

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	Cambourne Village College
Number of pupils in school	1220
Proportion (%) of pupil premium eligible pupils	18.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Emily Gildea
Pupil premium lead	Edmund Green
Governor / Trustee lead	Jason White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,000
Recovery premium funding allocation this academic year	£30,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,994
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	£241,849

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. At Cambourne Village College we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. It is the intent of our school to lessen the gap between disadvantaged pupils and their non-disadvantaged peers.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Meet pupils' SEMH and behavioural needs and support them to develop independence and resilience in this regard.
- To provide disadvantaged students with equivalent cultural capital and access to opportunities; to ensure they are aspirational for themselves and their progression, and to facilitate this.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our current strategy as Cambourne Village focuses on **5 key areas**:

Literacy: New *Reading TA* role and continuation of whole school reading strategy to tackle word poverty and barriers to learning for students.

Teaching and Learning and Curriculum: Internal and External CPL to encourage and support the development of outstanding teaching. Further staff training on metacognition to support long-term retention of knowledge, with opportunities for this built into curriculum areas.

Academic Catch-up: Catch-up strategy focusing intensely on disadvantaged pupils, which will be funded in part through the pupil premium, as well as through separately allocated Catch-Up funding.

Alternative Provision: Roles created to oversee Alternative Provision and to support students with pronounced behavioural needs.

Cultural Capital: Creating, monitoring, and evaluating opportunities designed to give disadvantaged students the cultural experiences and knowledge that they lack compared to their advantaged peers. This will need to consider the limitations posed by the Covid-19 pandemic.

Key Principles

At Cambourne Village College we look to secure:

- A rigorous, systematic approach to data
- An ethos of aspiration and expectation
- An awareness of, and an attitude that directly challenges, unconscious bias and stereotypes related to disadvantage
- An individualised approach to identifying and overcoming barriers. This may include self-esteem, aspiration, factors relating to the home environment, vocabulary, prior attainment, subject-specific and cultural knowledge, IT facilities and competence, poverty-related factors, social mobility
- The highest quality teaching. This has clear implications for the recruitment, professional development, and retention of teachers, leaders and support staff
- A curriculum that is structured to address knowledge gaps, to build knowledge and capabilities, and to secure these long-term
- Fostering a positive, collaborative relationship with parents; Quality, tailored careers advice that takes nothing for granted

Challenges

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

Challenge number	Detail of challenge
1	The low prior attainment of disadvantaged pupils relative to their non-disadvantaged peers is one of the chief barriers to our securing strong educational outcomes. This is relevant in three ways: firstly, that low prior attainers are over-represented in our disadvantaged cohort (see table below); secondly, that evidence suggests that those students who are both disadvantaged and who do not achieve well at primary school are highly unlikely to attain an expected threshold of qualification at 16. That is to say, where both disadvantage and low prior attainment coexist, they are likely to exacerbate and intensify the effects of each other. Finally, it is

well documented that disadvantage can, statistically and of course not in every household, lead to low attainment – for instance, in the opening up of vocabulary gaps. Addressing this is therefore crucial, and will impact upon what we do in school, with parents and in partnership with primaries.

The tables below make clear the way in which prior attainment of disadvantaged pupils skews heavily towards the lower end, whilst that of their non-disadvantaged peers skews significantly higher:

(% of cohort with prior attainment data)

