Pupil Premium Strategy: 2020 – 2021

Leger Edication Trust: Campsmount Academy

Headteacher: Elizabeth Browne

Written By: AM/DH

Date Last Amended: 8th October 2020

Next Review: October 2021

" Truly Great Students in Truly Great Schools"

Trust Aims

1. To ensure high quality education for the Campsmount community where provision aspires to be outstanding.
2. To improve the achievement of ALL students across the school and ensure consistency across all subject areas and Key Stages.
3. To ensure the quality of teaching and the curriculum is inspirational and accelerates students' learning and progress.
4. To ensure that all students can access high quality education and develop skills for their next steps.
5. 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.

Core Values:

Pride

Ambition

Responsibility

Integrity

Campsmount Academy - Pupil Premium Strategy

The students eligible for pupil premium funding include:
- Every child currently registered as eligible for free school meals
- All children eligible for free school meals at any point in the past 6 years
- Children who have been looked after for six months or longer

Academies receive:
- £955 per student in years 7-11

£2,345 for any student who has been in local authority care for one day or more; leaves local authority care if adopted; leaves local authority care under a special guardianship order or a residence order; recorded as both eligible for free school meals in the last six years and as being looked after (or as having left local-authority care).

Pupil Premium Spending 2018-2019

Pupil Premium Funding 2018-2019:	£246,998
Staffing:	£160,549
Enhanced Curriculum Provision:	£86,449
Proportion of cohort 2018-2019:	41%
Number of disadvantaged pupils 2018-2019:	276

Pupil Premium Spending 2019-2020

Pupil Premium Funding 2019-2020:	£227,120
Staffing:	£147,628
Enhanced Curriculum Provision:	£79,492
Proportion of cohort 2019-2020:	37%
Number of disadvantaged pupils 2019-2020:	238

Pupil Premium Spending 2020-2021

Pupil Premium Funding 2020-2021:	£264,480
Staffing:	£171,912
Enhanced Curriculum Provision:	£92,568
Proportion of cohort 2020-2021:	34%
Number of disadvantaged pupils 2020-2021:	245

<u>Strategy and Impact 2020-2021</u>

- <u>Understanding Barriers</u>

1. **Pride - Self-esteem/Confidence** *(£35,383)*

2. **Ambition - Literacy** *(£96,760)*

3. **Ambition - Aspirations** *(£20,513)*

4. **Integrity - Relationships** *(£25,016)*

5. **Responsibility - Attendance** *(£43,274)*

6. **Ambition - Preparedness for Learning** *(£31,534)*

7. **Ambition - Cultural Capital** *(£12,000)*

Summary information					
Academic Year	2020-2021	**Total PP budget**	£264,480	**Date of most recent PP Review**	October 2020
Total number of pupils	723	**Number of pupils eligible for PP**	245	**Date for next internal review of this strategy**	March 2021

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5 9-4 inc. English and Maths	53%	49.2%
Progress 8 score average	+0.44	0.13
Attainment 8 score average	46.39	39.25

Aims	Desired Outcomes	Success Criteria
🔴 **1.** Self-esteem/Confidence	- Students are more resilient and have a greater understanding of the importance of home learning, particularly in view of COVID situation. - Maintaining the roles of the Learning Mentors in school to support students via Wellbeing Hub. - Mentoring programmes in each year group to provide pastoral support. - Extra-curricular clubs to be offered by academic areas. - Rewards distributed for PP students. - Premium First Strategy	- Students are completing home learning via Microsoft Teams - Case files created by LMs regarding wellbeing of students. - Student ambassadors work with other students on various issues. - Registers for after school clubs have an uptake in attendance. - PP students receive regular rewards.
🟢 **2.** Literacy	- Students to be in line with their age related expectations based on KS2, KS3 and KS4 results. - S, P and G and writing skills elements to be embedded into all curriculum areas.	- PP students to be in line with their peers within the Academy. - Attainment 8 to be in line with national average.

