

Annual Pupil Premium Review

September 2016/17

Cohort Information

For the 2016/17 financial year, Compass School Southwark will receive £935 for each eligible pupil, amounting to total Pupil Premium funding of approximately £125,758 (135 students, as calculated by the EFA based on the autumn 2016 census return). At Compass School, we plan for the spending of the Pupil Premium on the basis of an academic year (September to August)

Explanation to parents and carers

The Government has established the Pupil Premium, which provides additional school funding, in order to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals at any point in the last 6 years, or has been in care for 6 months or longer.

It is for the school to decide how the Pupil Premium is spent, and we will be held accountable for how we have used the additional funding to support pupils who qualify for the Pupil Premium. In addition, new measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

Initiatives will be monitored, evaluated and added as the academic year progresses. The impact of these interventions will be monitored on an ongoing basis, and reported on at the end of each academic year. The effectiveness of each intervention will be monitored at each data point (3 times per year). End of year assessment data will be used as the key measure of effectiveness for each intervention.

In line with the Compass School vision and core values, Pupil Premium funding will be allocated across the four key areas: enrichment, academic excellence, and community and team.

We believe that **“everyone in the Compass School Community will confidently reach the destination to which they aspire”**. Pupil Premium funding can help all students, not only academically but also, by providing them with an enriching extra-curricular program as well as behavioural and emotional support so as to develop well rounded young adults.

How our PP students performed in 2015-16

Register of PP students

Compass School Southwark has a significantly higher than average number of students eligible for pupil premium. Our PP register is updated regularly from a National database, and PP funding is used to support all PP students, not just those who are funded as a result of being on roll at certain points in the year.

Year Group	Number of PP students	As % of students in year
Year 7	47	61
Year 8	32	49
Year 9	29	57
Total	108	56

Attendance gap

We know that attendance at school is a key driver of attainment, and we therefore place a high value on attendance at school. Effective strategies have been put in place to ensure that the gap between PP and non-PP students in terms of attendance is very small.

Year Group	Attendance gap
Year 7	1.8%
Year 8	3.5%
Year 9	3.1%
Total	2.7%
National attendance gap	3.2%

The Compass attendance gap of 2.7% is lower than the National gap of 3.2%

Overall progress and attainment

Year 7 (cohort 2020)

Progress in English and Maths by the end of Year 7 at Compass School was on average 35% higher than the National expected amount of progress (1.8 sub-levels).

	English		Maths	
	Average Attainment	Average Progress per year (sub-levels from KS2)	Average Attainment	Average Progress per year (sub-levels from KS2)
Pupil Premium	5c	2.5	5b	2.4
Other students	5c	2.2	5a	2.8

In English, 74% met National expected progress. In Maths, 81% of PP students met National expected progress. 65% of all PP students were meeting or exceeding the Compass expected level of progress in English and 41% in maths. The attainment gap in Year 7 is less than 1 sub-level of progress in Maths, and there is no attainment gap in English for this cohort (using National Curriculum levels).

Year 8 (cohort 2019)

Progress for students in Year 8 continues to exceed National expected progress.

	English		Maths	
	Average Attainment	Average Progress (sub-levels from KS2)	Average Attainment	Average Progress per year (sub-levels from KS2)
Pupil Premium	6c	4.0	6c	4.5
Other students	6b	5.2	6c	3.6

In English, 68% of pupils have made expected progress, with 29% exceeding National expectations. In Maths, 56% of pupils have met progress expectations, and 12% exceeded them. The attainment gap in Year 8 is less than 1 sub-level of progress in English, and there is no attainment gap in Maths for this cohort (using National Curriculum levels).

Year 9 (cohort 2020)

