



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It is a three year strategy, revised from 2021-22 covering the period from 2022-23 to 2024-25.

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	CAMPSMOUNT
Number of pupils in school	789
Proportion (%) of pupil premium eligible pupils	278 – 35%
Academic year/years that our current pupil premium strategy plan covers	2022-23 to 2024-5
Date this statement was published	September 2022
Date on which it will be reviewed	Sept 2023 & 2024
Statement authorised by	IMI
Pupil premium lead	AM/DH
Governor / Trustee lead	Gaele Levy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 291,040.00
Recovery premium funding allocation this academic year	£ 70,518.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 361, 558.00

Part A: Pupil Premium Strategy Plan

Statement of intent

The Leger Education Trust prides itself on striving to ensure that ALL students have the support and opportunities to achieve their potential. It is the Trust's philosophy that all students regardless of their background should experience and have access to the highest standard of education.

The Pupil Premium is additional funding that is designed to help disadvantaged pupils of all abilities perform better and in turn close the gap between them and their peers.

The funding is allocated according to the number of students on-roll who meet the eligibility criteria for free school meals (FSM), looked after/in care (LAC) and for children of service personnel. There is no requirement for this money to be spent on individual students if they meet the eligibility rather it is necessary to allocate the funding to this group of students as well as other pupils from lower income families so that these students can be provided the same opportunities to make the same progress as their peers. Our Trust aims are:

- To ensure high quality education for the Campsmount community where provision aspires to be outstanding.
- To improve the achievement of ALL students across the school and ensure consistency across all subject areas and Key Stages.
- To ensure the quality of teaching and the curriculum is inspirational and accelerates ALL students' learning and progress.
- To ensure that ALL students can access high quality education and develop skills for their next steps.
- To ensure consistent high-quality practice across the Academy, whilst responding to the changing educational landscape and applying this to the context of the school.

Challenges

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

Challenge number	Detail of challenge
1	Literacy
2	Aspirations – to include career and well-being support
3	Attendance

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
To raise the achievement of our PP students	PP Cohort to achieve a positive P8 score in KS4
To improve the literacy of our PP students	Reading Age is at age appropriate level
To improve the attendance of our PP students	Attendance is $\geq 96\%$ Below national PA (21.6%)
To raise the aspirations of our PP students	96% of each PP year cohort engage with at least 3 ASPIRE activities.
To provide social and emotional intervention	80% of students that access LM support have an attendance $\geq 96\%$

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: **£216,934**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning, Including use of Microsoft Teams, Locker, Class Charts and Campsmount 10, including focus on Memory & Metacognition, Curriculum Sequencing and Cognitive Load.</p> <p>Focus on approach to bridging 'Gaps in Learning' from Sept 23</p> <p>Visualisers placed in every classroom.</p> <p>Implementation of Class Charts for Sept 2023</p>	<p>According to the EEF the teaching strategies employed, and an awareness of learning styles can have a low to moderate impact on the attainment of students. A range of these strategies are covered through the learning development programme (mastery learning, metacognition, self-regulation and collaborative learning).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p> <p>EEF 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months, metacognition and self regulation +7 and collaborative learning +5 months.</p>	<p>1, 2</p>
<p>CPD</p> <p>Coaching model to improve quality of T&L across all levels of competency, including focus on Memory & Metacognition, Curriculum Sequencing,</p>	<p>According to a report by Professor Steve Higgins facilitated through the EEF the impact that targeted professional development can have in closing the gap is significant.</p> <p>Informed by 'What Makes Good Teaching' Coe, Aloisi, Higgins and Major 2014, CPD is focused on developing highly</p>	<p>1, 2</p>

<p>Cognitive Load and Gaps in Learning. Explicit training on Class Charts from Sept 2023</p> <p>Early Career Framework for ECTs</p> <p>Leger Leadership Development Programme</p>	<p>effective pedagogy and subject-specific 1, 2, 3</p> <p>Leger Leadership Development Programme knowledge through research and coaching at all levels of competency to continually develop and learn as professionals. ECT model has evolved to centralise CPD sessions into twilight sessions to offer a more robust training programme centred around learning and development through CPD, coaching and mentoring. We are introducing a leadership programme to further develop and retain experienced and aspiring leaders which will maintain consistency and quality of T&L for all students.</p> <p>https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_achievement_and_closing_the_gap.pdf</p>	
<p>Staffing, inc.</p> <p>Literacy Co-ordinator KS3 English Lead KS4 English Lead KS3 Achievement Lead Classroom Support PP Co-ordinator Director of Teaching & Learning Leader of Personal Development Lead Teacher of EPS & Life Skills Attendance Team – 3 staff Non-teaching pastoral lead in every year group. 3 Heads of House from May 2023 plus an additional Assistant Head of House 4 'Super Tutors' in Y11 to work explicitly with</p>	<p>EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p> <p>EEF Literacy in Secondary Education Guidance and 'Reading Comprehension' as effective teaching and learning strategy from 'Toolkit'.</p> <p>Research shows a pupil premium coordinator can facilitate a school to maximise achievement by ensuring funding is allocated effectively</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> <p>Classroom support has a proven positive impact of PPG pupils' progress according to the EEF e.g. modelling.</p>	<p>1, 2, 3</p>