Year 11	FSM6 (%)	Non-FSM6 (%)
H	6	49
M	21	29
L	74	22

Year 10	FSM6 (%)	Non-FSM6 (%)
H	13	38
M	17	36
L	70	26

Year 9	FSM6 (%)	Non-FSM6 (%)
H	5	37
M	34	34
L	61	30

Year 8	FSM6 (%)	Non-FSM6 (%)
H	10	28
M	43	60
L	47	12

Year 7	FSM6 (%)	Non-FSM6 (%)
H	14	32
M	44	54
L	42	14

2	<p>We also recognise that our disadvantaged students are more likely to present with behaviours that are not conducive to strong learning outcomes.</p> <p>Of those students who were sanctioned with Fixed Term Exclusions in 2020-21, 56% were FSM6.</p> <p>Data from end of year reports indicates that there is a persisting differential between disadvantaged students and their peers in terms of attitudes to learning, including behaviour:</p> <table border="1" data-bbox="370 564 1401 1227"> <thead> <tr> <th>Year group</th> <th></th> <th>% of cohort: Good/Excellent Classwork (Cause for concern)</th> <th>% of cohort: Good/Excellent Homework (Cause for concern)</th> <th>% of cohort: Good/Excellent Behaviour (Cause for concern)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">7</td> <td>Non-FSM6</td> <td>96 (0)</td> <td>96 (0)</td> <td>96 (0)</td> </tr> <tr> <td>FSM6</td> <td>90 (1)</td> <td>94 (1)</td> <td>90 (0)</td> </tr> <tr> <td rowspan="2">8</td> <td>Non-FSM6</td> <td>94 (0)</td> <td>97 (0)</td> <td>93 (1)</td> </tr> <tr> <td>FSM6</td> <td>87 (1)</td> <td>96 (0)</td> <td>86 (2)</td> </tr> <tr> <td rowspan="2">9</td> <td>Non-FSM6</td> <td>94 (0)</td> <td>96 (0)</td> <td>94 (0)</td> </tr> <tr> <td>FSM6</td> <td>86 (3)</td> <td>92 (2)</td> <td>89 (2)</td> </tr> <tr> <td rowspan="2">10</td> <td>Non-FSM6</td> <td>93 (1)</td> <td>93 (1)</td> <td>97 (0)</td> </tr> <tr> <td>FSM6</td> <td>73 (11)</td> <td>65 (17)</td> <td>88 (4)</td> </tr> </tbody> </table>	Year group		% of cohort: Good/Excellent Classwork (Cause for concern)	% of cohort: Good/Excellent Homework (Cause for concern)	% of cohort: Good/Excellent Behaviour (Cause for concern)	7	Non-FSM6	96 (0)	96 (0)	96 (0)	FSM6	90 (1)	94 (1)	90 (0)	8	Non-FSM6	94 (0)	97 (0)	93 (1)	FSM6	87 (1)	96 (0)	86 (2)	9	Non-FSM6	94 (0)	96 (0)	94 (0)	FSM6	86 (3)	92 (2)	89 (2)	10	Non-FSM6	93 (1)	93 (1)	97 (0)	FSM6	73 (11)	65 (17)	88 (4)
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3	<p>In some cases, our disadvantaged students are particularly vulnerable to certain risk factors that can lead to persistent absence or persistently challenging behaviour.</p> <p>Where this presents, we have created a tailored Alternative Provision (the View, the Blue School and the Link), which provides small group tuition and a thorough pastoral support.</p> <p>Currently, the proportion of FSM6 pupils in each of the provisions is as follows: the View, 71%; the Blue Room 64% (8 out of 10); the Link 38%. Note also that of our students who are young carers, 65% are FSM6.</p>																																									
4	<p>In 2020, the impact of school closure was particularly acutely felt by disadvantaged pupils.</p> <p>See tables below, in Part B, clearly showing the exacerbated gap for disadvantaged pupils in 2020 in English and Maths progress, and in KS4 outcomes (Attainment8 and Progress8).</p>																																									
5	<p>Parental Engagement.</p> <p>Limited parental engagement in school affects the attainment and progress of all students. This can result in reduced homework</p>																																									

	<p>completion, a lack of readiness for school and, for some, reduced ambition</p> <p>Looking at the last year's Parents' Evening Attendance (see table below), FSM6 students are over-represented in % of students without appointments. Whilst we see a dramatic increase in attendance for Year 9, we return to a similar figure in Year 10.</p>			
	Year group	% appointments booked: all	% appointments booked: FSM6	% of those without appointments who were FSM6
	7	92.3	82	44
	8	87.1	75	42
	9	92.6	94	12.5
	10	86	68	43
6.	Some of our disadvantaged students lack cultural capital and have low aspirations for future destinations.			

