

Pupil premium strategy statement – Champion School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged students. 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.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

School overview

Detail	Data
Number of students in school	1316
Proportion (%) of pupil premium eligible students	18.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kim Bradley-Smith Principal
Pupil premium lead	Nathan Ellis Vice Principal
Governor / Trustee lead	Pamela Hutchison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£267,160

Part A: Pupil premium strategy plan

Statement of intent

Campion School is committed to ensuring that every student achieves their full potential. Our academic success is built on a foundation of high expectations, quality first teaching, and a culture of continuous improvement. We currently have 1316 students on roll and 245 students are eligible for pupil premium funding. As such, this represents 18.6% of the cohort.

In order to anticipate, respond to and diminish the emergence of any differences in the rates of progress for our cohorts we have considered national trends, the EEF toolkit, information gathered by our teaching staff within our school and wider United Learning Trust. We will continue to make appropriate adjustments to our strategy as we reflect on our local context and the progress our students make.

At Campion School, our intention is that all students, irrespective of their background or the challenges they may face, make good progress and attain highly through access to a broad curriculum and high-quality responsive and adaptive, quality first teaching with embedded formative assessment. The focus of our pupil premium strategy is to support disadvantaged students to achieve the same or better progress than their peers who do not have a 'disadvantaged background'. We aim to achieve this through high quality teaching and learning experiences, enrichment and co-curricular activities, access to technology and access to learning materials from home.

Our strategy has effective quality first teaching and continued professional development, that focuses on meeting the needs of our disadvantaged students, at the heart of its approach. We aim to equip our teachers with additional and refined pedagogical tools that result in high challenge and knowledge rich-accessible curricula which explore 'learning questions' across all subject areas. Our Pupil Premium 'FIRST' strategy, which is employed by all staff, means that we are able to focus on timely identification and intervention when issues and/or barriers are present that would prevent the desired and expected progress being made.

The 'FIRST' strategy is outlined below:

- First marked and first visited in lessons;
- Identified on seating plans with personalised interventions as appropriate;
- Regularly review of formative and summative data;
- Seated strategically (and regularly reviewed);
- Tackling missing work ('Whilst you were out' sheets and catch-up conversations);

Our overall approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. A whole school approach ensures that all staff

take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve which reflects our core value of 'ambition'.

We strive to build strong relationships with students and families so that we can understand the challenges that they face and respond accordingly in order to support each individual pupil holistically.

Our aim is for all staff to work collaboratively towards the achievement of a common goal: to diminish the progress / attainment gaps between disadvantaged students and all other students whilst also providing opportunities for disadvantaged students to access experiences and cultural capital which they might otherwise not have access to within their local community and daily lives.

Challenges

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

Challenge number	Detail of challenge
1	Raising the profile of pupil premium students across the school to ensure that our 'FIRST' strategy is present every day and in every classroom. Therefore, helping improve outcomes for pupil premium students.
2	The clear and present cost of living crisis continues to have a negative impact upon pupil premium students and their families. It will be important to offer responsive and effective approaches to supporting students who may experience additional barriers to curriculum and co-curricular access.
3	KS2 attainment scores, NGRT data, KS2 transition information and experienced secondary school practitioner insight often reflect that pupil premium students have a reduced ability to access challenging curriculums. This is often due to barriers associated with reading comprehension, vocabulary, spelling and numeracy. These gaps are often within KS2 programmes of study which then serve to create further widening of any gaps when KS3 programmes of study are undertaken.
4	Creating strong home/school relationships where pupil premium families feel connected and part of Campion School and work in partnership with us to achieve the very best outcomes for their children.
5	Attendance is often lower for pupil premium students and absence from school has a significant impact on the progress made.
6	Raising aspirations of pupil premium students with regards to their long-term goals beyond KS3-KS4 education. A proactive approach towards creating a culture of high aspiration amongst pupil premium students should have a positive impact on progress and achievement as well as future post 16 choices.

