



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 2022-25 covering the period from 2025-26 to 2027-28.

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	737
Proportion (%) of pupil premium eligible pupils	255 - 35%
Academic year/years that our current pupil premium strategy plan covers	2025-26 to 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	Sept 2026 & 2027
Statement authorised by	JPR
Pupil premium lead	SMO
Governor / Trustee lead	Jean Pickerill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 295,830.00
Recovery premium funding allocation this academic year	£ 0
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	£ 295,830.00

Part A: Pupil Premium Strategy Plan

Statement of intent

- The Leger Education Trust and Campsmount Academy are committed to ensuring that all students have the support and opportunities they need to achieve their full potential. We believe that every young person, regardless of background, should have access to the highest standards of education.
- With 35% of our cohort being Pupil Premium, the additional funding provided to help disadvantaged pupils of all abilities perform better and close the attainment gap between them and their peers is crucial. Funding is allocated based on the number of students on roll who meet the eligibility criteria for free school meals (FSM), are looked after/in care (LAC), or are children of service personnel.
- This funding is not required to be spent on individual students who meet the eligibility criteria. Instead, it is directed towards strategies that support this group of students, alongside others from lower income families, so that they are provided with the same opportunities and are able to make the same progress as their peers.

Our aims are to:

- Effectively identify the needs of all Pupil Premium students, through placing them onto accurate and effective pathways. Through effective identification, we can then tailor our support to address key barriers for students.
- Ensure high-quality education for the Campsmount community, where provision aspires to be at 'Strong Standard'.
- Improve the achievement of all students across the school and secure consistency across all subject areas and Key Stages.
- Provide a high-quality, inspirational curriculum that accelerates learning and progress for every student.
- Guarantee access to outstanding education so that all students develop the skills needed for their next steps.

Challenges

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

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

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To reduce the attainment gap between PP and Non-PP students across all subjects, particularly in English and Maths.</p>	<ul style="list-style-type: none"> • Staff at all levels are confidently aware of their roles and responsibilities in relation to Pupil Premium outcomes. • Pupil Premium Pathways support with identification of need and the addressing of barriers and all staff implement these strategies in 100% of their lessons. • Pupil Premium students' overall performance at KS4 improves in English and Maths and the gap narrows compared with their Non-PP peers. Students receive revision materials and an academic mentor to support improved academic achievement. • Pupil Premium students perform well in assessments (70% or higher on average) across the curriculum at both KS3 and KS4. • All tracking and monitoring prioritises that of Pupil Premium students through data booklets, Sprint and Raising Achievement Plans. • Targeted Aspire interventions for Y11 students in English and Maths demonstrate impact at key intervals. • Targeted Saturday and half termly interventions prioritises Pupil Premium students and attendance is positive. • Online homework programmes allows for closer monitoring of Pupil Premium students' performance and completion is positive. • Non-PP average completion is 80%. Currently, PP completion is 60%. This improves demonstrably. • Homework club offered 2-3 times, this is well attended by Pupil Premium students. • Pupil Premium students access our internal provision such as Achieve

	<p>and STAR to support them with learning.</p> <ul style="list-style-type: none"> • Knowledge organisers are used by staff and students on a daily basis. These resources support students' performance when working independently.
<p>To improve students' ability to read with confidence, fluency and comprehension, with a particular focus on KS3</p>	<ul style="list-style-type: none"> • Pupil Premium students' reading ages are closely monitored through Sparx Reader testing throughout the academic year. • All Y7 Pupil Premium students to be issued with their own reading book, utilising the Book Buzz strategy (£639) each academic year. • Pupil Premium students will access Books and Bagels-attendance to this extra-curricular activity will be tracked. • Lexia, Phonics and small group reading fluency intervention highlights how Pupil Premium students' WPM rate, phonics knowledge and reading ages improve over time.
<p>To improve the attendance of our PP students, with a particular focus on students who are</p>	<ul style="list-style-type: none"> • Attendance of Pupil Premium students improves from 24-25 82.65% to for closer to their non PP peers (90%) 25-26. • Pupil Premium students (47%) involved in the mentoring programme have improved attendance. • At KS3, and in particular Year 7 and Year 8, a cohort of Pupil Premium students identified access 'Strive' provision. • A curriculum that focuses on overcoming barriers and with coaching at its heart is implemented and as a result, students' attendance improves. • First response from attendance officers for all student absentees is well-established. • Close monitoring of students who are PA takes place and is shared routinely with the PP lead, Inclusion team and SLT so swift actions can be put in place. • Officers work closely with year group Progress Leaders, as well as SLT links to