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
High attainment by disadvantaged pupils in external examinations	Mean attainment 8 score above national average; Above 70% of FSM6 pupils attaining 4+ in English and Maths
Strong progress demonstrated by external outcomes	Progress 8 score above 0 for FSM6 pupils
Improved reading fluency and comprehension	FSM6 pupils with reading ages below their chronological age make accelerated progress
Strong academic achievement	For FSM6 pupils to follow EBacc pathway to the same proportion as all pupils nationally
Sustained progress across KS3	KS3 data indicates a narrowing of the progress gap.
For provisions and pastoral systems to support pupils with pronounced SEMH and behavioural needs	Rate of internal and external FTE and permanent exclusion to be equivalent for FSM6 and non-FSM6 pupils
Equivalent access to opportunities, including those that enhance cultural capital	FSM 6 pupils are proportionately represented on trips, visits and at extra-curricular clubs
Pupils are aspirational for themselves and their progression	No FSM6 pupils to be NEET

To mitigate the effects of vulnerability and risk factors	Unauthorised absence of FSM6 pupils not to exceed that of non-FSM6 pupils (other metrics cannot be applied straightforwardly this year due to the high absence rates caused by COVID),
Improved parental engagement	For attendance at parents' consultations in Years 9-11 to be comparable to that of non-FSM6 pupils, and more closely in line with attendance in Years 7 and 8.

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: £ 22 087

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of teacher CPL to ensure the highest quality teaching and strongest possible craft and subject knowledge, with the intention being that this will also have a secondary positive impact on teacher retention.</p> <p>Further staff training on metacognition to support long-term retention of knowledge, with opportunities for this built into curriculum areas.</p> <p>Time in Line Management and in</p>	<p>Current understanding of the most effective approach to supporting disadvantaged students is to prioritise excellent teaching. Relating to its publication of June 2019, The EEF Guide to the Pupil Premium, which results from meta-analysis of data, reports that, 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.' In a separate report from 2018, they conclude, as a 'key lesson' from their first six years, 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.' The thrust of the argument is that 'Put simply, it is about more good teaching for all pupils, as this will</p>	1,2,3,4

<p>HODs meetings devoted to: ensuring an incessant focus on the quality of teaching of FSM6 students; ensuring they are prioritised in terms of groupings, curriculum (especially knowledge gaps), approaches to memorising and revision, course-length and homework.</p> <p>Continual refinement of curriculum to address gaps in knowledge of our disadvantaged pupils, including time devoted to this on Curriculum Development day.</p> <p>Funding of our one-to-one iPad scheme, which is instrumental in enabling students to learn in creative and independent ways, as well as crucial to sustaining learning through periods of student / staff absence and remote working.</p>	<p>especially benefit the most disadvantaged.’ It thus makes absolute good sense that the Pupil Premium be spent in securing high-quality CPL and other key elements around working practices that lead to the recruitment, the best professional development, and the retention, of good teachers, leaders and support staff.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £119748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual monitoring of disadvantaged students’ progress and achievement	No evidence required.	1,2,4

<p>Assistant Principal role created to focus on Alternative Provision (including SEMH and SEND) – given the heavy weighting of those provisions towards disadvantaged pupils, this is a clear area of need.</p> <p>Role created to oversee AP provision of The View and the Blue Room best to support children with pronounced behavioural needs.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>EEF</p>	<p>1,2,3,4</p>
<p>KS3 Accelerate Classes and KS4 Enrichment</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF</p>	<p>1,2,3,4</p>
<p>Introduction of a greater range of KS4 courses designed to broaden curriculum offer, expected, and intended to have a disproportionate impact on disadvantaged pupils, improving their school experience and leading them to meaningful qualifications.</p>	<p>To continue to broaden the curriculum offer to include courses that give disadvantaged students meaningful options in which they can succeed, including the repeated offer of Music B-Tec and Ancient History which we hope will be viable and, the continuation of the newly offered Entry-Level History.</p>	<p>1,3,4</p>
<p>Position of Reading TA who will focus intensively on reading with students who have the lowest reading ages.</p>	<p>Reading increases a person's understanding of their own identity, improves empathy, and gives them an insight into</p>	<p>1,4</p>

