

Compass School (Southwark) Pupil Premium Strategy statement

Academic Year	2017-2018	Date of most recent PP Review	October 2017
Percentage of pupils	66% (up 2% on 2016/17)	Date for next internal review of this strategy	June 2018

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Students have low literacy skills including oracy and academic writing skills.
B.	Aspiration - Achieving higher grades across the curriculum.
C.	Exploration - To develop independent learning/study skills.
D.	Resilience – Building of self-esteem, self-belief and confidence.

External barriers

A.	Social and economic factors - our students have low cultural capital and some do not have a quiet space at home to work indepently.
B.	Low expectations - some parents have low expectations and have a negative perceptions of education and do not value education.
C.	Low attendance of targeted groups

2. Desired outcomes *(desired outcomes and how they will be measured)*

		Success criteria To meet the or succeed the national percentages for PP
A.	Those students benefitting from pupil premium will achieve in line with their peers for % Grade 4 and above in English and Maths, and the gap has narrowed in student outcomes.	Proportion of pupil premium cohort achieving a grade 4 in English and maths to exceed national percentage for PP and in line with other pupils.
B.	Students have a more positive attitude to learning and their attendance improved.	Attendance to be at least 95% for pupil premium cohort. (was 91.2% 2016/17)
C.	Diminish differences between Pupil Premium between Non PP	Narrow or no Attainment 8 gap between PP and non-PP cohorts

3. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils on PP are performing in line with their peers achieving % grade 4 and above in GCSEs	Quality first teaching, Small group teaching, Small group interventions, One to one tuition Masterclasses and Saturday interventions	<ul style="list-style-type: none"> • Outcomes of lessons observations. • Data point outcomes • Summer results 	<ul style="list-style-type: none"> • Regular lesson observations • Progress panel meetings • Data point tracking • Principal review documents • Key students identified at every data point for bespoke interventions. • STAR intervention records 	VCO	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data
PP have increased in their outcomes and attendance	Quality first teaching, Targeted interventions, Attendance meetings and Parental engagement programmes. Rewards and incentives Mentoring	<ul style="list-style-type: none"> • Attendance figures are currently below expected targets. • Gaps need to continue to be narrowed • PP attendance is 2.4% lower than non PP attendance 	<ul style="list-style-type: none"> • Regular monitoring of attendance of these targeted groups, termly attendance reports and mentoring meetings. • PP attendance will rise at a faster rate than non PP attendance • Data points evidence impact • STAR intervention records 	DCO	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data

<p>Quality Enrichment Programme.</p>	<p>Part of the schools core values Develops exploration and resilience All students in KS3 to access four hours a week of enrichment</p>	<ul style="list-style-type: none"> • Students develop new skills that can support them in their academic studies • Student are externally certificated • Student positive feedback with regards enrichment as part of their school experience 	<ul style="list-style-type: none"> • Learning walks, planning documentation and work scrutiny • Tracking qualifications • External reviews of showcases and productions • Student voice • Data points evidence impact 	<p>GME</p>	<p>Annually</p>
<p>PP pupils attend school in line with non PP students and are supported to do so via EWO and Family Support worker interventions</p>	<p>Developing resilience and aspiration Working with families to reduce barriers to accessing provision Supporting and signposting to external agencies for support</p>	<ul style="list-style-type: none"> • Student attendance is currently below the 97% target • Students need to demonstrate greater resilience and the ability to overcome barriers to school attendance • Hard to reach families still do not engage positively with the school 	<ul style="list-style-type: none"> • Tracking impact of EWO from referral to attendance improvements • Tracking attendance data • Student and parent voice activities • Records of engagement with internal and external interventions 	<p>DCO</p>	<p>Termly</p> <ul style="list-style-type: none"> - Attendance data - Progress panels - Impact analysis of engagement with agencies - Parental voice
<p>School runs a range of parenting sessions on academic and social/emotional wellbeing strategies. Attendance of PP students and parents is</p>	<p>Regular sessions on a variety of topics Topics to cover both academic and emotional needs of students/parents Engagement with families and siblings</p>	<ul style="list-style-type: none"> • KS4 students do not have the skills to prepare effectively for exams • Parents have requested additional information in how to support their children • Increased incidents of social and emotional wellbeing impacting on academic progress in school 	<ul style="list-style-type: none"> • Tracking attendance at sessions • Tracking impact on exam results • Parental and student feedback • Tracking of attendance for vulnerable students 	<p>PKE</p>	<p>Termly</p> <ul style="list-style-type: none"> - Attendance at sessions - Whole school attendance data - Progress panels - Improvement in emotional wellbeing