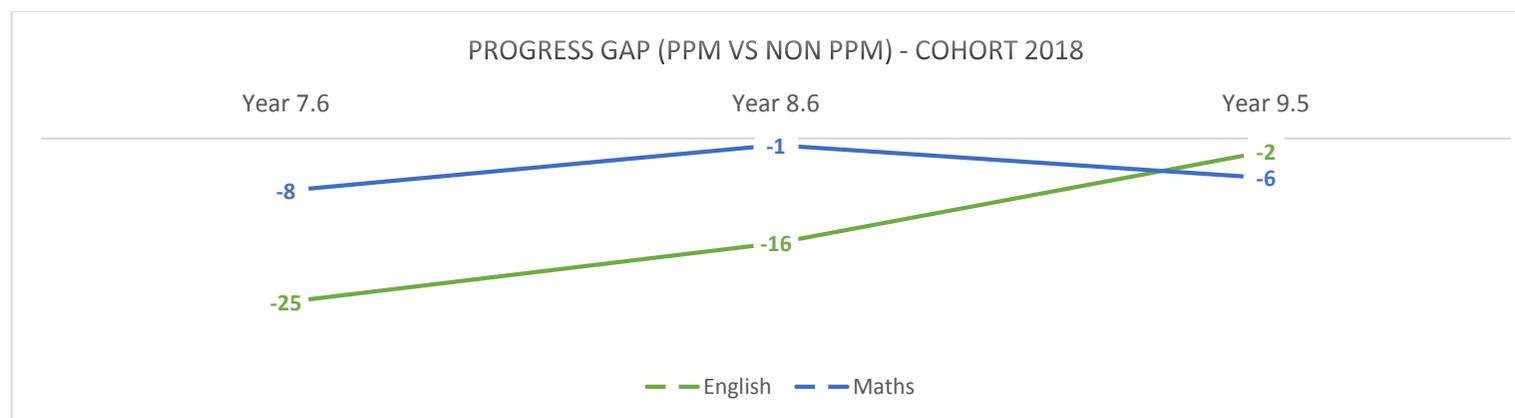
Progress for students by the end of KS3 continues to exceed National expected progress, with gap narrowing between PP and other students.

	English		Maths	
	Average Attainment	Average Progress per year (sub-levels from KS2)	Average Attainment	Average Progress per year (sub-levels from KS2)
Pupil Premium	6b	6.3	6a	6.8
Other students	7c	6.5	7b	7.8

In English, 68% of pupils have made expected progress, with 57% exceeding National expectations. In Maths, 84% of pupils have met progress expectations, and 57% exceeded them. For this cohort, while the progress gap has narrowed over the key stage, the attainment gap is still too wide given the student's starting points, and we expect this cohort to make accelerated progress across Key Stage 4. Specific interventions will be put into place to ensure this.

Narrowing the progress gap (end of KS3 results for cohort 2020)

When students arrive at Compass School, the progress gap (in terms of % making expected progress) is close to the National average. As students make progress through the school, the gap narrows, and is now significantly below the National average. For both English and maths the gap is below the maximum school expectation of 10%.



Analysis of Pupil Premium spending 2015/16

Overall, PPM students at Compass School make progress in line with their non PPM counterparts. In English, progress is 0.1 sublevel lower than Non PPM students. Across the school, students who were supported by the Pupil Premium funding are making progress slightly above national expected progress in English, Maths and Science.

Progress of PP students (per year)		
English	Maths	Science
2.2	2.2	2.3
Progress of Non-PP students		
2.3	2.5	2.7
Gap		
-0.1	-0.3	-0.4

Strand	Targeted PP Provision	Cost	Objective	Outcome		
Team	School Counsellor Counselling/emotional support, two days per week, for PP students with a fully trained and qualified School Counsellor. Pre-referral speeds up diagnosis of concerns, and supports CAF process. 80% of the cost of school Counselling.	£10,000	<ul style="list-style-type: none"> • Help to identify specific needs of PP students, and strengthen understanding of context outside of school • Support child protection and safeguarding processes in school • Provide additional information to support student IEPs and parent meetings with PP families • PP students who require counselling support make as much academic progress across all subjects as those who do not (i.e. gap below 10%) 	Average Progress from KS2 for PP students (per year)		
				English	Maths	Science
				2.2	2.4	2.9
				Students who were supported by the school counsellor have made better progress than their peers in both maths and science. Progress gaps for students in year 7 were all below 10%. The gaps in year 8 remain too large (21%, 19% and 7% respectively). Greater focus on achievement of PPM students in this cohort is needed.		

