Ledger Education Trust: Campsmount Academy:

Headteacher: Elizabeth Browne

Written By: AM/DH

Date Last Amended: 1st July 2021

Next Review: June 2022

Evaluation of use and impact of the funding for 2020-2021

Barrier			
🔴 1 Self-esteem/Confidence			
Desired outcome	**Chosen action/ approach**	**Impact**	**Lessons learned**
Microsoft Teams	Ensure students are more resilient and have a greater understanding of the importance of home learning, particularly in view of COVID situation.	55% of devices given during lockdown were to our PP students – 88/159. 100% of PP students had access to Teams during periods of lockdown and isolation.	Attendance at live learning still a concern for a significant number of our PP students. Teams still an invaluable tool in school to aid learning, particularly with coursework completion in Key Stage 4.
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.	279 PP students have received merit points during the summer term since we moved to SIMS. This equates to 33% of the whole cohort. This compares with 465 non PP students, which equates to 62% of the whole cohort. This is broadly in line with PP % of whole cohort at 34%	Ensure regular promotion of Premium First approach to praise and rewards. Half termly T&L briefing slot to raise profile of PP students and allow staff time for positive praise phonecalls home.

		34 PP students have not received any merit points during the summer term.	
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.	265 students have accessed various Learning Mentor services this year. 185 of these have been PP students, 70% of the overall cohort.	An extremely valuable approach that needs to continue next year.
		Total budgeted cost	**£35,383**

Barrier			
🟢 2 Literacy			
Desired outcome	**Chosen action/ approach**	**Impact**	**Lessons learned**
KS3 Achievement Lead	Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations.	Current year 7 42% of PP students at age appropriate reading age. This is compared with 58% of non-PP students. Current year 8 34% of PP students at age appropriate reading age. This is compared with 51% of non-PP students. Current year 9 41% of PP students at age appropriate reading age. This is compared with 75% of non-PP students. Last year's data: Current year 8 34% of PP students at age appropriate reading age.	Strategies took place as planned. Hampered by mid-year lockdown. Need to continue next year. Successfully shifted to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry as in previous years.

		This is compared with 59% of non-PP students. Current year 9 54% of PP students at age appropriate reading age. This is compared with 73% of non-PP students.	
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.	Current year 7 42% of PP students at age appropriate reading age. This is compared with 58% of non-PP students. Current year 8 34% of PP students at age appropriate reading age. This is compared with 51% of non-PP students. Current year 9 41% of PP students at age appropriate reading age. This is compared with 75% of non-PP students. Last year's data: Current year 8 34% of PP students at age appropriate reading age. This is compared with 59% of non-PP students. Current year 9 54% of PP students at age appropriate reading age. This is compared with 73% of non-PP students.	Strategies took place as planned. Hampered by mid year lockdown. Need to continue next year. Successfully shifted to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry as in previous years.

Teaching Assistants	Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations.	70 PP students, who are also SEND, received in class support last year, ranging from 3 hours to 23.75 hours per week, totalling 883 hours, depending on need. Overhaul of KS3 assessment data will enable impact to be measured in quantifiable manner in the future against individual attainment data.	Strategies took place as planned. Hampered by mid-year lockdown. Need to continue next year. Successfully shifted to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry as in previous years.
KS3 English Lead KS4 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.	Current year 7 42% of PP students at age appropriate reading age. This is compared with 58% of non-PP students. Current year 8 34% of PP students at age appropriate reading age. This is compared with 51% of non-PP students. Current year 9 41% of PP students at age appropriate reading age. This is compared with 75% of non-PP students. Cohort 2022 • English 4+ 45% • Non PP 79% • Whole cohort 66% • Cohort 2020 72% • 62% below MEG Cohort 2021 • English 4+ 65% • Non PP 92% • Whole cohort 84%	Strategies took place as planned. Hampered by mid-year lockdown. Need to continue next year. Successfully shifted to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry as in previous years. Big focus on Cohort 2022 needed next year.

		• Cohort 2020 72% • 51% below MEG	
Lexia	Allowing the students curriculum time to develop literacy to improve results via a better level of literacy.	Current year 7 42% of PP students at age appropriate reading age. This is compared with 58% of non-PP students.	Strategies took place as planned. Hampered by mid year lockdown. Need to continue next year. Successfully shifted to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry as in previous years.
Resources	A proportion of funding available for literacy based resources throughout the academic year.	Current year 7 42% of PP students at age appropriate reading age. This is compared with 58% of non-PP students. Current year 8 34% of PP students at age appropriate reading age. This is compared with 51% of non-PP students. Current year 9 41% of PP students at age appropriate reading age. This is compared with 75% of non-PP students. Last year's data: Current year 8 34% of PP students at age appropriate reading age. This is compared with 59% of non-PP students. Current year 9 54% of PP students at age appropriate reading age.	Strategies took place as planned. Hampered by mid year lockdown. Need to continue next year. Successfully shifted to focus on age appropriate reading ages rather than just data for percentage of those with reading age of 11+ on entry as in previous years.