	<p>ensure phone calls and parental meetings take place for identified students.</p> <ul style="list-style-type: none"> • All staff further understand the barriers that our Pupil Premium students face, in terms of attendance, and strategies such as the provision of uniform, equipment, PE kit and revision guides, will be well understood and adhered to by all staff. • Pupil Premium passports outlining specific guidance and support is in place.
<p>To raise the aspirations of our PP students, with a particular focus on careers</p>	<ul style="list-style-type: none"> • Currently, 22% of Pupil Premium students attend extra-curricular activities (25-26). This improves to at least 35% (whole school PP average) by 2026-2027. • Closer tracking of Pupil Premium attendance at extra-curricular activities demonstrates a significant improvement in engagement. • Year 7 and 8 'Strive' curriculum has a strong focus on the future, goal setting and supporting students to achieve. • Reading at the heart of the Strive intervention-use of sporting role models to inspire and engage students. • Visits to further and higher education calendared and student uptake is high. • Pupil Premium students targeted across the curriculum for careers advice.
<p>To provide social and emotional intervention to improve PP students' mental health and well-being</p>	<ul style="list-style-type: none"> • Instances recorded on CPOMS for Pupil Premium students are closely monitored. • Numbers decrease over the next three years. • Number of self-referrals for Pupil Premium students 25/26 is 8 (35%) OF Pupil Premium cohort. Overall number of referrals 23. • Student voice shows general improvement in how much students enjoy school. • Community engagements increases with parents attending more school events such as Parents' Evening.

	<ul style="list-style-type: none"> • Close tracking of Pupil Premium parents' attendance at key events across the academic year.
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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: **£177,498**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>-High quality, inclusive, adaptive and responsive teaching focus of CPD for all staff.</p> <p>-Inclusive by Design and Accessible by Default-focus on resources being fit for purpose and barriers being removed for students.</p> <p>-Phonics and Reading Fluency intervention delivered by specialist.</p> <p>-Dyslexia friendly texts purchased to enhance the Personal Development curriculum</p>	<ul style="list-style-type: none"> • Matthew Evans: <u>Dropping kerbs - Matthew Evans</u> • Harry Fletcher-Wood: <u>Do they understand this well enough to move on?</u> <u>Introducing hinge questions – Improving Teaching</u> • EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. • EEF Literacy in Secondary Education Guidance and 'Reading Comprehension' as effective teaching and learning strategy from 'Toolkit'. • Use of WALKTHRU's subscription to enhance staff's teaching practice. • 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. 	1, 2

<p>and whole school reading strategy during Aspire time.</p> <ul style="list-style-type: none">-Use of technology to enhance teaching and learning. This includes:<ul style="list-style-type: none">-use of Microsoft Teams for homework and revision materials;-Carousel Learning, Sparx Maths and Reader for homework-Timetable Rockstars-GCSE Pod for Y11 students to support independent revision and internal provision at the academy.-ClassCharts to track and monitor PP students' achievements, attendance and behaviour-Introduction of Pupil Premium passports onto ClassCharts for more effective dissemination of strategies to support disadvantaged students		
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<p>-Use of visualisers to support guided practice, scaffolding and modelling.</p> <p>-ACE teaching and learning strategies. These include a focus on cold-calling, Active Observation, live marking and the use of whiteboards (hinge questions).</p> <p>-All PP students placed on a Pathway (1-4) depending on attitude to learning, reading age, attendance and progress data.</p>		
<p>CPD</p> <p>-Deliberate Practice Instructional - Coaching model to Improve quality of staff's teaching practice.</p> <p>-Focus on ACE teaching and learning strategies (Rosenshine), adaptive and responsive teaching.</p>	<ul style="list-style-type: none"> • 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. • Informed by 'What Makes Good Teaching' Coe, Aloisi, Higgins and Major 2014, CPD is focused on developing highly effective pedagogy and subject-specific 1, 2, 3 • https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_attainment_and_closing_the_gap.pdf • Research shows a pupil premium coordinator can facilitate a school to maximise achievement by ensuring funding is allocated effectively • Doug Lemov TLAC 3.0 • WALKTHRUS Tom Sherrington • Peps McCrea et al (2025) Inclusive Teaching 	<p>1, 2</p>

