

Pupil premium strategy statement-Campion School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	Campion School
Number of pupils in school	1321
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	2024
Date on which it will be reviewed	2025
Statement authorised by	Patricia Hammond Headteacher
Pupil premium lead	Rebecca Bain Assistant Headteacher
Trustee lead	Pamela Hutchison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255080
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	£255080

Part A: Pupil premium strategy plan

Statement of intent

Guided by our core values of Respect, Ambition, Integrity, and Resilience, we strive to provide every child with the opportunity to achieve their full potential and secure the best life chances possible.

Central to our strategy is the belief that high-quality teaching is the most effective way to close the attainment gap. This commitment ensures that disadvantaged pupils benefit from an inclusive curriculum that is ambitious, broad, and aligned with their peers. Our approach also prioritises the development of key skills, such as literacy, metacognition, and independent learning, while fostering a lifelong love of reading.

We aim to create a safe, calm, and supportive learning environment where students thrive academically and personally. Our strategy also emphasises early intervention, effective attendance support, and robust pastoral care to address barriers to learning.

To achieve these goals, we pledge to:

- Challenge all disadvantaged pupils through high-quality, engaging instruction, ensuring they meet and exceed high expectations.
- Act swiftly to identify and address barriers to progress through targeted interventions, with a focus on independent learning and personal development.
- Ensure every student has equitable access to resources, opportunities, and enrichment activities that build character and broaden horizons.
- Provide tailored, high-quality careers guidance to raise aspirations and support pathways to higher education, including Russell Group universities.

We believe in the power of collective responsibility, where all staff share ownership of outcomes for disadvantaged pupils. By regularly tracking the impact of our strategies and adapting based on evidence, we ensure that every pupil, regardless of their starting point, can achieve success.

To summarise, our approach couples high academic challenge allied with a range of social and emotional support provisions.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes at Year 11
2	Access to technology and equipment to support independent learning. There are many students, across all years, that do not have a device other than a phone to be able to complete independent learning. Classroom research and interviews have shown this to be a significant barrier.
3	Reading, Writing and Comprehension: Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of reading comprehension compared to their peers. This impacts their progress across all subjects.
4	Access to in-school support and limiting enriching experiences outside of the curriculum Majority of PP students do not live within walking distance and therefore getting to before and after school revision/clubs is particularly challenging especially for Year 11 students. In addition the current financial climate makes accessing visits and trips more challenging for PP families.
5	Attendance & Punctuality Many of our most disadvantaged students have lower levels of attendance or have been persistent absentees during primary school.

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
Quality first teaching	Students' progress data to be in line with those peers who are not pupil premium and above the national average. <ul style="list-style-type: none"> Includes using KS3/KS4 progress data, GCSE predictions, mock results, and formative assessment. Learning walks and work reviews will also demonstrate quality work completed by PP students.
Students able to access out of school support and are provided with resources to aid learning.	Use PP funding to ensure that all students have access to technology required to be successful outside of school. Support with transport where possible to attend revision and catch up sessions
Close the reading gap	<ul style="list-style-type: none"> Use of the NGRT to assess students and any PP student a stanine 4 or below to receive age appropriate reading interventions to enable them to fully access and succeed in all areas of the curriculum. Students reading age in line with expected No variation between reading ages of PP students and non-PP

Reduction in persistent absence for PP students and increase overall attendance	Students attendance data to be in line with non-PP students.
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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: £210,124

Activity	Evidence that supports this approach (Our success criteria)	Challenge number(s) addressed
<p>Regular PP learning walks.</p> <p>Renewed appointment of Literacy Specialist to support PP students in narrowing their reading gap.</p> <p>Continued appointment and part funding thereof of Heads of Year, Attendance Officer, School counsellor, Bridge and Safeguarding support staff to support PP pastoral provision.</p>	<p>Literacy skills underpin student's ability to make progress in nearly all other subjects, so extra effort has been made to fill this gap. Best pedagogical practice will be essential to ensure we are maximising our own student outcomes and therefore we will invest in our KS3 reading team to ensure that we can evidence our own success in this area through:</p> <p>All lessons demonstrate the successful implementation of the PP Promise and promote reading both for learning and pleasure.</p> <p>Tracking data shows that all PP students are making good or better progress across all subjects and progressing in reading skills.</p> <p>Reading intervention for stanines 4 and below supported with use of PP budget.</p> <p>The teaching rubric and focus on literacy enables all staff to see the components of a good lesson.</p> <p>PP students supported academically and pastorally to achieve.</p>	1,2,3