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
Improved attainment among pupil premium students across the curriculum, ultimately leading to attainment and progress at the end of KS4 that is consistent with FFT20.	Students are on-track to make the appropriate progress within our Key Stage 3 and 4 curriculum according to our analytics programmes. Progress should be in line with non-pupil premium students.
Quality first teaching for all students in all classrooms.	<p>An ambitious, broad and balanced curriculum for all, will continue to be implemented.</p> <p>A rigorous quality assurance programme will reflect high quality teaching across all faculties with staff continuing to effectively implement CPD around responsive and adaptive, quality first teaching and embedded formative assessment.</p> <p>Staff voice will help drive continued reflection on the CPD sessions offered and required to ensure the very best teaching is occurring.</p> <p>Our rubric for teaching and learning will be embedded in combination with the Campion School 'Core 5' teaching techniques.</p> <p>Tom Sherrington's WalkThrus resources will support the driving of individual CPD.</p>
A raised profile for pupil premium students across the school with a well embedded and consistent FIRST strategy within teacher practice.	<p>Teachers know which students in their teaching groups are pupil premium.</p> <p>Teachers have strategic seating positions for all pupil premium students in their classrooms and can evidence and articulate provisions being made to support them.</p> <p>'FIRST' strategy is evidenced consistently through quality assurance processes.</p>
Improved reading comprehension among targeted pupil premium students across KS3.	NGRT diagnostic testing will measure and show an improvement in reading comprehension and stanine scores for pupil premium students following strategic individual and/or small group intervention as well as a whole school strategy for use across the curriculum.

Improved metacognitive and self-regulatory skills among pupil premium students across all subjects.	<p>Rewards and consequences data and quality assurance programmes will demonstrate that pupil premium students are able to regulate their own behaviour for learning.</p> <p>These improvements will be underpinned by strategic pastoral intervention and excellent pastoral care.</p>
To achieve and sustain improved wellbeing for all students by enriching the lives of all students and raising their aspirations, including those who are disadvantaged.	<p>Pupil premium students will have the opportunity to access additional cultural capital through transformational learning experiences during trips, visits, activities, residential trips and further co-curricular opportunities.</p> <p>A wide ranging co-curricular programme will be implemented and sustained throughout the school year with a focus on engagement of pupil premium students.</p> <p>Participation at co-curricular provision will be quality assured.</p>
To achieve and sustain improved attendance for pupil premium students.	<p>Sustained high attendance demonstrated by:</p> <ol style="list-style-type: none"> 1. The overall attendance rate for pupil premium students being improved and the attendance gap between pupil premium students and all other students being diminished. 2. The percentage of pupil premium students who are persistently absent being reduced and the gap between pupil premium students compared to all other students being diminished.
To facilitate and achieve high levels of pupil premium parental engagement.	Implementation of successful parental engagement activities throughout the school year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 133,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of NGRT and United Learning Trust baseline testing. A triangulation of these baselining tools will support the generation of ambitious targets for pupil premium students and training will be provided for staff to ensure assessments are interpreted correctly.</i>	<p>Making an assessment of students' potential using a combination of knowledge-based and cognitive potential testing supports us with identifying pupil premium students who may have fallen behind their peers.</p> <p>Standardised tests provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through our waves model of personalised adaptations and quality first teaching.</p>	1,3,6
<i>Recruitment and retention of teaching staff</i>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for students. Therefore, specialist teachers must be in front of every class, and these teachers must be supported to keep improving.</p>	1, 6
<p><i>Continuing to improve literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</i></p> <p><i>We will continue to fund professional development and strategies to support improved comprehension and literacy skills.</i></p> <p><i>Sparx Reader accessed by all students in</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Reading comprehension strategies have been judged by the EEF to have a potential impact of +7 months of progress among secondary aged students globally.</p>	1, 2, 3, 6

<i>Y7/Y8/Y9 as part of home learning.</i>		
<i>Teaching Assistant Interventions and deployment training.</i>	Teaching assistants provide a large positive impact on student outcomes when deployed effectively including a largest impact when trained to deliver structured interventions.	1, 2, 3,

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

Budgeted cost: £ 66,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tuition. Possible interventions might include but are not limited to: Catch-up literacy; Precision Teaching - spelling, reading and Maths interventions; Toe by Toe reading intervention.</i>	One to one tuition is very effective at improving pupil outcomes and might be an effective strategy for providing targeted support for students identified as having low prior attainment or who are struggling in a particular area. The EEF suggests a potential impact of +4 months progress.	1, 2, 3, 4,
<i>Small group tuition. Possible additional interventions might include but are not limited to: 1. Reading and reading inference/reading for meaning.</i>	Small group tuition is effective when supported by initial diagnostic assessments to help target specific students. The EEF suggests a potential impact of +4 months progress.	1, 2, 3, 4
<i>Homework club support sessions.</i>	It has been suggested that appropriately set homework linked to classroom learning and supported by homework clubs in school could have an impact of up to 5 months progress.	1, 2, 3, 4, 5, 7
<i>Provision of home learning devices.</i>	Home learning devices to be provided for pupil premium students who would otherwise struggle to access online learning platforms.	1, 2, 4