	<p>the world view of others (<i>The Reading Agency 2015</i>).</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions</p>	
<p>Vocabulary and whole school reading strategy continues emphatically to tackle word poverty and barriers to learning for these students. Work will continue across the whole school, to implement direct instruction of Tier 2 vocabulary, and of word roots, with a spelling programme and tutor time etymology activities to supplement work in departments.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>Our approach is strongly informed by <i>Bringing Words to Life: Robust Vocabulary Instruction</i> – Beck, McKeown, Kucan, and <i>Closing the Vocabulary Gap</i> – Quigley.</p>	1,4
<p>Intervention in core subjects: 6 periods per cycle in English, Maths and Science.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	1,4
<p>Catch-up strategy focusing intensively on disadvantaged pupils, which will be funded in part through the pupil premium, as well as through</p>		4

<p>separately allocated Catch-Up funding: Catch-up premium (anticipated): £30, 885 Tutoring grant: £22,882.50</p> <p>There are various elements to this:</p> <p>Intervention teachers: (Budgeted cost: £57, 000)</p> <p>110% of teaching timetable covered by roles, enabling tutoring of small groups of pupils withdrawn from lessons in order to benefit from small group, targeted intervention. These pupils typically display challenging behaviour, or have significant SEMH needs, meaning that their removal also supports the learning of those in mainstream. Note that the rate of permanent exclusion is four times higher for pupils who receive FSM (0.16 compared to 0.04) and for temporary exclusion almost the same (9.34 compared to 2.58).</p> <p>After-school catch-up (Budgeted cost: £11, 000):</p> <p>Programme of intervention sessions, run by subject-specialists, targeting students who have fallen furthest behind or are at risk</p>	<p>EEF reports that one-to-one tuition can be very effective (adding 4 months to learning in secondary schools, and most effectively in reading rather than Maths), in particular where it is delivered by expert teachers and linked explicitly and carefully to the learning done in normal lessons. Appointing two qualified teachers, with PPA time for this liaison with class teachers as well as necessary planning, has enabled us to maximise the efficacy. At times the intervention is in small groups: see evidence referred to below.</p> <p>Due to the high cost, this intervention targets the children most at risk of poor outcomes, in part linked to their difficulties regulating behaviour.</p> <p>EEF reports that in a secondary setting, small-group intervention typically results in an average of 2 months additional progress. This is amplified for children from disadvantaged backgrounds, who benefit</p>	
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<p>of missing targets – prioritising, but not limited to, Year 11.</p> <p>Catch-up Literacy and Numeracy: Intended spend £20, 000 (currently dependent on grant for Accelerated Reader licences – additional £11-18 000 across three years)</p> <p><i>NB. This was previously accounted for separately, due to its discrete funding, and is in addition to the six periods of targeted intervention for Core subjects which operates within lesson time (and in addition to the role of the Reading TA)</i></p> <p><u>Breakfast Reading</u></p> <p>This programme is offered to students with a chronological reading age of 8 to improve their reading age and other comprehension skills. Students meet once a week before school in order to read in small or individually, supervised by a teaching assistant. The programme runs over the course</p>	<p>particularly from the individualised approach to barriers they are facing to securing understanding, and also amplified where teaching is high quality. This is why we are continuing our strategy of using our own teachers.</p> <p>While EEF research draws predominantly on studies involving reading (and a small number involving Maths), our own evidence gathered internally from our catch-up intervention 2020-21 indicated that the size of the group being small and the sessions being targeted at students’ particular need really did increase the efficacy of the intervention.</p> <p>See above regarding small group intervention (note that efficacy in studies has been shown to be greatest for reading interventions).</p>	
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<p>the year on a rotational basis, as and when students are considered to have made expected progress.</p> <p><u>Breakfast Spelling</u></p> <p>This programme is offered to students to increase their spelling age and embed other reading and writing skills. Students meet once a week before school to use the computer programme Nessy, supervised by a teaching assistant. Some pupils also use touch typing to help improve their writing skills. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.</p> <p><u>Tutor Time Reading</u></p> <p>This programme is offered to students with a chronological reading age of 9-10 to increase their reading age and general comprehension skills. Students are paired with an older student in Year 10 and meet twice a week to read together before school. The programme takes place for one term and progress is then assessed.</p> <p><u>In class reading</u></p> <p>This programme is offered to pupils who are significantly behind their peers in reading. They have two guided sessions of reading per fortnight in small groups of 3-4.</p> <p><u>Reading intervention</u></p> <p>This programme is offered to students who require extra support with English in order to help them improve their</p>	<p>EEF reports that peer tutoring can result in progress of five months for secondary school pupils (and six months where starting points are low). This programme fulfils their recommendations in terms of guidance given to the peer tutor and the age and ability differential between tutor and tutee.</p>	
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<p>reading skills. Students work in small groups led by a specialist reading intervention teacher in order to ensure that their individual needs are met,</p>		
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taking part in a range of interactive reading activities to improve their skills alongside their engagement with and self-confidence in the subject. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

