

Campton Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Campton Academy |
| Number of pupils in school | 122 |
| Proportion (%) of pupil premium eligible pupils | 4% PP 60% SPP |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Sarah Fraher |
| Pupil premium lead | Sarah Fraher |
| Governor / Trustee lead | Anne Gordon |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £0 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Service Pupil premium | £22,630 |
| 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 | £24,630 |

Part A: Pupil premium strategy plan

Statement of intent

Campton Academy is an inclusive school which celebrates difference and strives to ensure every pupil makes outstanding progress. We strongly believe children learn best when they are happy and have their emotional needs met. Our intention is for disadvantaged pupils to make expected or better progress from their starting points and achieve in line with their peers.

We pride ourselves on the strong pastoral support provided to our pupils. We believe relationships are key to our success and work hard to build strong relationships built on mutual trust and respect.

Campton aims to provide a carefully sequenced, engaging and broad curriculum paired with high quality teaching and differentiation to ensure all pupils achieve well. Campton invests in a wide range of CPD to give teachers and teaching assistants the knowledge and skills required to deliver outstanding lessons and provide highly effective support.

Aspirational targets are set for identified individuals / groups and progress is closely monitored to enable targeted interventions to be implemented early. Interventions are monitored carefully and adapted when needed to ensure they have the greatest impact on pupil progress.

A strong focus is placed on effective assessment with the intention of ensuring gaps are identified early, addressed swiftly and pupils retain learning long term. We want every pupil to leave Campton fully prepared for the next step in their learning journey and aim to develop resilient lifelong learners.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Gaps in learning due to a lack of consistency in schooling (resulting from Covid 19 disruption) and frequent relocation. Also, gaps in learning as many children have been educated abroad or did not engage in remote learning |
| 2 | Emotional needs due to parents being deployed, friends relocating, children feeling like they don't belong due to frequent moves. |
| 3 | Emotional and attachment needs resulting in challenging and disruptive behaviour. |
| 4 | Difficulties with school transitions for Service pupils with SEND |
| 5 | Children often arriving at school hungry resulting in a deterioration of behaviour during the morning |

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 |
|---|--|
| <p>Gaps will quickly be filled and children will work at the expected standard for their year group. This will be measured via pupil tracking.</p> <p>Impact of disruption caused by Covid 19 will be reduced by identifying and addressing gaps in knowledge</p> | <p>SPP and PP children will achieve the expected standard for their year group unless they have SEND needs.</p> <p>SPP and PP children with SEND needs will achieve the targets on their IEPs / Pastoral / EHC Plans.</p> <p>SPP and PP children will make at least the expected progress in all subjects</p> <p>Missed prior learning will have been included into current teaching</p> |
| <p>Staff are well trained to be able to provide appropriate support for high level needs</p> | <p>Outside agencies report that the provision for the child meets their needs</p> <p>Internal monitoring shows pupil's needs are being met effectively. Disadvantaged pupils have the support needed to access the curriculum.</p> <p>Monitoring shows Covid 19 gaps have been addressed</p> |
| <p>Children are emotionally stable and able to cope with the demands of the curriculum.</p> | <p>Teachers report increased engagement in class. Parents report on improvements to their child's emotional wellbeing.</p> <p>PASS survey demonstrates an improvement in stability</p> <p>The curriculum is suitability adapted to meet individual pupil needs and accounts for learning lost due to Covid 19 disruption</p> |
| <p>Improved attitude to learning observed in class with fewer behaviour incidents recorded.</p> | <p>Fewer behaviour incidents recorded and fixed term exclusions are reduced.</p> <p>Observations of lessons show an improvement in attitudes to learning.</p> |

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| | PASS survey demonstrates an improvement in attitude to learning |
| Improved transition processes for service children with SEND and greater support for the families | Parents report that they feel informed and supported in managing the educational and wellbeing needs of their children |
| All children will have a healthy snack during the morning Pastoral lead checks on identified pupils to ensure they have eaten. | Teachers report that all children are eating a healthy snack during the morning Pupils have their physical needs met and are able to focus on learning. |

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: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching Assistants complete OTAP course | Appropriate CPD ensures support staff have the knowledge and skills to support class teaching and individual pupils. | 1, 3 |
| Teachers receive appropriate training to ensure they have the skills needed to support children of all levels and backgrounds. | Outcomes from learning walks and SIP visits will identify strengths and weaknesses in order to inform training needs. Training can be targeted at specific individuals or with specific children in mind. | 1, 3 |
| Lessons planned with increasing consideration for how pre-requisite knowledge will be taught alongside new learning to address knowledge gaps, including those resulting from Covid 19 disruption | Quality first teaching has the greatest impact on pupil progress. Completing missed learning is essential to ensure a firm foundation of learning is built. | 1 |

