

Campton Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	128
Proportion (%) of pupil premium eligible pupils	2.3% PP 52% SPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Fraher
Pupil premium lead	Sarah Fraher
Governor / Trustee lead	Danny Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Pupil premium	£21,760
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	£27,680

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 where ever possible to 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 in line with the Therapeutic Thinking principals we follow.

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 and frequent relocations experienced by service families. Gaps in learning are also present because many children have been educated abroad or had disrupted early years / school experiences due to the pandemic
2	Emotional needs due to parents being deployed, friends relocating, children feeling like they don't belong due to frequent moves, pupils needing additional support to settle into school following a move
3	Emotional and attachment needs resulting in challenging and disruptive behaviour.
4	Difficulties with school transitions for Service pupils with SEND
5	Children 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 (unless SEND prevents this). This will be measured via pupil tracking procedures.</p> <p>Impact of disruption caused by Covid 19 will be reduced by modifying curriculum plans and school experiences accordingly</p>	<p>SPP and PP children will achieve the expected standard for their year group unless they have significant SEND needs which prevent this from being achievable</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/experiences will have been accounted for in curriculum planning.</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 gaps / challenges linked to Covid 19 have been appropriately addressed</p>
<p>Children are able to regulate their emotions (with appropriate support) and are able to cope with the demands of the curriculum and school in general</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 suitably adapted to meet individual pupil needs and accounts for learning needs linked to Covid 19 disruption</p> <p>Therapeutic thinking principals are incorporated into key policies</p>

<p>Improved attitudes to learning observed in class with fewer behaviour incidents recorded.</p>	<p>Fewer behaviour incidents recorded and fixed term suspensions remain low. Observations of lessons and pupil response provides evidence of positive attitudes to learning. PASS survey demonstrates an improvement in attitude to learning</p>
<p>Improved monitoring processes for service children with SEND and the provision of excellent support for families</p>	<p>Parents report that they feel informed and supported in managing the educational and wellbeing needs of their children Systems are in place to support staff to accurately track small steps in progress made by SEND pupils. These are used when feeding back to parents.</p>
<p>All children will have a healthy snack during the morning Pastoral lead follows up on pupils (and their families) who report they have not eaten.</p>	<p>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. Appropriate support is provided to families regarding healthy eating</p>

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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers receive appropriate training to ensure they have the skills needed to support children of all levels and backgrounds. (Therapeutic Thinking, ASC, Speech and , graduated approach training)	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, 4
Curriculum plans are broken down into sufficiently small steps to identify how pre-requisite knowledge is taught/revisited alongside new learning to build on prior learning and prepare pupils for their next steps.	Quality first teaching has the greatest impact on pupil progress. Completing missed learning is essential to ensure a firm foundation of learning is built. A well structured, progressive curriculum is essential to ensure pupils develop the skills and knowledge needed to be successful in their next year group.	1, 4

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

Budgeted cost: £ 26,380

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. Service / PP Pupils who are new to Campton are 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. Gaps in knowledge are common in pupils who have changed schools recently or have attended several schools.	1, 4
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, 4
Specific children to receive specialised support and	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

resources appropriate to their needs		
Pupils who are struggling emotionally are quickly identified and offered Time to Talk or Hamish and Milo sessions.	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 or are at risk of developing poor attendance 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
Teachers and Teaching assistants use information in the graduated approach to provide effective support to groups and individuals.	Quality first teaching has the greatest impact on pupil progress. Identifying and meeting pupil needs early ensures difficulties are addressed quickly reducing enabling more pupils to reach the expected standard.	2, 3, 4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with emotional regulation or anxiety related challenges are identified early and provided with appropriate support	The PASS 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
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 behaviour 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

<p>Rock steady sessions to be provided to targeted pupils to boost self esteem, confidence and foster a sense of belonging.</p>	<p>Providing pupils with a positive way to express themselves with help to meet their sensory needs and promote self regulation skills.</p>	<p>3</p>
<p>Hamish and Milo wellbeing programme delivered to support the improvement of SEMH needs</p>	<p>Hamish & Milo is based on attachment theory, human development and the neuroscience of relationships in early social and emotional development, as well as understanding the impact of emotional stress on the developing child.</p> <p>Results from University of Bath's research project - Emerging data shows statistically significant differences in observations about the emotional and behavioural presentation of children, pre and post intervention.</p>	<p>2, 3</p>
<p>Storm Break Sessions are introduced</p> <p>All classes have a mindfulness lesson each week</p>	<p>Sessions build resilience, help students to overcome adversity and work with success and failure.</p> <p>Research completed by the Mindfulness in School's project shows sessions have a positive impact on pupil engagement in learning and pupil mental health</p>	<p>2, 3, 4</p>

Total budgeted cost: £27,680

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.

- *Disadvantaged and service pupils made good or better progress from their starting points. Several pupils made greater progress in comparison to non-disadvantaged pupils. In some year groups the attainment of service pupils was higher than non service pupils.*
- *Pupils who received additional support achieved their aspirational targets.*
- *Pupils with complex SEND were supported to engage in all areas of the curriculum. Successful transitions were completed enabling pupils to settle quickly into their new settings.*
- *There have been no fixed term exclusions this year*
- *EHCP plans were secured for pupils when needed*
- *Positive feedback from Local authority SEND team, SEN advisory teacher and Trust SEND lead regarding standard of support provided to pupils with SEND*
- *Feedback from teachers and support staff indicated they felt training completed enabled them to confidently support a wide variety of pupil needs.*
- *Parents continue to report that their children settled quickly on arrival to Campton Academy and the pastoral support and whole school approaches provided were key drivers to this.*
- *Pupils highlight staff approachability and key systems as being very important to helping them to make friends and feel happy in school.*
- *Teachers, parents and pupils continue to cite the pastoral support provided as a key factor in helping pupils overcome challenges and to feel happy in school.*
- *Parents report that school strategies are effective at meeting pupil needs and say their child enjoys attending school as a result of the approaches in place.*

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
Mastering Number	NCETM
Dots Mindfulness course	MiSP
Hamish and Milo	University of Bath
PASS survey	GL assessment

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pupils who were struggling emotionally were quickly identified and offered Time to Talk. In the summer term Hamish and Milo group sessions were introduced.</p> <p>Extensive support provided to families who were experiencing deployment, changes to circumstance or who were new to the area.</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>Additional support was made available to service pupils who were at high risk of suspension to enable them to attend full time. A higher level of teaching assistant support was present in classes that had service pupils with special educational needs.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Identified pupils received the support needed to engage in the curriculum and make expected or better progress.</p> <p>The risk of suspension was reduced – pupils with SEND were able to engage in the full curriculum offer.</p> <p>Pupils with SEND were identified swiftly and referrals were completed to enable support to be accessed.</p> <p>Pupil's SEMH needs were met effectively</p> <p>Pupils with SEND were supported effectively to transition smoothly into their new settings.</p> <p>Pupils made progress in line with or better than non – service pupils.</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 continues to ensure 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.

Reasonable adjustments are used to enable pupils to be successful and access the full curriculum offer (as long as this is in their best interests)