<p>Regular review of PP student performance at key stages in the year.</p> <p>Targeted setting of PP students to drive aspiration and achievement.</p> <p>Continued use of the PP Promise.</p> <p>Quality First Teaching: Use of T and L rubric, clear consistent routines as well as PP promise embedded by all teachers</p> <p>Use of PP funded staff to support the progress of the most vulnerable students in the new Bridge aimed at preventing NEET/PEX amongst the most vulnerable students enabling them to achieve qualifications.</p> <p>Regular PP book scrutiny.</p> <p>Improve the tracking, monitoring and support for key students.</p>	<p>Our empirical evidence has told us that early intervention for GCSE students is essential to overturn gaps in outcomes. EEF research shows the impact of targeted blocks of tuition to be significant, especially when provided by a specialist in this area. Our own performance data also highlights how effective this intervention is, in terms of the impact on student progress and attainment in Maths and therefore our success in this area will be measured by:</p> <p>Students eligible for PP funding make as much progress as 'other' students across KS3/4, so that all students make, at least, expected progress according to school targets.</p> <p>Heads of department to track progress of PP students across all year groups, and benchmark across non-PP.</p> <p>Targeted/appropriate setting of PP students to support faster progress.</p>	<p>1,2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach (Our evidence)	Challenge number(s) addressed
<p>Provide all KS3 and PP students with revision resources and technology to support outside of school learning</p> <p>Device support for new Year 7 students and any students that do not have access to technology</p>	<p>Evidence that PP students will not always have access to new technology and additional learning aides.</p> <p>All lesson resources for all lessons taught are provided for PP students via the Google Classroom.</p> <p>All PP students at KS4 provided with GCSE revision packs to support out of school learning.</p> <p>All students have an internet enabled device and internet access</p> <p>All new PP year 7 students have internet enabled devices at home</p>	<p>2,4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HOY, Form Tutors and Attendance Officer support whole school attendance plan.</p> <p>Implement whole school attendance plan following external re- view. Regular contact is made with parents to support attendance.</p> <p>Active promotion of attendance of PP students through home visits.</p>	<p>There is a clear link between academic success and good quality pastoral support. Improving School Attendance</p> <p>Our evidence in this area will be evidenced around:</p> <p>Reduce the number of persistent absentees (PA) among students eligible for</p> <p>Overall attendance among students eligible for PP improves with a closing gap</p> <p>New attendance team & use of attendance consultant to support improved attendance of PP students.</p> <p>Part fund transport to school where this is a clear barrier to attendance.</p> <p>Active noticing and recognition of PP students in classes, corridors and a welcoming approach to PP students on morning arrival promotes positive attendance. Link to United Learning “welcome back” messaging and daily contact with non attending Year 11 in particular.</p>	5
<p>Targeted mentoring programme through Think for the Future (15K for 2 days extended work)</p>	<p>Some PP students may have a lack of aspiration and drive to study than non PP students and group mentoring can have proven benefits at improving their desire and attitude to learn</p> <p>Adolescent mental health: A systematic re- view on the effectiveness of school-based in- terventions Early Intervention Foundation (eif.org.uk)</p> <p>Evidence of participation in TFTP programme shows improvements in attitude, attainment and behaviour for a majority of participants.</p>	5
<p>Student career interviews and support service priorities PP students as well as driving ambition for PP students</p>	<p>Our evidence of success will be measured by:</p> <p>All KS4 PP students receive their careers advice meeting in the Summer Term of Year 10 and then again in the Autumn Term of Year 11. All PP students are seen twice whereas non-PP receive one Careers or Next Step advisory meeting.</p> <p>Introduction of an aspiration event for all key stages – All students including PP will participate in ‘Creating Brilliant Futures’ events across KS4. Where appropriate PP students will be supported with college and apprenticeship applications or applications to Champion 6th form.</p> <p>Wider exposure for PP students on Russell Group and Oxbridge opportunities.</p>	

Regular 'next step' events across all year groups to support aspiration.	<p>Improved number of PP students remaining in Champion 6th Form.</p> <p>Attendance to revision events data is used by Heads of Faculty and PP lead to shape strategies to get students to attend more and the offer is also aligned to PP student voice feedback.</p>	
Support with raising aspiration of students to fund/part fund a range of experiences.	<p>Evidence tells us that students from PP backgrounds are less likely to experience visits, trip, music tuition or be able to take part in activities such as Duke of Edinburgh. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Therefore our success in this area will be measured by: Part funding any foreign visit for FSM students only Full funding of all required educational visits and activities such as Duke of Edinburgh. Part funding musical or other appropriate tuition *case by case review</p>	4
Support with student wellbeing by part funding a full time counsellor	<p>Evidence tells us that student mental health need amongst those from a PP background in particular are support and counselling to support good attendance and wellbeing. support and counselling to support good attendance and wellbeing Prioritise PP students with on site counselling and group intervention</p>	5

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 2023 to 2024 academic year.

review & Support visit Quality Assurance (Autumn 24) demonstrates overall strong output in pupil premium books, that are well presented with relevant feedback from teacher.

Quality first teaching is having a positive impact on the outcomes of all students including PP students, particularly in KS3.

Consistent approach to attendance interventions is still further needed. Attendance gap for PP and non-PP remains high. Persistence absence is in line with national increases. PP suspension numbers remain high.

No significant improvement in parent evening attendance. Increased contact through phone and in person needed for next steps. Therefore we must continue to establish if technology is a barrier to our PP parents. Attendance to afterschool events remains low for PP parents.

PP coordinator supports wellbeing & admin of PP funding. More is needed on tracking systems of the impact of interventions within school.

Below is a table that outlines the outcomes for pupil premium students based on data from the previous academic year's national assessments and qualifications, including school attainment and progress measures:

Outcome Measure	Pupil Premium Students	Non- Pupil Premium Students	GAP
Key Stage 4 (KS4) GCSE Results			
Percentage achieving 9-4 in English and Maths	54.5%	71.6%	17.1%
Average Attainment 8 Score	39.3	49.37	10.07
Average Progress 8 Score	-0.46	0.31	0.77
Average Attendance Rate			
Average Attendance Rate	85.55%	92.17%	6.62%

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
Sparx Maths & Reader	Sparx.com
Think for the Future programme	Think for the Future
Alternative Provision including work experience placement transport funding	Swallowfields Stud Farm, Rushmere Academy and Greenacres Farm
Bespoke individual student mentoring	N Kay tutoring and K Pinney tutoring

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?	0
What was the impact of that spending on service pupil premium eligible pupils?	0

Further information (optional)