Strand	Targeted PP Provision	Cost	Objective	Outcome																
	<p>Senior Leader of Achievement A significant % of the salary of the Senior Leader of Achievement represents an investment in ensuring that barriers to learning are removed for PP students. The Senior Leader of Achievement co-ordinates the support put in place for PP students, when thresholds of need or met.</p>	£30,000	<ul style="list-style-type: none"> Identify PP students who are not making expected progress academically, or have triggered a threshold on another school metric (behaviour, attendance, attitude to learning, etc) Ensure that signposted and appropriate support is in place for those students Make and monitor referrals to outside agencies for PP students PP students make at least as much academic progress across all subjects as those who do not (i.e. gap below 10%) 	<p>Students were targeted to attend master classes during half term following progress panels led by the Senior leader of Achievement</p> <table border="1" data-bbox="1420 360 2031 560"> <thead> <tr> <th colspan="4">Average Progress from KS2 (per year) for PP students who attended</th> </tr> <tr> <th></th> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>1.8</td> <td>1.9</td> <td>2.0</td> </tr> <tr> <td>Feb</td> <td>2.1</td> <td>1.9</td> <td>1.9</td> </tr> </tbody> </table> <p>Data for October and February master classes, indicates that progress of PP students increased in English and maths following attendance at these sessions.</p>	Average Progress from KS2 (per year) for PP students who attended					English	Maths	Science	Oct	1.8	1.9	2.0	Feb	2.1	1.9	1.9
Average Progress from KS2 (per year) for PP students who attended																				
	English	Maths	Science																	
Oct	1.8	1.9	2.0																	
Feb	2.1	1.9	1.9																	
	<p>Student Administrative Officer A significant % of the salary of the Student Administrative Officer represents an investment in following up on student absences, lates, ensuring effective communication with parents, and supporting with the administration roles associated with PP students.</p>	£15,000	<ul style="list-style-type: none"> Ensure that parental communication is followed up by teaching staff Ensure that phone calls home are made on each day that a student is absent Ensure that pastoral staff are informed that students when students are late, so that it can be followed up with a sanction and conversation with parents. The gap in attendance between PP and other students falls below 0.5% The gap in lateness between PP and other students is below 0.5% 	<p>Attendance gap for PP and Non PP students was 2.7% PP attendance was 93.6% (1.1% higher than national average for PP students (92.5%))</p> <p>The attendance gap reduced by 0.3% over the year (mid-year gap 3%)</p> <p>Lateness across the school fell by 60%.</p>																
	<p>City Year A team of 6 City Year Corps, and one Impact Officer, are each allocated 6-7 underperforming pupil premium students to track progress and attainment. 80% of cost of City Year funded through PP as assume 80% of City Year time spent with PP students.</p>	£40,000	<ul style="list-style-type: none"> Ensure that PP students with the requirement for a learning mentor is able to have one. Progress of PP students who spend time with City Year exceeds National expected progress and at least as much progress as other students, across all subjects (i.e. gap below 10%) 	<table border="1" data-bbox="1420 1107 2031 1262"> <thead> <tr> <th colspan="4">Average Progress from KS2 (per year) for PP students</th> </tr> <tr> <th></th> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td></td> <td>1.9</td> <td>1.8</td> <td>1.5</td> </tr> </tbody> </table> <p>79% of the students supported by CY were PP students. 47% of these made national expected</p>	Average Progress from KS2 (per year) for PP students					English	Maths	Science		1.9	1.8	1.5				
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				<p>progress. All students supported by CY made progress. Many have lower than average starting points and significant barriers to learning. Earlier allocation of CY learning mentors will ensure higher levels of progress are achieved in the future</p>									
	<p>LA Early Help Service 80% of the students who are referred to the LA Early Help service are PP. We buy into this service to ensure that we are able to provide joined up support to students in most need.</p>	£12,000	<ul style="list-style-type: none"> • Ensure provision of joint up services for students in need • Weekly meetings between Senior Leader of Achievement and Education Welfare Office (EW) to review cases • Persistent absentee gap between PP and other students is below the National average and narrowing. 	<p>Persistent absentee data. Gap is 17%. PP students – 23% Non PP students – 6%</p> <p>82% of all referrals to Early help were PP students</p>									
Enrichment	<p>Music Tuition Group or individual music tuition for all students who wish to play, at no cost to the student.</p>	£8,500	<ul style="list-style-type: none"> • Opportunities without a financial cost for students to participate in violin or keyboard lessons during the school day. • Increase number of PP students participating in music tuition by 50% • Boost rate of academic progress of those PP students who participate in violin lessons, so that students are exceeding national expected progress in English and Maths and making at least as much progress as other students, across all subjects (i.e. gap below 10%) 	<table border="1"> <thead> <tr> <th colspan="3">Average Progress from KS2 (per year) for PP students</th> </tr> <tr> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td style="background-color: #92d050;">2.1</td> <td style="background-color: #92d050;">2.1</td> <td style="background-color: #92d050;">2.7</td> </tr> </tbody> </table>	Average Progress from KS2 (per year) for PP students			English	Maths	Science	2.1	2.1	2.7
	Average Progress from KS2 (per year) for PP students												
English	Maths	Science											
2.1	2.1	2.7											
<p>Art resources A range of art department resources are available for students to borrow, in order to complete work outside of lesson times.</p>	£100	<ul style="list-style-type: none"> • Students are able to complete their project work and exploration homework outside of lessons, with the correct resources. • The attainment gap between PP and other students in art is below 10% 	<p>Year 9 – Attainment gap was 22% Year 8 – Attainment gap was 22% Year 7 – Attainment gap was 0% Due to changes in the art staffing, we ran an art therapy group instead. This group consisted of year 7 students where the progress gap between PP and non PP students does not exist.</p>										