<p>-Professional Inquiry Questions link directly to improving the performance of disadvantaged pupils.</p> <p>-All subject reviews and Academy Improvement plan to have the performance of disadvantaged pupils at its heart.</p> <p>-Early Career Framework for ECTs</p> <p>-Faculty-led Intellectual Preparation to support the development of teacher's subject knowledge</p>		
<p>Staffing, inc.</p> <p>Classroom Support Leader of Personal Development Attendance Team – 3 staff Non-teaching pastoral lead in every year group.</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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p>	<p>1, 2, 3</p>

<p>3 Progress Leaders 3 Heads of House Key provision leads for Student Services, Link, Star and Achieve</p>		
<p>Campsmount Learn/Carouse I/ GCSE Pod/ Sparx/ Timetable Rockstars</p>	<p>EEF Toolkit states that evidence shows that the impact of homework, on average, is five months' additional progress.</p> <p>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.</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£59,166**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Interventions</p> <p>Lowest attaining students receive Lexia Reading Strategies x3 times a week.</p> <p>A small number of students are receiving phonics support from some of our specialist staff (DLS, SMO, TPA).</p> <p>Reading groups in years 7-9 delivered by TPA and SMO</p> <p>Aspire reading takes place each week with form tutors (years 7-11)</p>	<p>EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p>	<p>1</p>

<p>Amended English curriculum delivery in the lowest attaining groups, adopting a phonics/ comprehension support approach. Key focus on spelling strategies at KS3.</p> <p>Sparx Reader homework set each week-two nights a week have been allocated to increase the focus on reading.</p>		
<p>KS3– range of small group interventions during tutor time, covering Aspire groups, SEND groups (Social Skills, Reading Group, THRIVE)</p>	<p>EEF guidance suggests small group tuition is effective for delivering +5 months progress on average.</p> <p>This strategy is based on the findings from the EEF toolkit which found that small group tuition is effective on increasing disadvantaged pupils' attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>1, 2</p>
<p>Targeted KS4 Intervention Programme (Aspire Intervention-English, Maths and Science), including tutor time and after school sessions</p> <p>Y11 Parent Student Revision Evening</p> <p>Y11 Careers and Progression Evening</p>	<p>EEF guidance suggests small group tuition is effective for delivering +5 months progress on average.</p> <p>This strategy is based on the findings from the 'Pupil Premium Next Steps' published by The Sutton Trust which emphasises early intervention.</p> <p>https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</p>	<p>1, 2</p>
<p>New Strive project from Sept 2025</p>	<p>EEF guidance suggests small group tuition is effective for delivering +5 months progress on average.</p>	<p>1, 2, 3</p>

	<p>This strategy is based on the findings from the 'Pupil Premium Next Steps' published by The Sutton Trust which emphasises early intervention.</p> <p>https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£59,166**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Learning, including ASPIRE programme, Social Skills interventions.</p> <p>House System</p>	<p>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.</p>	1, 2, 3
<p>Attendance support, including Attendance Officer and Family Liaison Officer</p>	<p>Increased attendance can improve the educational outcomes for disadvantaged pupils as found in the DfE report:</p> <p>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</p> <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>	3
<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>	2, 3

	<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>	
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Total budgeted cost: £295,830.00

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 2024 to 2025 academic year.