Targeted reading at home

This programme is offered to students who require some support with English in order to help them improve their reading skills. Students and parents are made aware of suitable books that are available to loan from the library and pupils are encouraged to read on a daily basis and quiz themselves on the books they have chosen using an Accelerated reader programme. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

Catch-up Numeracy:

Breakfast Numeracy

A weekly session for identified students in Year 7 to focus on key number competency with a Maths specialist TA.

Registration Support

A weekly session for identified students to focus on consolidating key maths skills, taught by a Maths teacher.

	<p>See above regarding small group interventions.</p> <p>Notwithstanding the evidence from EEF reporting the efficacy to be greater in Reading than in Maths, our own in-house evaluation shows that where pupils have benefited from this systematic approach to intervention over five years, their outcomes outstripped expectation given their starting points.</p> <p>Note also that the EEF reports positively on mastery learning, the approach adopted in Maths, which adds six months progress in Maths despite being overall less effective in secondary than primary education.</p>	

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

Budgeted cost: £60 271

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Funding towards Pastoral Support Assistant roles, who will build positive relationships with families, offer practical and mentoring support to students, and help to secure attendance at parents' evenings.</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour. EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF</p>	<p>6</p>
<p>TLR position of responsibility for Cultural Capital, with the postholder responsible for creating, monitoring, and evaluating opportunities designed to give disadvantaged students the cultural experiences and knowledge that they lack compared to their advantaged peers. This will need to take into account the limitations posed by the Covid-19 pandemic.</p> <p>Funding towards trips with a direct curricular impact, and Duke of Edinburgh Award, to the extent that these are possible within the limitations of the Covid-19 pandemic.</p>	<p>Gove, 2013 "The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility".</p> <p>Pinkett and Roberts 'We accumulate cultural capital through accessing certain knowledge, behaviours, and skills that is highly valued in society'. "Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital".</p> <p>The implication is clear – we as teachers have a duty to plug those gaps; "the school has responsibility to ensure pupils have the opportunity to build up cultural capital to avoid losing out to more advantaged peers".</p>	<p>1,4,6</p>
<p>Priority by Careers Advisor and Deputy Principal for PP</p>	<p>The lack of studies identified that tested aspiration interventions mean that there is not enough security to</p>	<p>1,3,4,6</p>

