



Ledger Education Trust: Campsmount Academy:

Headteacher: Elizabeth Browne

Written By: AM/DH

Date Last Amended: [1st October 2020](#)

Next Review: [June 2020](#)

Evaluation of use and impact of the funding for 2019-2020

Review of expenditure and impact				
● 1) Fixed Term Exclusions				
Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
Behaviour for key PP pupils is significantly improved to help maximise their learning with a reduction in PP fixed term exclusions.	Premium first strategy & Teacher Toolkit	Unable to fully measure due to Lockdown. Seating plans embedded & use of them and the Toolkit formed non-negotiable part of all QA through LEWS, work scrutiny and Faculty review process.	Hard to quantify. Consider some element of PP in all QA, including some to be exclusively PP focused.	<i>£15,000</i>
PP students continue to receive high quality teaching and learning that focuses first on the needs of PP students. This will improve progress, attainment and enjoyment in all lessons with PP students and therefore whole school.	The Innovation Team (focus on feedback, metacognition, memory, growth mind-set and collaborative learning)	Unable to fully measure due to Lockdown. CPD programme was completed up until Lockdown.	Hard to quantify. Current recording systems do not allow for ease of tracking of PP students. Move to SIMS will help with this.	<i>£15,000</i>
The number of removals from lessons and Fixed Term Exclusions are reduced in line with their NPP peers	Assessment and recording Progress Leader			

	Continued professional development for staff (action research, triads & coaching)			
	Potential Programme (PP) Leader at KS3/4 to analyse data following each data trawl and ensure follow up actions in faculties and with progress leaders.	<p>Unable to fully measure due to Lockdown. However, at lockdown when mentoring ended..</p> <p>Progress 11/22 students improved their P8 score</p> <p>Attitude to Learning</p> <ul style="list-style-type: none"> • Overall increase as a cohort from 2.25 to 2.22 • 10 students had an increase, 4 of these significant • 12 students had a decline, 4 of these significant <p>Attendance</p> <ul style="list-style-type: none"> • 5/21 students 98+% attendance for the autumn term. • Fall in attendance over HT2 for a significant number of students. • Attendance a significant barrier for 8 students <p>Behaviour</p> <ul style="list-style-type: none"> • Overall 30 negative events in the second half term (24 in first half term) • 13 students had no negative events (10 in first half term) • Of the 30 events, 25 of these were from 5 students • 5 events for the other 17 students in 7 weeks 	A valuable Programme that needs to be given time to evaluate fully. Needs narrowing down within Y11 but expanding capacity across KS4 and possibly into KS3 in time.	<i>£4,000</i>
	BASE programme including	Unable to fully measure due to Lockdown. Of 22 Fixed Term Exclusions, 14 of these were	Very worthwhile and has contributed significantly to our inclusive education	<i>£10,000</i>

	Learning Mentor Support	for PP students (63%). This is compared to 100% back in 2016/17. 22 students accessed BASE last year. 16 of these were PP.	policy. This has enabled us to reduce our FTEs and offer inclusive education.	
--	-------------------------	---	--	--

● 2) Literacy

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
Literacy levels of PP pupils are in line with their NPP peers. A higher % of PP pupil have a RA of 11+ age which is closer to that of their NPP peers thus improving progress, attainment and enjoyment in all lessons. There will be greater love of reading and writing for most pupil premium pupils especially boys.	<p>CPD on Reciprocal Reading for key staff who are delivering RR and for the literacy lead in English.</p> <p>More emphasis on reviewing impact and developing follow up resources.</p> <p>More emphasis on quality assurance to make sure that everyone is buying in and the pupils and staff see the value of it.</p> <p>Literacy Lead and key staff attending external CPD from across Doncaster, including key subject areas – Geography, Science, History.</p>	<p>Unable to fully measure due to Lockdown.</p> <p>Difficult to quantify direct impact.</p> <p>Current year 8 (last updated Feb 2020) 34% of PP students at age appropriate reading age. This is compared with 59% of non-PP students.</p> <p>Current year 9 (last updated Feb 2020) 54% of PP students at age appropriate reading age. This is compared with 73% of non-PP students.</p>	<p>All these strategies took place as planned until March when Lockdown began. Need to ensure actions chosen can be more readily quantified to enable better analysis of the impact.</p> <p>Need to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry.</p>	£26,000
	<p>Calendared DEAR days to encourage a love of reading.</p> <p>Reading competitions in line with young writer's competitions.</p> <p>Books purchased for reading time during PLL.</p> <p>Planned reading during literacy time embedded into English lessons.</p> <p>Calendared world book day.</p>	<p>Unable to fully measure due to Lockdown.</p> <p>Difficult to quantify direct impact.</p> <p>Current year 8 (last updated Feb 2020) 34% of PP students at age appropriate reading age. This is compared with 59% of non-PP students.</p> <p>Current year 9 (last updated Feb 2020) 54% of PP students at age appropriate reading age. This is compared with 73% of non-PP students.</p>	<p>All these strategies took place as planned until March when Lockdown began. Need to ensure actions chosen can be more readily quantified to enable better analysis of the impact.</p> <p>Need to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry.</p> <p>Strategies need to continue as still a significant gap between PP and non-PP.</p>	£3,000