	- Reduce the amount of students with reading ages below their chronological ages. - Year 7/8 Students to engage in calendared 'Drop Everything and Read' days. - Lexia delivered in all lower set KS3 English lessons. - KS3 Potential Programme & staff lead. - Use of LSAs for 1:1 & small group work. - Premium First Strategy	- Progress 8 to be positive and show progress. - QA of PLL and Dear Days. - English data highlights improvements in whole school literacy. - Interventions tracker shows impact of literacy withdrawals over time (termly report). - Use of Secondary Ready data - KS3 Potential Programme data
3. Aspirations	- ASPIRE project embedded into all year groups. - Students to complete their ASPIRE Passport. - Attend a range of college and university sessions/taster days to help students focus on their post-16 progression. - Cohort of Y10 & Y11 PP students take part in the Discover Us Programme with Sheffield University - Extra-curricular clubs in PE, Art, STEM, Music and humanities to provide opportunities for aspirational development. - Links with HEPPSY+ initiative. - Students take part in ASPIRE Days, CAP days and evenings - Russell Club for most able PP students	- Passport tracker updated with current progress. - HEPPSY+ evaluation forms from HE visits. - Discover Us evaluation forms. - Registers for extra-curricular clubs. - Work experience placement logs show where and what students did during their placement.
4. Relationships	- Provide opportunities for trips for students. - Student ambassadors. - Anti-bullying ambassadors. - Additional PSHE curriculum time to promote relationships within tutor groups/year groups. - CPD delivered to staff on building and embedding positive relationships. - KS4 Potential Programme & staff lead. - BASE Programme.	- Staff voice regarding overall effectiveness of opportunities offered. - Detailed registers of trip students took part in via PP tracker. - Ambassadors meeting notes recorded on CPOMS. - Schemes of Learning available and rated for PSHE curriculum across all year groups. - CPD evaluation from staff. - KS4 Potential Programme data. - BASE data.

● **5.** Attendance	- Poor punctuality will not impact on classroom learning. - Attendance continues to increase towards national average. - Vulnerable pupils have a red flag next to their name. If that pupil is missing from the register the attendance and safeguarding team must be alerted straight away. - Ensure that attendance and the link to attainment is high profile around the academy. - Progress leads to monitor the interventions for targeted students. Updating and sharing this information weekly on the tracker. - Use of Attendance Officer. - Priority 1st day phoning for PP students (Premium First Strategy) - Use of Family Liaison Officer - Use of BASE programme	- Daily updates on current attendance. - Attendance to push towards national average. - Less than 5% of students to be late to school. - The following show attendance is improving for selected students: - Parental contact via the attendance team shows an increase in attendance. - PP tracker to show an increase in attendance for targeted students. - Continued low numbers of Fixed Term Exclusions. - PLs to prioritise PP students in fortnightly Line Management and EWO meetings.
● **6.** Preparedness for Learning	- Students eating breakfast as part of the Magic Breakfasts initiative. - Uniform shop (plus loans) available to students via student services. - Work with parent and community engagement around importance of school and attendance. - Introduction of Parental Engagement Officer - Revision packs for key PP students - Pencil cases and equipment available for the start of the academic year.	- Logs for lack of equipment reduced. - Logs for uniform reduced. - Increased attendance for PP students. - PP tracker to highlight which students have received revision materials for which subjects throughout the course of the year. - All of the above will be cross referenced with data tracking to highlight improved attainment.
● **7.** Cultural Capital	- Trips available for all year groups via curriculum areas. - Music, singing and dance lessons available.	- PP tracker to highlight which students have attended which trips. - Registers show attendance of PP students to music lessons. - Student voice. - Staff evaluations of trips.

Planned Costings

Barrier				
🔴 1. Self-esteem/Confidence				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Microsoft Teams	Ensure students are more resilient and have a greater understanding of the importance of home learning, particularly in view of COVID situation.	Key staff regularly monitor usage on Teams.	DH/ABR (teaching)	September 2021
Resources for rewards	To raise confidence via systematic reward system for PP students who are 'doing the right thing'. This can be fluid, for example, attendance, homework, synoptic scores.	PP tracker shows which students have achieved rewards, and for what. Reviewed termly.	CBT (teaching)	September 2021
Staffing – Wellbeing	Providing a safe environment for our more vulnerable PP students. By allowing students this it will increase access to care but also allow preventative support to be in place.	Termly review documentation with LM Team to review case studies and impact.	JP/SS (Support)	September 2021
			Total budgeted cost	**£35,383**

Barrier				
🟢 **2.** Literacy				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
KS3 Achievement Lead	Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations.	ABR to hold LCR accountable via line management and performance management reviews. Literacy testing to take place. Reading ages and data tracking (termly report).	LCR (teaching)	September 2021
Literacy Co-ordinator	Literacy focus across all subject areas will help develop student's reading ages. GCSE's are written at age 14 level so students cannot access GCSE test papers until they have at least this reading age.	EBR to hold SMO accountable via line management and performance management reviews.	SMO (teaching)	September 2021
Teaching Assistants	Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations.	EC to hold TAs accountable via line management and performance management reviews	EC (teaching) TAs (support)	September 2021
KS3 English Lead	Through their respective roles the key stage English leads have a duty of care to ensure that the curriculum in English, and then subsequently other departmental areas, in language rich. The reading, writing and speaking needs to be embedded as a culture across the Academy.	SMO to hold KS3 lead accountable via line management and performance management reviews.	DLS (teaching)	September 2021
KS4 English Lead		EBR to hold KS4 lead accountable via line management and performance management reviews.	SMO (teaching)	September 2021