Strand	Targeted PP Provision	Cost	Objective	Outcome									
	<p>Compulsory Enrichment Programme Enrichment programme consisting of a minimum of 4 activities per evening delivered by staff and outside experts.</p>	£18,000	<ul style="list-style-type: none"> All students participate in at least four (including sport) enrichment activities per week in order to support character development Students develop new skills that can support them in their academic studies Students receive external certification of their efforts All students, including PP students, make above National expected progress across all subjects; the gap between PP students and other students narrows across all subjects (i.e. below 10%). 	Each cohort performs above a comparative national cohort, when progress is compared, and in terms of end of year attainment.									
	<p>Trips and visits Educational visits for students to explore new places and ideas as an extension to the school curriculum. By PP and non-PP students have the same opportunity to participate in trips, this strengthens the school community as well as encourages students to mix with those from different backgrounds and cultures.</p>	£18,000	<ul style="list-style-type: none"> All Year 7 students attend Blacklands Farm, to support building relationships with peers; the cost is covered for PP students who are unable to wholly cover the cost of the trip All students attend at least one academic trip/visit during the school year. PP students attend at least as many external trips and visits as other students. PP students are proportionally represented on all trips which run 	<table border="1"> <thead> <tr> <th colspan="3">Average Progress from KS2 (per year) for PP students</th> </tr> <tr> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>2.7</td> <td>2.6</td> <td>2.4</td> </tr> </tbody> </table> <p>PP students who attended more than 5 trips over the school year, made better progress than those who did not in all core subject areas. 64% of students who attended more than five trips were PP students.</p>	Average Progress from KS2 (per year) for PP students			English	Maths	Science	2.7	2.6	2.4
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Community	<p>Nutrition Healthy eating with all students eligible for free breakfast and fruit at break time.</p>	£10,000	<ul style="list-style-type: none"> Students receive a nutritious breakfast, leading to a more settled day Support academic attainment by ensuring that students are eating healthy diet Attendance and punctuality of PP students taking breakfast and/or fruit is higher than other students Ensure that students are healthier at Compass School than at other schools in the borough (28% across Southwark) PP students are as healthy (as surveyed) as other students 	<p>PP students who attend breakfast club are making, on average, better progress, than those who don't, by 0.2 sub levels per year in English and 0.3 sub levels per year in maths.</p> <table border="1"> <thead> <tr> <th colspan="3">Average Progress from KS2 (per year) for PP students – who attend breakfast club regularly (three times per week)</th> </tr> <tr> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>2.4</td> <td>2.5</td> <td>2.0</td> </tr> </tbody> </table>	Average Progress from KS2 (per year) for PP students – who attend breakfast club regularly (three times per week)			English	Maths	Science	2.4	2.5	2.0
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Strand	Targeted PP Provision	Cost	Objective	Outcome									
			<ul style="list-style-type: none"> • A YoY increase in the number of students taking breakfast at school 										
	<p>Drama and school productions Drama and theatre funding to ensure that all students have the opportunity to explore their creative side.</p>	£1,000	<ul style="list-style-type: none"> • 75% of PP students participate, in some way, in a school production • The proportion of PP students participating is the same or higher than other student rates of participation • All students involved in drama and school productions make progress across all subjects exceeding that of students who do not participate • The gap in attainment between PP and other students in English narrow to below 10% 	<table border="1"> <thead> <tr> <th colspan="3">Average Progress from KS2 (per year) for PP students</th> </tr> <tr> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>2.8</td> <td>2.1</td> <td>2.6</td> </tr> </tbody> </table> <p>PP students who represented the school in productions, exceeded progress targets of other PP students by 0.6 sub levels and by non PP students by 0.5 sub levels.</p>	Average Progress from KS2 (per year) for PP students			English	Maths	Science	2.8	2.1	2.6