underachieving students	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	
Campsmount Learn	EEF Toolkit states that evidence shows that the impact of homework, on average, is five months' additional progress. There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight additional months' positive impact on attainment.	1, 2, 3
Oracy Project AM & SMO working with Voice 21 Oracy Project to develop Oracy across the school. Working Party established. Whole school launch planned for September 2022 to explicitly teach Oracy across the school.	EEF Toolkit states that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	1

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

Budgeted cost: **£72,311**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia delivered in all lower set KS3 English lessons.	EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.	1
KS3 Potential Programme – range of small group interventions during morning tutor time, covering English and Maths Booster and Aspire groups, SEND groups (Social Skills,	EEF guidance suggests small group tuition is effective for delivering +5 months progress on average. This strategy is based on the findings from the EEF toolkit which found that small group tuition is effective on increasing disadvantaged pupils' attainment.	1, 2

Reading Group, THRIVE), Flying Start	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
Targeted KS4 Intervention Programme, including tutor time and after school sessions Y11 Achievement Night 4 'Super Tutors' in Y11 to work explicitly with underachieving students, delivering coaching sessions twice per week	EEF guidance suggests small group tuition is effective for delivering +5 months progress on average. This strategy is based on the findings from the 'Pupil Premium Next Steps' published by The Sutton Trust which emphasises early intervention. https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf	1, 2

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

Budgeted cost: **£72,311**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Learning, including ASPIRE programme, Social Skills, Oracy through Voice 21 Project Implementation of House System for September 2023	EEF guidance suggests interventions which target social and emotional learning (SEL) and seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, on average, have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	1, 2, 3
Attendance support, including Attendance Officer and Family Liaison Officer	Increased attendance can improve the educational outcomes for disadvantaged pupils as found in the DfE report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	3

	<p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p>	
<p>Behaviour support, including well-being support through pastoral support programme</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies</p> <p>The EEF toolkit shows that targeting emotional issues can have a moderate impact of attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social-and-emotional-learning-strategies/</p>	<p>2, 3</p>

Total budgeted cost: £361,558.00

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.

See also separate “Pupil Premium - Impact Report 2022.23 HT6” document.

KS4 Assessment Data 2023

	Disadvantaged (students)	Non-disadvantaged (students)
Progress 8 Score	-0.84	-0.55
Attainment 8 Score	37.45	46.09
5+ English & Maths	23%	42%
4+ English & Maths	26%	57%
Entered for Ebacc	3 students 9%	5 students 6%
P8 Ebacc	-1.21	-0.89
A8 Ebacc	9.49	12.31

Progress for disadvantaged students has been made against a number of key indicators when compared to the last set of validated data in 2019. As results in 2020 and 2021 were based on Centre Assessed Grades/Teacher Assessed Grades, and with 2022 data being unvalidated, these results are not directly comparable to previous years.

Specifically, positive progress has been made in terms of both overall P8 and also P8 scores in English and Open Basket subjects combined when compared to 2019 data.

In terms of 5 L4s inc EN/MA, this was 38% in 2019, 34% in 2021, 33% in 2022 and 26% in 2023.

The gap between PP and non-PP in 2019 was 29% and in 2023 it was 32%. This shows that data is broadly in line with pre-COVID levels.

In terms of 5 L5s inc EN/MA, this was 17% in 2019, 16% in 2021, 16% in 2022 and 23% in 2023.

The gap between PP and non-PP in 2019 was 36% and in 2023 it was 19%. This clearly shows that positive progress has been made from 2019 to 2023. This is particularly pleasing when set against a backdrop of a government agenda to bring performance data back in line with pre-COVID levels.

Despite 2022 being unvalidated, it should be noted that despite the push to return data to comparable levels to 2019, progress has been made in terms of overall P8, A8 and 5+ inc EN/MA.

Trends for Disadvantaged Students

	2019	2020	2021	2022	2023
P8 Score	-0.88	+0.44	-0.02	-1.05	-0.84
A8 Score	37.87	46.39	37.3	31.5	37.45
P8 Score En	-1.19	-0.12	-0.34	-0.9	-0.79
P8 Score MA	-1.06	+0.08	-0.29	-1.18	-1.16
P8 Score Ebacc	-1.04	+0.47	+0.04	-1.18	-1.21
P8 Score Open	-0.48	+0.84	+0.31	-0.92	-0.3
5+ EN & MA	17%	33%	16%	16%	23%
4+ EN & MA	38%	53%	34%	33%	26%

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.