Lexia	Allowing the students curriculum time to develop literacy to improve results via a better level of literacy.	Attainment 8 to be in line with national average (termly data tracking). Progress 8 to be positive and show progress (termly data tracking). Pastoral and Leadership drop-ins show reading is evident in tutor time. English data highlights improvements in whole school literacy (termly data tracking). Data tracking shows the improvement of English data. Reviewed termly.	SMO	September 2021
Resources	A proportion of funding available for literacy based resources throughout the academic year.	Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials.	SMO	September 2021
			Total budgeted cost	**£96,760**

Barrier				
🟠 **3.** Aspirations				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
ASPIRE Programme - ASPIRE days - CAP days - Russell Group - Discover US	To raise aspirations of students by completing a number of trips and activities throughout the school year.	ASPIRE and Passport tracker highlights what students have completed. Termly review. This will be cross referenced against our PP cohort to ensure they are in line with their peers.	CBT/JSL (teaching)	September 2021
University Visits	Student are able to experience post-16 pathways to raise aspirations and promote thought around what the next step is after Campsmount.	Pupil Premium Funding Request Forms submitted and documented. PP tracker to show which students have received support from which materials. • Student voice • Parental voice • Staff voice Surveys will be compared against baseline to show difference. (PP outcomes, PP v non-PP outcomes)	CBT/JSL (teaching)	September 2021
Student Ambassadors Anti-Bullying Ambassadors Peer Mentors	Students lead on anti-bullying issues and developing positive relationships for the benefit of all involved.	Programme monitored by Learning Mentor Team. Number of bullying incidents recorded reduces.	SS (Support)	September 2021
			Total budgeted cost	**£20,513**

Barrier				
🟣 **4.** Relationships				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Extra-curricular Enrichment Activities	A central pot available for staff/subject areas to 'bid' for in order to provide opportunities for PP students out of the classroom.	Pupil Premium Funding Request Forms submitted and documented.	AM (teaching)	September 2021
Trips and External Speakers		Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials. • Student voice • Parental voice • Staff voice Surveys will be compared against baseline to show difference. (PP outcomes, PP v non-PP outcomes)	AM (teaching)	September 2021
KS4 Potential Programme	Students lead on anti-bullying issues and developing positive relationships for the benefit of all involved.	Programme tracked and monitored by AM P8, ATL and attendance data increase for those involved.	AM (teaching)	September 2021
BASE Programme	Restorative approach to solve behaviour issues with key PP students rather than excluding them from learning.	Number of FTEs reduces. Number of behaviour events reduces. ATL data increases.	TCB (Support)	September 2021
			Total budgeted cost	**£25,016**

Barrier				
● **5.** Attendance				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Staffing – Attendance Improvement Strategies - Attendance Officer - Family Liaison Officer - Parental Engagement Officer - Progress Leaders	Currently the PP attendance is below the non-PP attendance whole school. By having an attendance team led by EC we can utilise a number of strategies to improve attendance in line with the whole school.	Attendance team tracking: • Weekly reports • Contact home • Attendance meetings • PA tracking • CPOMS entries • The continual monitoring of PP attendance.	EC (teaching) LOS (support) LSO (support) LAR (support)	September 2021
			Total budgeted cost	**£43,274**
Barrier				
● **6.** Preparedness for learning				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Equipment Packs	Many students do not have correct equipment on arrival to academy.	Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials. To be reviewed at the start of the academic year and then termly.	CFZ (Support)	September 2021
Progress Leaders	The Progress Leaders are the link between school and home. They will liaising with parents and students on	EC to hold Progress Leaders accountable via line management and performance management reviews.	EC (Teaching)	September 2021

	a daily basis around issues they may have in the Academy.			
Revision Packs	KS4 students do not have access to a wide range of published revision materials (student/staff voice). We need to ensure that KS4 are fully prepared by providing materials for them.	Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials. Pupil Premium Funding Request Forms submitted and documented.	HODs (Teaching) SS (Support)	September 2021
			Total budgeted cost	**£31,534**

Barrier				
🔵 **7.** Cultural Capital				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Trips for all year groups	A central pot available for staff/subject areas to 'bid' for in order to provide opportunities for PP students out of the classroom.	Pupil Premium Funding Request Forms submitted and documented. Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials. - Student voice - Parental voice - Staff voice Surveys will be compared against baseline to show difference.	AM (teaching)	September 2021

		(PP outcomes, PP v non-PP outcomes)		
Peripatetic Music	To ensure students are afforded extra opportunities and skills they might not otherwise have access to. Completing performances and developing resilience is also a positive bi-product.	PP attendance monitored and tracked through PP Tracker. Case studies written to show development of skills. Tests show progress in ability.	SMS (teaching)	September 2021
			Total budgeted cost	**£12,000**