<p>students in terms of giving careers and Post-16 advice.</p>	<p>communicate a month's progress figure.</p> <p>It is important to acknowledge that wider evidence indicates that the relationship between aspirations and attainment is complex, and there are many reasons why aspiration interventions may or may not impact upon attainment.</p> <p>Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. Where pupils do have lower aspirations, it is not clear whether targeted interventions have consistently succeeded in raising their aspirations. Also, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows. EEF</p>	
<p>Continuation of the approach of securing parental engagement at parents' evenings</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>6</p>
<p>Funding towards participation in music lessons and sports clubs.</p>	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, Mathematics, and Science. Benefits have been found in both primary and secondary schools.</p>	<p>1</p>

	<p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF</p>	
<p>Purchasing resources that directly tackle attainment, such as revision guides, resource booklets, maps / globes, set texts.</p>		1,4
<p>Funding of Summer School for disadvantaged pupils.</p>	<p>Summer schools have a positive impact on average (three months' additional progress). EEF</p>	1,4

Total budgeted cost: £202 106

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.

Academic outcomes:

The aim of the Catch-up strategy was to remedy the learning lost due to the pandemic; and, in particular, to ensure that, given that school closure has exacerbated the gap between disadvantaged students and their non-disadvantaged peers, intervention works to narrow this gap.

There were two main strands: the catch-up sessions taught on the whole by subject teachers, after school, to Year 11; and the intervention timetable focused on students who were struggling in, and disrupting lessons in, mainstream.

To evaluate the efficacy of the former element, therefore, we look to see the difference between attainment and progress between children who have been in receipt of FSM in the past six years (FSM6) and those who have not, across the past three years. What we can see is that, indeed, the gap in each metric increased in 2020, but has been narrowed again in 2021. We may consider this an indication of the success of the strategy. Individual subjects reported highest effectiveness where intervention sessions were targeted, run in small groups, and where attendance was strong and sustained – for instance, Spanish, Maths, GCSE DT, PE BTEC, History.

	Attainment 8			Progress 8			Eng + Maths 4+ (%)		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
FSM6	4.1	4.0	4.2	-0.13	-0.32	-0.23	47	51	68
Non-FSM6	5.5	5.9	5.8	+0.57	0.43	0.42	76	85	84
Differential	-1.4	-1.9	-1.6	-0.7	-0.75	-0.65	-29	-34	-16

The second strand, the intervention timetable, had a dual intended impact: to support children who were struggling to self-regulate in mainstream, and who were disengaged from certain Options subjects, in their learning in their core subjects or likely Options choices; and also to, by their being removed from those mainstream lessons, to secure stronger learning for the pupils in the class they had left. The reports on the progress made by those individuals, from the Intervention teachers, indicate that the first aim was met, with the most tangible progress being reported in Maths as pupils secured mastery in the elements of the curriculum being

targeted. Further, positive relationships were built, attendance was improved for those students in school generally (including for one pupil who had been a school refuser for over a year), and students worked on their general resilience and behaviour. The second impact can best be seen if we look at outcomes across KS3. Whilst the difference in reporting (resulting from school closure meaning that the usual systems of assessment could not apply) means that it is not a comparison of like-for-like, nevertheless there are clear positive outcomes in KS3, for all pupils and in relation to the need to address the disadvantaged gap, specifically:

(We might note the lower positive performance by Year 7 in 2021 compared to other year groups: these pupils we might imagine had been profoundly negatively impacted by the school closure in their Year 6, followed by a non-standard induction to secondary school (including a heavily curtailed summer school for disadvantaged pupils), followed by further closure; this may have been more disruptive than for those pupils who were more familiar with secondary school modes of learning and assessment.)