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

Budgeted cost: £ 66,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A whole school, quality assured, approach to a wide ranging and well-established co-curricular programme.</i></p> <p><i>This programme provides opportunities to access additional cultural capital through transformational learning experiences during trips, visits, activities, residential and further co-curricular opportunities.</i></p> <p><i>Support may also be provided for pupil premium students to access music tuition.</i></p> <p><i>Residential educational visits may be subsidised to support participation.</i></p>	<p>We strongly believe that pupil premium students should have access to all the opportunities their peers experience. All students have access to co-curricular clubs daily both during and after school.</p> <p>There is much evidence that supports the positive impact of co-curricular clubs on academic performance, attendance, attitudes towards school, confidence, teamwork and higher academic aspirations.</p> <p>There are also clear benefits that are cited such as relief of stress, socialising with peers and enjoyment.</p>	1, 2, 4
<p><i>'The Brilliant Club' Scholars' Programme. PhD tutors / world class researchers deliver the Scholars' Programme to small groups of students with approximately 55% of those involved being from a disadvantaged background. Students access challenging courses on subjects beyond the curriculum in 'university-style learning' with two visits to the most competitive universities.</i></p>	<p>Independent analysis by UCAS show that students on the Scholars' Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than students with similar socio-demographic background and GCSE attainment.</p> <p>The Scholars' Programme is effective at increasing pupil self-efficacy in relation to university study.</p>	1, 4, 6
<p><i>Duke of Edinburgh (DofE)</i></p>	<p>We will put provision in place to ensure that PP students have the opportunity to access the DofE programme.</p>	1, 2, 4

<i>Continue to embed the principles of good practice set out in DfE's Working Together to Improve School Attendance advice.</i>	<p>The DfE guidance is designed to:</p> <ul style="list-style-type: none"> * help schools, trusts, governing bodies and local authorities maintain high levels of school attendance. * summarise the roles and responsibilities of parents and carers, schools, trusts, governing bodies and local authorities * summarise the support that should be provided to families, and to students who are persistently or severely absent, or at risk of becoming so * provide details of the legal interventions available to schools and local authorities when attendance support does not work, is not engaged with or is not appropriate * provide details of what schools are required to record in their attendance and admission register 	5
<i>Tailored approach for the robust monitoring of attendance of all groups with key staff focusing targeted actions on pupil premium students.</i>	<ul style="list-style-type: none"> * Regular monitoring and review of the attendance of key students. * Robust intervention for pupil premium students * Bespoke reward systems focused on attendance at school. 	6
<i>Parental engagement strategies including those around:</i> <ul style="list-style-type: none"> ● communication ● support with home learning ● developing skills to allow parental access to school curriculum ● sharing of resources 	Positive parental engagement can have an average impact of 4 months additional progress and so it is crucial to consider innovative ways to engage with parents to avoid widening attainment gaps.	1, 2, 4
<i>Provision of ingredients for Food Preparation and Nutrition lessons.</i>	This provision is in place to remove any financial barriers for students accessing the practical element of learning in this area.	1, 2, 4
<i>Potential support towards the cost of bus passes.</i>	Individual cases to be considered for support towards transport via bus upon request.	1, 2, 4, 5

Total budgeted cost: £267,160

Part B: Review of the previous academic year

Outcomes for disadvantaged students

1. Quality First Teaching

Internal assessment data processed using 4 Matrix demonstrated important findings regarding pupil progress which have informed our continued approach towards strategic approaches to supporting pupil premium students including staff continued professional development.

The headline figures for year 10, gained from a summer term data entry, showed an Average Total Attainment 8 (A8) of 34.99. Examining the data in finer detail it was demonstrated that, in year 10, Pupil Premium students had an average A8 of 23.84, non-PP students had an average A8 of 38.04. In terms of students with SEN, students coded as SEN E had an average A8 of 14.75 and students coded as SEN K had an average A8 of 22.22. In comparison, students with no SEN had an A8 of 38.57. With regards to EAL students they achieved an A8 of 27.98, in comparison to non EAL students who achieved an A8 of 34.69. It is worth noting that the average grade for year 7 students was making expected progress.