1. To raise the achievement of our KS4 Pupil Premium students (2022-2025)

Year 11 Pupil Premium Outcomes	2019 (Pre Covid)	2022-2023	2023-2024	2024-2025
P8 Score	-0.88	-1.05	-0.66	N/A
A8 Score	37.87	31.5	32.64	31.82
P8 Score En	-1.19	-0.9	-0.54	N/A
A8			7.58	7.37
P8 Score MA	-1.06	-1.18	-0.75	N/A
A8			6.03	6.05
P8 Score Ebacc	-1.04	-1.18	-0.87	N/A
A8			8.42	8.24
P8 Score Open	-0.48	-0.92	-0.5	N/A
A8			10.61	10.16
5+ EN & MA	17%	16%	20%	17%
4+ EN & MA	38%	33%	34%	32%

1. Overall Attainment & Progress (Headline Measures)

• Progress 8 (P8)

- There is a clear improvement in P8 from 2019 to 2023–24 (+0.22).
- Despite remaining well below 0, the gap has narrowed, suggesting that recovery strategies post-Covid had some impact.
- The absence of a 2024–25 P8 score limits evaluation of recent strategies' effectiveness.

Attainment 8 (A8)

- A8 shows a consistent downward trend across all three years of the strategy, although 2024-2025 exceeds what was achieved in 2022-2023, suggesting recovery taking effect.
- However, while progress has marginally improved, absolute attainment is declining, reflecting:
 - Lower starting points
 - Attendance barriers
 - Wider post-Covid learning gaps disproportionately affecting PP pupils

2. Subject-Specific Performance

• English

- English shows the strongest recovery in progress (improvement of +0.65).
- Despite this, attainment remains low and static.

Maths

- Maths progress has improved but remains weak overall.
- Attainment is flat, suggesting intervention has stabilised outcomes but not yet driven improvement.

• EBacc

- EBacc continues to be a significant area of underperformance for PP pupils.
- Slight improvement in progress, but attainment has dipped, indicating curriculum access and retention issues, especially in humanities.

• Open Basket

- This is the strongest performing basket for PP pupils.
- Progress is relatively stable, suggesting:
 - Vocational or creative subjects are more accessible
 - Teaching approaches and assessment styles better meet PP needs

3. English & Maths Thresholds

Small gains at 5+ post-Covid were not sustained and a consistent decline at 4+ indicates increasing difficulty in securing basic passes.

4. Key Strengths

- Improving progress trend since 2019, especially in English.
- Open basket outcomes strongest, suggesting curriculum flexibility works for PP pupils.
- Evidence that teaching and intervention are mitigating decline, even if not yet reversing it.

5. Key Concerns

- Attainment continues to fall, despite progress gains.
- The gap between non-disadvantaged and disadvantaged pupils has not adequately narrowed.
- English and Maths thresholds are declining, especially at 4+.
- EBacc remains weak, raising concerns about curriculum retention.
- Outcomes remain significantly below national expectations for PP pupils.

MINIMAL PROGRESS MADE

Next steps 2025-2026:

- A greater focus on the barriers faced by our Pupil Premium students will form the basis of staff professional development.
- Deliberate practice groups will include adaptive teaching strategies with the view of addressing students' gaps caused by absence.
- Year 11 Pupil Premium students will have academic mentors and will receive revision materials, as well as access to online platforms such as GCSE Pod, Carousel and Sparx Maths. Students' completion on these platforms will be closely monitored.
- Tracking and monitoring of Pupil Premium students' outcomes will continue to be reviewed periodically, with swift interventions in place to address underachievement.