Year 7	On /above target Eng (%)			On / above target Maths(%)		
	2019	2020	2021	2019	2020	2021
FSM6	74	79	66	80	75	66
Non-FSM6	72	88	74	72	89	74
Differential	+2	-9	-8	+8	-14	-12

Year 8	On /above target Eng (%)			On / above target Maths(%)		
	2019	2020	2021	2019	2020	2021
FSM6	68	60	79	85	60	72
Non-FSM6	74	91	64	93	89	70
Differential	-6	-31	+15	-8	-29	+2

Year 9	On /above target Eng (%)			On / above target Maths(%)		
	2019	2020	2021	2019	2020	2021
FSM6	69	66	87	83	68	87

Non-FSM6	75	90	81	89	88	83
Differentia I	-6	-36	+6	-6	-20	+4

*2019 = Good/excellent progress

2020 = Impressed/pleased with work submitted

2021 = Within or above base band

Reading ages and Literacy Catch-up

In Years 7 and 8, 75% of FSM6 pupils received a form of Reading and/or Literacy intervention in 2020-1. Of the 47 FSM6 pupils in Year 7, when tested, with an average chronological age of 11:9, their average reading age was 10:0.

Of the 51 FSM6 pupils in Year 8, when tested, with an average chronological age of 13:0, their average reading age was 10:2.

The following evaluation relates to all pupils included within the Catch-up remit:

In our Nurture group in Year 7 pupils began the year in September with an average difference of 3 years and 6 months between their chronological age and their reading age. When pupils reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 3 years and 6 months to an average of 2 years and 7 months difference between their chronological age and their reading age. This is an average of 11 months progress.

In our Nurture group in Year 8 pupils began the year in September with an average difference of 4 years and 4 months between their chronological age and their reading age. When pupils reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 4 years and 4 months to an average of 3 years and 9 months difference between their chronological age and their reading age. This is an average of 7 months progress.

17 pupils were selected for various interventions this year and during the remote learning period these pupils received 1:1 support over the phone. At the start of the year these pupils had an average difference of 2 years and 6 months between their chronological age and their reading age. When pupils' reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 2 years and 6 months to an average of 1 years and 9 months difference between their chronological age and their reading age. This is an average of 9 months progress.

107 pupils were selected for reading interventions during skills, library lessons and breakfast literacy this year. At the start of the year these pupils had an average difference of 3 years and 3 months between their chronological age and their reading age. When pupils' reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 2 years and 5 months to an average of 1 years and 9 months difference between their chronological age and their reading age. This is an average of 8 months progress.

Catch-up Numeracy

A range of intervention programmes ran, including those run by Maths teachers (Form-time Maths; Registration support, Accelerate and Enrichment class teaching), those run in the Centre by specialised TAs (Breakfast Numeracy), the work of the intervention teachers.

Results shown as a numeric representation of progress based on multiple test scores:

	With intervention	Without intervention
7	-0.07 (16 pupils)	0.49
9	0.38 (34 pupils)	0.46
10	1.73 (37 pupils)	2.19

Year 7 data appears to show limited progress. In part this is due to the fact that only the Breakfast Numeracy was able to run (while school was open), as Maths staffing issues meant that the start of Form-time Maths was delayed until June, when Year 11 gained time allowed for it. Nevertheless, the fact that robust baseline data is difficult for these students (they are usually "B" in KS2, unable to access standard tests, and instead working at KS1 level of securing number bonds to ten in Year 7) means that the score represents stronger progress than it might appear to.

While the intervention progress in each year is less strong than progress of those not receiving intervention, this is to be expected as these are the students who struggle most with mathematical concepts and number skills. The positive progress in Years 9 and 10 is pleasing.

For Year 11, the preceding five years' intervention strategies are evaluated thus:

In Year 7, 68 pupils who arrived below expected level at the end of KS2 were offered small group tuition after school using the government catch-up funding. At the end of Y7, these pupils had made slightly above expected progress compared to the rest of the year group and only ten students remained below the expected end of KS2 level. These students continued to receive intervention during Y8-11 in form of extra support during registration in Y8 & Y9, lesson withdrawal in Y9 to work 1:1 with a maths teacher and some eventually received alternative provision during Y10/Y11. Out of the 10 students who were still below expected KS2 level at the end of Y7, five of them exceeded their FFT at GCSE showing increased progress over Y8-11. Two students did not pass/sit their GCSE as a result of poor or non-attendance.

