

# Pupil premium strategy statement – Campion School, Leamington Spa, Warwickshire

## School overview

| Detail   | Data  |
|--|---|
| Number of pupils in school   | 1253  |
| Proportion (%) of pupil premium eligible pupils  | 31.05%  |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2022/2023 to 2025/2026                        |
| Date this statement was published  | December 25                                   |
| Date on which it will be reviewed  | December 26                                   |
| Statement authorised by  | Jassa Panesar,<br>Headteacher                 |
| Pupil premium lead   | Nick Hawkins,<br>Assistant Headteacher        |
| Governor / Trustee lead  | Bob Crowther, Lead Governor for Pupil Premium |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year  | £363,715        |
| Pupil premium funding carried forward from previous years<br><i>(enter £0 if not applicable)</i>                                     | £0,000          |
| <b>Total budget for this academic year</b>   | <b>£363,715</b> |
| <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> |                 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to ensure all students experience success across a broad and balanced curriculum. We strive to motivate our students towards achieving ambitious personal and academic targets. We provide a strong academic core through English Baccalaureate (Ebacc) subject areas while also ensuring pupils have broad experiences in the arts, physical education, computer science and other enrichment activities. Alongside this academic focus we have an intense careers program, a range of extra-curricular clubs and a range of activities to support SMSC for our students.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success. We will consider the challenges faced by vulnerable pupils, such as those who have social workers, young carers and who are looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged children are challenged in their academic work.
- encouraged to participate in a range of extra-curricular opportunities across the school.
- are supported by the pastoral team with any social barriers that may hinder their progress in their academic studies.
- are provided with careers guidance that will identify appropriate career paths post Year 11.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Lack of progress in literacy and numeracy in Key Stage 3.                |
| 2                | Overall progress of PP pupils is lower than Non PP at KS4.               |
| 3                | The involvement of FSM children in extracurricular activities and trips. |

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| 4 | Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition. |
| 5 | Lacking cultural capital and low aspirations for future destinations.  |
| 6 | Higher risk for disadvantaged students to be permanent excluded.   |
| 7 | Attendance of PP pupils is below that on non-PP.   |

## 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  |
|--|---|
| <b><u>Progress in Key Stage 3 (Literacy and Numeracy)</u></b><br><br>Progress in KS3 Literacy and Numeracy for PP learners is at or above their expected attainment pathway. | Gap between disadvantaged and non-disadvantaged pupils is 0.0.<br><br>Disadvantaged achieve at least in line with national. Rigorous testing through WRAT5 to identify any needs for intervention   |
| <b><u>Progress in Year 11</u></b><br><br>Pupil Premium learners achieving at least in line with, or above national progress measures for Key Stage 4.                        | Gap between disadvantaged and non-disadvantaged pupils is 0.0.<br><br>Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention.<br><br>Evident increase in performance throughout the academic years in low stakes in-class assessments, key skills starters, formal regular assessments and public examinations.<br><br>Regular monitoring by the SLT line manager in line management meeting with the relevant subject leaders. |
| <b><u>Extra-curricular</u></b><br><br>Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.                                | Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. Registers are collated by SMSC led and report back to PP lead on attendance of PP student.<br><br>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. Tutors encouraged to promote extra-curricular timetable by SMSC lead.  |
| <b><u>Parental Engagement</u></b><br><br>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their children.    | The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.<br><br>Regular events set up in Year 7 for PP parents to support transition but also to   |

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|   | <p>involve them earlier in their child's secondary education.</p>   |
| <b><u>Ready to Learn</u></b><br><br>Pupil Premium learners are punctual, equipped and ready for school. | <p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Regular tutor equipment checks to show that PP learners are equipped for the school day in line with non-PP learners.</p> <p>Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved.</p> <p>PP learners access breakfast club, are punctual and have energy for their day.</p> |
| <b><u>Exclusion</u></b><br><br>PP pupils are not disproportionately excluded from school/lessons.       | <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> <p>PP Lead regularly reviews exclusion data and works with key pupils and staff to ensure these learners are accessing support and able to remain in lessons.</p> <p>PP pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national.</p>   |
| <b><u>Attendance</u></b><br><br>PP attendance meets the school's attendance target of 96%               | <p>The attendance of PP learners meets the school target of 96%.</p> <p>PP Lead meets regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance.</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p>   |
| <b><u>Careers Guidance</u></b><br><br>PP students receive appropriate careers guidance in Key Stage 4   | <p>PP learners receive quality and relevant careers guidance in Key Stage 3 and 4.</p> <p>PP Lead meets regularly with the Careers Lead to review status of PP Learners and to implement any relevant actions that are required.</p>  |

## 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: £ 73,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Key Skills Lead Co-ordinator / Literacy Co-Ordinator across the school</b>             | <p>Reading and Literacy is a key determiner for academic success. A lead for Key Skills has been promoted to oversee the program that students will follow in Key Stage 3 and 4. A recent appointment of a literacy co-ordinator across the school to develop key strategies to support the learning of all students including PP.</p> <p>Closing both the reading and literacy gap leads to improved confidence, engagement and greater outcomes.</p> | 1 and 2.                      |
| <b>Pupil Premium Leadership and Management</b><br><br>Leadership of PP across the school. | <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>Co-ordination of Pupil Premium strategies across the school and monitoring of effectiveness of them through SLT, subject leaders</p>   | 1, 2, 3, 4, 5 ,6 and 7.       |