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Academic Excellence	<p>School library Expanding the range and number of books in the school library, and increasing the range of literature and reference material to suit all reading ages.</p>	£3,000	<ul style="list-style-type: none"> • Ensure all PP students are reading a book at all times • Ensure that the number of students reading at least 10 books per year increases by 50% (i.e. two-thirds of students) • PP students are reading at least as many books as other students • Gap between PP and other students, in terms of reading ages, is narrowing • Progress of PP students reading books exceeds National expected progress in both English and across all subjects 	<table border="1"> <thead> <tr> <th colspan="3">Average Progress from KS2 (per year) for PP students</th> </tr> <tr> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>2.5</td> <td>2.6</td> <td>2.1</td> </tr> </tbody> </table> <p>PP students accessing the library made more rapid progress in English and maths than those PP students who did not. In both subjects the progress of these students exceeds national expected progress</p>	Average Progress from KS2 (per year) for PP students			English	Maths	Science	2.5	2.6	2.1
	Average Progress from KS2 (per year) for PP students												
	English	Maths	Science										
2.5	2.6	2.1											
<p>Literacy & Numeracy intervention One-to-one or small group literacy and numeracy support, with a qualified teacher or member of our Inclusion Team. Boosting reading across the school, with new library books, access to the Lexia programme and other</p>	£10,000	<ul style="list-style-type: none"> • Improve the reading age of all students so in line with chronological age • Reading age of PP students increases at least in line with other students • Ensure all students are making at least national expected progress in core subjects – English, Maths, Science 	<p>By the end of KS3 the gaps for English was 2% and for maths was 6%</p> <table border="1"> <thead> <tr> <th colspan="3">Average Progress from KS2 (per year) for PP students – Literacy Intervention</th> </tr> <tr> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>2.2</td> <td>2.7</td> <td>1.8</td> </tr> </tbody> </table>	Average Progress from KS2 (per year) for PP students – Literacy Intervention			English	Maths	Science	2.2	2.7	1.8	
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Strand	Targeted PP Provision	Cost	Objective	Outcome									
	resources to develop a passion for reading. Use of MyMaths to develop subject knowledge, practice key skills and encourage independent learning.		<ul style="list-style-type: none"> • The gap in attainment between PP and other students in English narrow to below 10% • The gap in attainment between PP and other students in maths narrow to below 10% 	<p>Literacy intervention was very effective. Our least able writers and readers still made above national expected progress in English.</p> <table border="1" data-bbox="1422 363 2033 518"> <thead> <tr> <th colspan="3" data-bbox="1422 363 2033 432">Average Progress from KS2 (per year) for PP students – Numeracy intervention</th> </tr> <tr> <th data-bbox="1422 432 1626 475">English</th> <th data-bbox="1626 432 1814 475">Maths</th> <th data-bbox="1814 432 2033 475">Science</th> </tr> </thead> <tbody> <tr> <td data-bbox="1422 475 1626 518">2.0</td> <td data-bbox="1626 475 1814 518">1.4</td> <td data-bbox="1814 475 2033 518">1.4</td> </tr> </tbody> </table> <p>Numeracy intervention did not have as great an impact we would have expected, however all students made progress in maths this academic year and the programme will be further developed into year 2 to build on the marginal gains seen here.</p>	Average Progress from KS2 (per year) for PP students – Numeracy intervention			English	Maths	Science	2.0	1.4	1.4
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English	Maths	Science											
2.0	1.4	1.4											
	<p>Achievements and prizes Celebration of student success.</p>	£500	<ul style="list-style-type: none"> • Students strive to excel and have a positive attitude to learning • Students share success with their family and friends • Students see others as role models • PP students receive as many house points and certificates as non-pp students 	<p>Total number of house points awarded: PP students – 15710 Non PP students – 12475 Average number of house points per student: PP students – 146 Non PP students - 148</p>									