For pupils in receipt of pupil premium who were outside of this LPA group, progress was carefully tracked, and pupils were offered targeted intervention when necessary. Targeted intervention included extra maths support during registration in Y8 & Y9, extra teacher support during certain lessons and lesson withdrawal to work in a small group with a Maths teacher in Y9. During Y11, targeted pupils were invited either to catch-up tuition after school or

registration support sessions. These pupils were mostly from the PP MPA group and unfortunately attendance/uptake was low however for those that attended the impact was positive with pupils achieving their teacher target and exceeding January's teacher projection. PP HPA students were personally invited to drop-in after school revision sessions with a Maths teacher; attendance was good at these sessions and is reflected in the 100% of PP HPA students exceeding their FFT.

Behavioural outcomes:

Note: it has not been possible to evaluate broader strategies relating to improvements in behaviour by comparing report data, due firstly to the impact of the pandemic meaning that such a report could not run in 2020 due to school closure, and secondly the change since 2019 in the way attitudinal data is reported. For behavioural and attitudinal outcomes in 2020-21, see the data reported in the section "Challenges:2", above.

Evaluation of The View and Blue Room.

In particular, though, our primary spend of Pupil Premium in relation to behaviour is in our Alternative Provision, which caters for our most vulnerable students and those who present with the most extreme behavioural needs. In 2020-21, 46% (6 of 13) pupils in this provision were in receipt of FSM. In the case of these particular pupils, they achieved average outcomes of 27 % meeting and 35% above FFT20 targets. Their average actual grade was 4.2. 66% of them achieved 4+ in English and Maths; 83% achieved 4+ in Maths. They have all gone on to meaningful Post-16 pathways.

We are proud of the pastoral care these pupils received, and the quality of provision both in school and remotely (lessons were being streamed for some of these pupils pre-pandemic, meaning that there was a more seamless transition to online learning in some cases. Multi-agency involvement supported pupils vulnerable or at risk of CCE and/or CSE. Senior Transition Advisors worked with pupils from an early stage to ensure the accessibility of post-16 pathways.

Wider participation, cultural enrichment, and aspiration outcomes:

Whilst the Covid pandemic curtailed any opportunity to offer cultural capital trips, the new position of Cultural Capital Coordinator, held by Jessica Angell, has enabled students at Cambourne Village College to access an impressive amount of high-quality experiences designed to enhance cultural capital .

The school arranged, live-streamed and recorded over 30 lectures during the national lockdowns. These were delivered by University academics via Teams and exposed our students to a wide range of current academic debates. Students and the wider community were invited to attend free of charge and the response has been overwhelmingly positive. For this academic year, we plan to monitor more closely the attendance of these lectures to provide us

with more insight into the demographics of the audience. This should allow us to analyse the role these lectures play within our wider Pupil Premium Policy.

Jessica Angell has also met with Cambridgeshire County Council to discuss the possibility of a 'Cambridge Culture Card' and continues to promote opportunities for students via notices, loom recordings, letters home and parent bulletins.

Sports clubs, music lessons:

Covid put a halt on most of these opportunities but the school remains wedded to the idea that participation in extra-curricular activities help students to build their confidence and self-esteem. Due to the expensive nature of these activities, it is fair to assume that disadvantaged pupils will have less access to these opportunities outside of school. It is therefore vital that these students are given access to Sports clubs and Music Lessons at school.

The Music Department at Cambourne provides a generous array of musical opportunities for students. Last year, ten pupils had PP funding for instrumental lessons (representing 8% of the total instrumental lessons). Our aim is for disadvantaged students to be able to access music tuition in a representative proportion – so that it is not the preserve of the elite; clearly, last year we fell short of this stated aim. Our Primary Music School is a key way for us to build interest in music at a low cost; this is operational once again, albeit still not at its pre-covid capacity. This year, we currently supporting 18 disadvantaged students in learning an instrument.

After-school sports clubs at Cambourne are very well attended and students are encouraged to take part in a wide range of sports. This year we have 47 PP students regularly attending sports clubs.

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

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)