2. To improve the literacy of our Pupil Premium students.

Year Group	Reading Age 2023-2024	Reading Age 2024-2025	Improvement	Pupil Premium 2023-2024	Pupil Premium 2024-2025	Improvement
7	10 years 1 month	11 years 8 months	+1 year 7 months	8 years 3 months	10 years 6 months	+2 years 3 months
8	12 years 3 months	12 years 9 months	+6 months	11 years 4 months	11 years 7 months	+3 months
9	13 years 1 months	13 years 6 months	+5 months	11 years 7 months	12 years 4 months	+11 months
10	12 years 9 months	13 years 2 months	+5 months	12 years 1 month	12 years 2 month	+1 month

Whole Cohort (All Pupils)

- Across Years 7–10, all year groups show improvement in reading age between 2023–24 and 2024–25:
 - Improvements range from +5 months to +1 year 7 months.
 - This indicates that whole-school reading strategies are having a positive impact, particularly in lower year groups-this is due to additional funding being invested in literacy programmes such as Lexia, Sparx Reader and books for the library.

Pupil Premium Pupils

- PP pupils also show consistent improvement across all year groups
- Gains range from +1 month to +2 years 3 months
- In every year group, PP pupils made positive progress, reducing (though not eliminating) literacy gaps when compared to their non disadvantaged peers.

2. Year-by-Year Analysis

Year 7

- Strongest impact overall.
 - PP pupils made greater gains than the cohort average, suggesting:
 - Early identification and intervention are working

- Reading transition support is highly effective
- However, a significant gap remains (\approx 1 year 2 months), so continued support is needed

Year 8

- Progress is positive but limited, especially for PP pupils.
- Additional reading intervention groups in place for 2025-2026 to address this.

Year 9

- PP pupils make almost double the progress of the cohort
- Suggests targeted intervention or curriculum adaptation in KS3 upper years is effective
- Gap narrows slightly, though PP pupils still remain below age-related expectations

Year 10

- Reading development stalls for PP pupils in KS4
- Likely causes:
 - Curriculum pressure limiting explicit reading work
 - Focus shifting to exam content rather than literacy
- This is a key risk area, particularly given GCSE demands

GOOD PROGRESS MADE

Next steps 2025-2026:

- Continue to screen students upon entry and routinely across the academic year to identify students' reading needs.
- Continue to provide professional development on effective reading strategies to all staff.
- Incorporate reading strategies into daily practice, with a particular emphasis on supporting Pupil Premium students. Quality assure regularly.
- Increase the number of reading intervention groups on offer, so more students can receive high quality reading intervention.
- Provide reading support for KS4 students that does not detract from their GCSE courses, but helps them to achieve well.

3. Improve the attendance of our Pupil Premium students

	2022-2023	2023-2024	2024-2025
Pupil Premium Attendance	78.60%	81.05%	82.65%

Overall trend

Attendance is consistently improving year on year, showing a positive upward trajectory across the three academic years.

Year-on-year change

- 2022–2023 to 2023–2024
Increase of +2.45 percentage points (from 78.6% to 81.05%)
This is a strong improvement, suggesting that early interventions had a noticeable impact.
- 2023–2024 to 2024–2025
Increase of +1.6 percentage points (from 81.05% to 82.65%)
Attendance continues to rise, though the rate of improvement has slowed, which is typical as attendance approaches more sustainable levels.

Longer-term picture

- Total increase over three years: +4.05 percentage points
- This indicates embedded improvement rather than a short-term spike, suggesting systems are becoming more effective over time.
- The data suggests a recovering attendance culture, moving away from post-pandemic low baselines.
- The slowing rate of improvement is due to:
 - Easier-to-engage pupils have already been re-secured.
 - Remaining non-attendance may be increasingly linked to complex barriers (e.g. SEND, mental health, persistent absence).

GOOD PROGRESS MADE

Next steps 2025-2026:

- To sustain momentum, the focus needs to shift from universal strategies to targeted, individualised support.
- Monitoring persistent and severe absence cohorts will be key to unlocking further gains.
- If the current linear trend continued, we reasonably expect attendance to reach around 84% next year, though gains are likely to be incremental rather than sharp

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
Lexia Strategies	Lexia UK
Sparx Reader	Sparx
Sparx Maths	Sparx
GCSE Pod	Access Education
Carousel	Carousel Learning
Class Charts	TES Global Ltd
WALKTHRUS	WALKTHRUS
Iris Connect	Iris

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.