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

Budgeted cost: £ 22,340

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Every child who is not making progress is quickly identified and targeted support provided to fill gaps in learning. Pupils who did not engage in remote learning prioritised for support. | Children who are not making expected progress need to be identified quickly so that the gap does not increase. Intervention needs to be tailored to their specific needs and should be closely linked to what they are learning in class. The impact of Covid 19 was greater on vulnerable pupils who were unable to engage effectively in remote learning. | 1 |
| Pupils who are falling behind their peers are identified for 1:1 sessions and systematically taught the skills that they need in order to catch up | Research on the EEF toolkit suggests that 1:1 or targeted small group intervention provided by a teacher or trained professional can accelerate learning by approximately five months. Research also shows that 1:1 tuition has a greater impact if directly linked with the learning that the children are doing in class. | 1 |

| | | |
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| Specific children to receive specialised support and resources appropriate to their needs | Pupils with complex SEND or pastoral needs are supported by external agencies to ensure staff have the information needed to meet their needs. | 2, 3, 4, 5 |
| Pupils who are struggling emotionally are quickly identified and offered Time to Talk | The EEF toolkit states, 'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' They also state that, 'SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average' | 2, 3 |
| Pupils who are having emotional difficulties are provided with support and reassurance before the school day. | Research from the EEF Magic Breakfast project showed that, 'the breakfast club intervention had a large positive effect on teacher-perceived student behaviour and concentration in the classroom.' We believe that a positive start to the day with a familiar adult will ensure that children will be able to start their school day ready to learn. | 2, 3 |

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

Budgeted cost: £1,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Children with attitudinal and/or emotional issues are identified early and supported before problems arise. | The survey will help to identify the risk or potential risk of disengagement, low attainment or poor behaviour. By identifying a negative attitude to school or self, we will be able to support the child to overcome their difficulties. | 2, 3, 4 |
| PP children will be provided with a wider range of educational opportunities than they might otherwise afford. | Previously, we have received low amounts of donations towards educational visits. This has made it difficult for some activities to take place. By providing a subsidy, it will greatly reduce the cost and ensure children from all year groups are provided with educational visits. | 3 |
| All children in school will be able to have a healthy snack in the morning. | There is evidence to support the theory that those who eat breakfast are better able to access learning than those who do not, 'studies generally demonstrate that eating breakfast has a positive effect on children's cognitive performance, particularly in the domains of memory and attention.' <i>The effects of breakfast on behavior and academic performance in children and adolescents by Katie Adolphus*, Clare L. Lawton and Louise Dye</i> We believe that no child should start the day hungry and by providing fruit or cereal, we can ensure that all children are given a healthy option. | 5 |
| Targeted children have access to Nessy Learning | Nessy has a long history of accelerating progress in reading and spelling. It can be accessed both at | 1 |

| | | |
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| programme to accelerate progress in Reading and Spelling | home and at school and does not rely on an adult to lead the session. The software tracks progress and suggests activities based on the child's responses. | |
| Additional Number sense sessions provided to identified pupils | Developing fluency is key to mathematical development and pupils who have moved regularly often have insecure knowledge of key mathematical facts. A targeted intervention will build knowledge sequentially. | 1 |

Total budgeted cost: £24,840

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 2020 to 2021 academic year.

- *Disadvantaged and service pupils made good or better progress from their starting points.*
- *Targeted pupils achieved their aspirational targets.*
- The risk of exclusion was reduced for pupils with complex SEMH needs
- Teachers and support staff reported they felt confident in supporting a wide variety of pupil needs.
- Parents report children settled quickly on arrival to Campton Academy and the pastoral support provided was a key driver to this.
- High levels of engagement in remote learning supported by loaning laptops to identified families.
- Teachers reported friendship club enabled children to have a settled start to the school day.
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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 |
|--------------------------|-------------------------|
| Nessy Learning Programme | Net Educational Systems |
| Numbots / TTRockstars | Maths Circle |
| ELS | BEST English Hub |
| Making Me | Bedford Charity |

Service pupil premium funding

| Measure | Details |
|---|---|
| <p>How did you spend your service pupil premium allocation last academic year?</p> | <p>Pupils who were struggling emotionally were quickly identified and offered Time to Talk.</p> <p>Extensive support provided to families during periods of school closure. (Weekly check-ins, phone support for pupils/families, work packs created and delivered.</p> <p>Pupils who were falling behind their peers were identified for 1:1 sessions and systematically taught the skills that they need in order to catch up</p> |
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>Identified pupils received the support needed to engage in the curriculum and make expected or better progress.</p> <p>The risk of exclusion was reduced</p> <p>Pupil's SEMH needs were met effectively</p> |

Further information

At Campton Academy we strive to create an inclusive environment that enables all pupils to thrive and achieve regardless of their background. High quality teaching and learning provides the foundation and is supplemented by carefully planned and monitored interventions, excellent pastoral support and advice from external agencies when needed.

Our work to date has ensured the attainment of service and non-service pupils is comparable and our disadvantaged pupils make progress in line with or better than their peers.

The attendance of all PP and service premium pupils is carefully monitored, support is offered at the earliest opportunity.

Staff pride themselves on their ability to build strong, effective relationships with pupils and parents. We believe working together is the most effective way to maximise pupil progress. Staff take an interest in pupils hobbies, interests and their preferred learning styles. They also find out about their wider family context and what is important to parents.

Robust assessment methods are used to identify gaps in learning and to monitor individual progress.