		This is compared with 73% of non-PP students.	
		Total budgeted cost	**£96,760**

🟠   3 Aspirations

Desired outcome	Chosen action/ approach	Impact	Lessons learned
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.	All took place until lockdown but unable to measure full extent if impact. ASPIRE days and Discover US both continued virtually. All vulnerable students had 1:1 with tutor to discuss barriers and needs 2 Y10 students accepted on to Dame Kelly Holmes Legacy Trust programme which began virtually but now face to face Discover Us Programme for Y10/11 students continued virtually (1 Y10 got a Star Student award) New cohort in Y9 identified and applications completed, 10 students accepted for next year Second Chance project working with 12 vulnerable Y8 students during summer term. New	Need to ensure we can measure impact in a quantifiable manner.

		cohort of current Y7s will complete this during autumn term 2021-22	
University Visits	Student are able to experience post-16 pathways to raise aspirations and promote thought around what the next step is after Campsmount.	Did not take place due to COVID restrictions. Virtual provision took place where possible. Money re-allocated for extra latops and family re-engagement support.	Unable to measure due to not taking place. Continue next year.
Student Ambassadors Anti-Bullying Ambassadors Peer Mentors	Students lead on anti-bullying issues and developing positive relationships for the benefit of all involved.	12 Y10 students fully trained in these areas and took part in Diana Awards programme. 4 of these were PP students. Very successful PRIDE week was run by these students. Peer mentor role with Y7 was affected by COVID bubbles.	Need to ensure we can measure impact in a quantifiable manner.
		Total budgeted cost	**£20,513**

Barrier			
● 4 Relationships			
Desired outcome	**Chosen action/ approach**	**Impact**	**Lessons learned**
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.	All hampered by COVID restrictions. Money re-allocated for extra latops and family re-engagement support.	Pot will be in place again next year. Need to ensure registers are kept to track PP involvement.
Trips and External Speakers			
KS4 Potential Programme	Focus on behaviour/ATL through small focus groups	Severely hampered in KS4 by lack of tutor time due to staggered school day due to COVID. Mentoring began after Easter with	A valuable Programme that needs to be given time to evaluate fully. Needs narrowing down within Y11 but expanding capacity across KS4 and

		Year 10. Of the 10 students involved in Y10: 8 saw a positive increase in their ATL from Spr1 to Sum1 5 saw a positive increase in their attendance from Spr1 to Sum1 Only 3 saw a positive increase in their P8 score from Aut2 to Sum1	possibly into KS3 in time. PP lead requested capacity during tutor time to be able to oversee and run this next year.
BASE Programme	Restorative approach to solve behaviour issues with key PP students rather than excluding them from learning.	CPD programme was completed by all staff, including remotely during lockdown. There have been 876 incidents of removal from a lesson during the summer term. 454 of these have been PP students. (52%) 15 Fixed Term Exclusions 14 of these were PP students (93%). Of 493 BASE sessions accessed, 340 of these were PP students 69%. In 2019-20, of 22 Fixed Term Exclusions, 14 of these were for PP students (63%). This is compared to 100% back in 2016/17. 22 students accessed BASE 2019-20, 16 of these were PP (72%)	Hard to quantify. Move to SIMS will ensure full analysis possible for the next academic year. Summer term data shows reduction in line with peers. Very worthwhile and has contributed significantly to our inclusive education policy. This has enabled us to reduce our FTEs and offer inclusive education.
		Total budgeted cost	**£25,016**

Barrier			
● 5 Attendance			
Desired outcome	**Chosen action/ approach**	**Impact**	**Lessons learned**
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, such as Priority First Day phonecalls and Attendance Support Panel meetings, to improve attendance in line with the whole school.	• PP attendance was 85% prior to lockdown, compared with whole school figure of 89% which is positive given the circumstances but still low • Whole cohort now 90.21% to date and PP 85% • Pre COVID NA 94.79%. Doncaster Average 93.93%. • Whole school PA is 26% which is up from 15% last year and 13% the previous year. • Of our 207 PA students, 115 of these were PP students. PP students account for 41% of our PA	Strategies need to continue but current Covid situation had significant detrimental impact on both our figures and our ability to analyse data across historical trends.
		Total budgeted cost	**£43,274**

Barrier			
● 6 Preparedness for learning			
Desired outcome	**Chosen action/ approach**	**Impact**	**Lessons learned**
Equipment Packs	Many students do not have correct equipment on arrival to academy.	Has not taken place due to staffing issues and slightly hampered by COVID restrictions. Money re-allocated for extra latops and family re-engagement support.	Need to ensure that this takes place next year and staff are assigned responsibility for this.
Progress Leaders	The Progress Leaders are the link between school and home. They will liaising with parents and students on	Need greater awareness of key PP students within their year groups.	PP will be more high profile around the Academy next year with regular slots at

	a daily basis around issues they may have in the Academy.	Still significant gaps in ATL data across the Academy. **2019/20 data** PP pupils across all years have lower ATL grades than NPP; 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. **2020/21 data** Y7 1.96 PP compared with 1.70 NPP Y8 2.18 PP compared to 1.87 NPP; Y9 2.0 PP compared to 1.84 NPP; Y10 2.31 PP compared to 2.13 NPP; Y11 2.23 PP compared to 1.81 NPP. Significant gaps still evident, with minimal improvement made. Disruption due to COVID has not helped.	Middle Leaders and at whole school CPD including T&L briefings.
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.	Not fully launched this year whole school. Will take place next year for all PP students at a parents evening towards the end of the autumn term. Money re-allocated for extra latops and family re-engagement support.	Valuable aspect that will take place next year when we can measure impact on attainment data.
		Total budgeted cost	**£31,534**

Barrier			
🔵 7 Cultural Capital			
Desired outcome	**Chosen action/ approach**	**Impact**	**Lessons learned**

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.	All hampered by COVID restrictions. Money re-allocated for extra latops and family re-engagement support.	Pot will be in place again next year. Need to ensure registers are kept to track PP involvement.
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.	30 students accessed lesson this year. 7 of these were PP students (23% of those accessing lessons). A further 18 PP students received free lessons as part of their KS4 courses, out of 34 students in total.	Valuable approach that needs to continue next year.
		Total budgeted cost	**£12,000**