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

Budgeted cost: £ 180,000

| Activity  | Evidence that supports this approach                                     | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Core Skill support for English and Maths</b> | Small group tuition teaching strategy from the EEF teacher toolkit. “The | 1 and 2                       |

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| <p><i>taught by the access department.</i></p>   | <p>average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>These small group interventions are managed and operated through dedicated teaching assistants in specific lessons or in normal classes. Teaching assistant intervention can add on four additional months over the course of a year.</p>            |               |
| <p><b><i>English and Maths Intervention for Key Stage 4 taught by the intervention department and in particular sessions throughout academic year.</i></b></p> | <p>Small group tuition teaching, specifically targeted towards Key Stage 4 pupils in English and Maths. A strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>These small group interventions are managed and operated through the intervention department.</p> | 1 and 2       |
| <p><b><i>Structured intervention</i></b> for students at risk of permanent exclusion</p>   | <p>Small group teaching for students who are at risk of permanent exclusion.</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018).</p> <p>Keeping them in our FLC whereby they have a broad and balanced curriculum allows the school to suit their needs and reduce the risk of permanent exclusion.</p>    | 2, 6 and 7.   |
| <p><b><i>Homework / Breakfast Clubs throughout the school to support a range of pupils</i></b></p>   | <p>Homework Clubs before and after school to support children. Breakfast club before school</p> <p>Homework strategy from the EEF teacher toolkit. "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools."</p>               | 1,2 and 4     |
| <p><b><i>1:1 pupil progress meeting</i></b> between targeted Year 11 students and HLL's</p>  | <p>Time for ongoing professional dialogues regarding pastoral and future career support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress.</p>   | 2,3,5,6 and 7 |

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|  | Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 111,010

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <b>Careers mentoring</b> - Pupil Premium learners prioritised and, where needed, receive additional support throughout key year groups.  | The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Benchmark 3 talks about the needs of each child and how it varies                             | 5                             |
| <b>Attendance Officer</b> closely monitors and support PP attendance.<br><br>Recruit a family liaison offer to support students to reengage in school about a prolonged period of absence. | “Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts on attendance to wider barriers to learning, such as attendance and behaviour   | 7                             |
| <b>Access to Professionals</b> such as school counsellor, drugs support, targeted youth support, mental health support   | Disadvantaged pupils were able to be referred to mentors and counselling. The referral process was led by senior leaders. According to the EEF Toolkit, social and emotional learning can have a positive impact of four months  | 2,5,6 and 7                   |
| <b>Hardship Fund</b> – support for Uniform, Extracurricular opportunities, and other related support for students.   | Removing potential barriers for the students to be successful in their education   | 3,4 and 5                     |
| <b>PP mentoring</b> through external organisations such as Warwick University  | “Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and | 1 and 2                       |

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|   | behaviour." EEF Teacher Toolkit<br>Mentoring.  |         |
| <b>Duke of Edinburgh's Award (DoFE)</b> | Nationally accepted and evidenced cultural and social mobility development activity. According to EEF outdoor learning provides opportunities for disadvantaged students that they may not have otherwise been able to access. | 3 and 5 |

**Total budgeted cost: £ 364,010**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of Campion School's Year 11 GCSE cohort during the 2024/25 examination season remains positive.

Campion School serves one of the highest proportions of pupils eligible for free school meals in Warwickshire. Despite this, the school continues to deliver a broad and balanced curriculum for disadvantaged learners. In 2024/25, 51% of the Year 11 cohort was entered for the EBacc, representing a 5% increase on the previous year and significantly exceeding the national average of 29%. Average attainment for disadvantaged pupils is broadly in line with national averages for this group.

Attendance for disadvantaged pupils during the 2024/25 academic year remains below expectations. Many pupils in this group face significant barriers to engagement with school. The school has recognised this challenge and has directed additional resources and targeted interventions towards improving attendance and re-engagement, particularly for disadvantaged learners.

Campion School continues to prioritise student wellbeing and mental health through a wide range of extra-curricular opportunities. These activities are well attended by disadvantaged pupils. In addition, the school subsidises educational visits and enrichment activities to ensure equitable access. Over the past 12 months, at least seven Pupil Premium students have successfully completed Duke of Edinburgh Bronze and Silver Awards and participated in curriculum-related trips across subjects including Drama, Art, and Physical Education.

The school also provides ongoing support to families experiencing financial hardship, particularly in the context of the current economic climate. This support includes the provision of fortnightly food parcels, financial assistance for school uniform and music tuition, and access to a well-attended before-school breakfast club for Pupil Premium pupils. These initiatives have had a positive impact over the past year.

Targeted careers guidance has been a particular focus for Year 11 Pupil Premium students. This has included personalised one-to-one careers interviews to support informed post-16 destination choices. In addition, Year 10 Pupil Premium students successfully completed work experience placements in early 2024, contributing positively to the development of their career aspirations.

### 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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|           |          |