	Peer mentors and sixth form students deliver weekly intervention to support literacy levels and encourage reading. Calendared English assemblies to encourage a love of reading and writing. Train staff in delivery of literacy strategies from the T&L toolkit.	Unable to fully measure due to Lockdown. Difficult to quantify direct impact. Current year 8 (last updated Feb 2020) 34% of PP students at age appropriate reading age. This is compared with 59% of non-PP students. Current year 9 (last updated Feb 2020) 54% of PP students at age appropriate reading age. This is compared with 73% of non-PP students.		£26,000
	1-1 Specialist teaching & phonics reading. Additional Literacy & Numeracy mastery Y7 Reading support	Unable to fully measure due to Lockdown. Difficult to quantify direct impact. Current year 8 (last updated Feb 2020) 34% of PP students at age appropriate reading age. This is compared with 53% of non-PP students. Current year 9 (last updated Feb 2020) 54% of PP students at age appropriate reading age. This is compared with 73% of non-PP students.		£26,000
	KS3/4 Achievement Leader to analyse data following each data trawl and ensure follow up actions in faculties and with progress leaders.	<ul style="list-style-type: none"> Achievement in Year 11 was above NA in terms of P8 and A8 with a scores of +0.48 and 50.77 Students achieved above NA in English 4+ MA +0.14/9.15 EBac +0.61/14.95 Other +0.86/16.67 	Results have once again improved at KS4. Identifying and reporting on Y10 earlier is a target so we can be more proactive in reducing any attainment and progress gaps further and developing more meaningful data at KS3.	£2,000

		<ul style="list-style-type: none"> • PP Progress 8 +0.44 and Attainment 8 46.39 • HA Progress 8 +0.64, Attainment 8 64.92 		

● 3) Attitude to Learning, Attendance and Careers

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
PP students ATL grades increase and numbers of PP students on Behaviour report decrease	Students rewards (High triers and high fliers, Aspire cards) Off-site alternative provision	<p>2018/19 data PP pupils across all years have lower ATL grades than NPP; Y8 1.83 PP compared to 1.65 NPP; Y9 2.12 PP compared to 1.87 NPP; Y10 2.34 PP compared to 1.83 NPP; Y11 1.96 PP compared to 1.98 NPP.</p> <p>2019/20 data Y8 1.85 PP compared to 1.61 NPP; Y9 2.18 PP compared to 1.89 NPP; Y10 2.17 PP compared to 1.82 NPP; Y11 2.01 PP compared to 1.92 NPP.</p> <p>Significant gaps still evident, with minimal</p>	Remains a key area of focus.	£30,000
PP students ATL grades increase and numbers of PP students on Behaviour				

<p>report decrease</p> <p>PP PA figures reduce to below national. PP attendance rises to above national. GAP between NPP & PP closed</p>		<p>improvement made.</p>		
<p>To have a fully embedded careers programme including the Gatsby Benchmarks to maximise aspiration with PP students</p>	<p>Potential Programme</p>	<p>Unable to fully measure due to Lockdown. However, at lockdown when mentioning ended..</p> <p>Progress 11/22 students improved their P8 score</p> <p>Attitude to Learning</p> <ul style="list-style-type: none"> • Overall increase as a cohort from 2.25 to 2.22 • 10 students had an increase, 4 of these significant • 12 students had a decline, 4 of these significant <p>Attendance</p> <ul style="list-style-type: none"> • 5/21 students 98+% attendance for the autumn term. • Fall in attendance over HT2 for a significant number of students. • Attendance a significant barrier for 8 students <p>Behaviour</p> <ul style="list-style-type: none"> • Overall 30 negative events in the second half term (24 in first half term) • 13 students had no negative events (10 in first half term) • Of the 30 events, 25 of these were from 5 students • 5 events for the other 17 students in 7 weeks 	<p>A valuable Programme that needs to be given time to evaluate fully. Needs narrowing down within Y11 but expanding capacity across KS4 and possibly into KS3 in time.</p>	<p><i>£10,000</i></p>

To improve parental engagement of key Pupil Premium students	Premium first strategy PP attendance strategy, including ASP (Attendance Support panel)	Whole school attendance 94.47% at lockdown. NA 94.79%. Doncaster Average 93.93%. PP attendance 92.4% Whole school PA was 15.05% which is up from 12.75% the previous year. Of our 100 PA students, 70 of these were PP students.	Strategies need to continue but current Covid situation will inevitably have a significant detrimental impact on both our figures and our ability to analyse data across historical trends.	<i>£12,000</i>
	Aspire Days CAP days CAP evenings HEPPSY Programme Discover Us Family Liaison Officer	All took place until lockdown but unable to measure full extent if impact. FLO worked very closely with our most vulnerable families in order to improve parental engagement but need to ensure we can measure impact in a quantifiable manner.	Need to ensure we can measure impact in a quantifiable manner.	<i>£20,000</i>