group intervention for English where not reaching their target grade are removed from their class and given intensive tuition with specialised English teachers for short (approx 50 mins) and covey charts.	<p>Increased grade 4s and 5s for students compared to those that have not been on the programme.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5
Extra groups in Year 11 English, Maths and Science for more focused intervention within lessons.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5
After school study support for all students	Increased grade 4s and 5s for students compared to those that have not been on the programme.	1, 2, 4, 5
CATS testing for all students on entry to the school. Standardised assessment to identify learning needs and gap – this initiative has identified a spatial gap that would not have previously been realised.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil 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</p>	2,5
Reading assessments for all students	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	2,3,5

	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Accelerated Reader	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5
Library assistant to maintain accelerated reader books and testing of students.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5
Tutor time reading programme	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5
Learning together evenings for students and parents where revision strategies are shared, activities undertaken together and a revision timetable planned (all year groups).	<p>Students know what to revise and a variety of revision strategies.</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, 4, 5
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5
Intensive individualised	Teaching metacognitive strategies to pupils can be an inexpensive	1, 2, 4, 5

programme of revision / support for Year 11 students. Involves collapsing timetables and employment of supply teachers to cover other classes.	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	
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 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, 4, 5
Y11 – 2 sets of mock examinations under exam conditions with invigilators (1 extra weeks of invigilators) for Eng and Maths and 1 set for all other subjects.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil 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, 4, 5

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

Budgeted cost: £ 254,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
AP to work with Progress Leaders to identify how learning is affected by disadvantage for students eligible for PP and plan appropriate provision	Learning Without Labels: Improving Outcomes for Vulnerable Pupils (johncattbookshop.com) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (johncattbookshop.com)	1-5
Attendance Officer,	DfE principles of good attendance and 'Improving School Attendance Sept 2021	1-5

Attendance Administrator and Inclusion Leader appointed to support the pastoral team and engage in intensive work with families.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	
Behaviour Mentors appointed to work on restorative practices with students	https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools	1-5
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.	1-5
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.	1-5
Attendance Officer to track and monitor attendance across all year	Attendance tracked and monitored. Issues quickly identified.	1-5

groups. SLT lead in coordinating improvement in communication across the team involved (Attendance officer; PCO's; Form tutors.)		
Specialised activities through the Duke of Edinburgh Award Scheme aimed at raising self-esteem / improving behaviour and attendance.	Increased participation in extra-curricular activities.	1-5
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.	1-5
Breakfast warm- up	Ensures all students enter the examinations fuelled correctly which improves ability to concentrate.	1-5

activities prior to morning examinations and provision of bottled water in all public examinations		
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.	1-5
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 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. No NEETs	1-5
Breakfast club for targeted disadvantaged students to ensure an successful start to the school day.	Ensures all students enter the day fuelled correctly which improves ability to concentrate.	1-5

Total budgeted cost: £ 541,932

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged students was -0.57, for non-disadvantaged it was -0.1. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 37.63, compared to non-disadvantaged 47.92. We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated below). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Whilst the performance of our disadvantaged students in terms of progress and attainment is encouraging when compared to national figures, it is still disappointing that it is not closer to or at the level of their non-disadvantaged peers. In-school evaluation tells us that some of this is due to the ongoing impact of the COVID-19 pandemic, particularly on wellbeing, mental health and attendance. However, it is clear that some strategies are not yet having the impact we had hoped for. Therefore, a number of the plans in the strategy for 2023 and beyond have been further strengthened to help to support improved KS4 performance measures in the coming years. (The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.)

In terms of supporting teaching, one strength seen in lessons across the school is the development of Metacognition and Self-regulation strategies in teaching. Our internal QA shows that this has been successfully embedded across subjects and year groups and we hope to start to see positive impacts on the learning of our students in the coming years.

Another success in the last few years has been the relentless focus on supporting the next steps and aspirations of our students.

The school has had only minimal NEETs in the last 3, we continue to work with our students at Y11, and 13 to ensure they all go onto successful programmes. Our Personal Development curriculum is excellent.

Moving forwards, we know that our attendance work needed to be further strengthened. Disadvantage students are absent 3% more than their non-disadvantaged counterparts are. This has meant that our teaching and learning strategies and academic interventions are frequently interrupted or missed and cannot support the improvements in progress and attainment that we are striving for. Our behaviour and culture focus will further support students to attend and get the support they need to focus their attention and engage with their learning. Work also continues on providing an ambitious and inclusive curriculum, alongside developing a coherent whole-school approach to supporting reading and oracy.

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
Seneca Learning	Seneca

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 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 the DHML is in the process of completing training 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:

- developing our behaviour curriculum
- 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 new 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.