The headline figures for year 11, gained from the Summer GCSE Exam Series, showed an A8 of 46.12. Examining the data in finer detail it was demonstrated that, in year 11, Pupil Premium students had an average A8 of 35.86, non-PP students had an average A8 of 47.69. In terms of students with SEN, students coded as SEN E and SEN K had an average A8 of 29.68. In comparison, students with no SEN had an A8 of 50.67. With regards to EAL students they achieved an A8 of 51.41, in comparison to non EAL students who achieved an A8 of 45.82. It is worth noting that there was specific progress made in the 'Basics' measures of Pupil Premium students, this can be seen in the table below.

	Summer 2025	Summer 2024
A8	35.86	39.3
Basics 4+	51.9%	54.5%
Basics 5+	37%	27.3%
Basics 7+	11.1%	3%
Achieving 5 strong passes	33.3%	27.3%

EBACC Subjects - Diminishing the Gap

4 Matrix continues to provide us with data for comparison as we move through each new academic year. It also allows faculty and subject leads to begin to provide intervention for students who require it within their curriculum areas.

As a result, Languages in the Summer GCSE Series showed a Value Added for Pupil Premium students of 1.07, and Non-Pupil Premium Students of 0.29. We recognise that we must continue to implement effective provision/intervention for pupil premium students on a whole school and a departmental level. Monitoring and intervention for our students is actioned in a time efficient manner allowing our excellent practitioners to support all of our students. Regular meetings are held with Heads of Subjects to analyse data and ensure timely interventions are in place for our disadvantaged students.

2. Students are able to access out of school support and are provided with resources to aid learning.

The impacts of raising the profile of PP students have been significant. Actions taken have ensured that leaders have had specific CPD on how to access Pupil Premium data and analyse this, this has then been fed back through department level to ensure that staff are keenly aware of who all the PP students that they teach are in KS4, this CPD has continued to introduce KS3. Information regarding PP students is delivered to staff through structured CPD sessions to ensure that these students are always at the front of the minds of our teaching staff as well as shared in weekly bulletins.

All staff have access to our 'SEND / Additional Needs Register' and 'Provision Maps' which allow them to access all of the information regarding students who fall within this element of disadvantage. Information is available regarding provisions that should be put in place and staff actively add their own bespoke provisions, where appropriate, to provision maps to reflect how they are meeting the needs of students in their classrooms. Staff can access information about all of the levels of standardised scoring attained by the students that they teach as well as the resulting interventions that have been actioned by our inclusion team giving them greater insight of students that they teach. We are reviewing the use of student passports for our Pupil Premium students to ensure consistency across disadvantaged students.

Teachers are strategically seating PP and SEND students using Arbor and quality assurance within lessons reflects that our FIRST strategy is being implemented with the classroom.

KS4 Pupil Premium students receive academic mentoring from key members of the pastoral team and Senior Leadership. This helps support disadvantaged students to have a key adult in school and helps build a sense of community. Students are

mentored on their next steps after GCSEs, as well as provided with support on revision and interventions.

In 24-25, a total of £1959.60 was spent on Pupil Premium transport to school, this equated to 4% of students.

3. Closing the Reading Gap (NGRT)

The average reading age for Year 7 PP students in September 24 was 11.39 and an average stanine of 5. Students who received a stanine 1-3 (Reading age 7.79) received targeted reading interventions throughout year 7. In the Summer term 2025, these students completed the NGRT again. The average reading age of these targeted PP students was 9.7 in the summer term, with an average stanine of 4.6. 80% of year 7 PP students who received reading interventions were at expected level by the end of year 7.

The average reading age for Year 8 PP students in November 24 was 11.27 and an average stanine of 5. Students who received a stanine 1-3 (Reading age 8.66) received targeted reading interventions throughout year 8. In the Summer term 2025, these students completed the NGRT again. The average reading age of these targeted PP students was 12.56 in the summer term, with an average stanine of 5. 90% of year 8 PP students who received reading interventions were at expected level by the end of year 8.

4. Reduction in persistent absence for PP students and increase overall attendance

Key stage 3 saw an overall drop of 4.3%. This was especially significant in years 7 and 8 where additional interventions were run at key points of the year to prioritise PP students. In year 7 we saw a drop in persistent absence of 8.2% and in year 8 we saw a drop of 12.9%, showing a clear impact of the attendance strategies.

Severe absence, where a child misses 50% or more school days, rose by 0.4% compared to the year prior, with KS3 severe absences dropping by 1.1%. The largest drop in severe absence was seen in year 9, with a drop of 4.4% severe absentees.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Behaviour & Resilience Mentors	Think For The Future