<p>Launch of online homework and revision resources (GCSE POD and Show my Homework)</p>	<p>Online provision as students all have access to this via mobile phones Reduction in reliance on school staff for homework concerns Develop independent skills</p>	<ul style="list-style-type: none"> • Research evidences the impact of home learning on increased academic progress • Revised home learning policy needs students to be able to access homework resources from outside school • Year 11 pilot engagement demonstrates student desire to engage with online teaching and learning products 	<ul style="list-style-type: none"> • Tracking and rewarding use of programmes • Tracking impact on completion and submission of home learning tasks • Impact on progress and student outcomes • Student voice and tracking of student independent learning skills 	<p>PKE</p>	<p>Termly</p> <ul style="list-style-type: none"> - Use of online resources by PP students - Completion rates of homework for PP students - Progress data
<p>Launch of online rewards programme (VIVO miles)</p>	<p>Online programme to manage rewards reduces staff Student Council enabled to take ownership of rewards offered</p>	<ul style="list-style-type: none"> • Student voice indicates the need for a clearer rewards programme within the school • Increased capacity and role of student council in leading student behaviour and expectations • Need to continue increase in student behaviour via rewarding positive outcomes and behaviours 	<ul style="list-style-type: none"> • Tracking use of VIVO and rewards given • Tracking behaviour incidents • Tracking student voice and attitudes to learning 	<p>DCO</p>	<p>Termly</p> <ul style="list-style-type: none"> - Behaviour information - Student voice information - Academic progress data

<p>Key costs attributed to this focus area:</p> <p>Senior Leader of Achievement (% salary) Student Administration Support (attendance) Extended school day (3.30 – 4.30pm provision) Compulsory Enrichment programme LA Early Help service – Family Support Worker WPA Attendance Welfare Officer Show My Homework and GCSE Pod Licences VIVO Miles</p>					
Total budgeted cost					c £250,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Wave 2/3 interventions for those students at risk of underachieving	Saturday master classes, Interventions, Coaching and mentoring , Half term master classes, Residential conferences in Core subjects	<ul style="list-style-type: none"> • Feedback from students • Feedback from parents • Current results 	<ul style="list-style-type: none"> • Regular lesson observations • Raising Attainment meetings • Review meetings • Effective tracking documentation 	SLT	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data -
Raising attainment and securing student progress (year 11 mentoring programme)	Mentoring One to one support One to one tutoring	<ul style="list-style-type: none"> • HT2 data Information • Student wellbeing survey (June 17) 	<ul style="list-style-type: none"> • Regular lesson observations • Raising Attainment meetings • Line management accountability 	DCO	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data

Wave 2/3 interventions for those students at risk of underachieving for those students benefitting from Catch-up funding	Lexia, Take a Leap and additional Interventions Small group numeracy lessons Small group literacy lesson	<ul style="list-style-type: none"> • Current data • Transition data • SEN register 	<ul style="list-style-type: none"> • Regular lesson observations • Raising Attainment meetings. • Data point tracking • Key groups of students identified at every data point. • Review meetings with parents. 	LSH	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data
Enrichment interventions (literacy, numeracy, social skills, emotional)	Targeted small group withdrawal Time bonded and monitored impactful	<ul style="list-style-type: none"> • Current reading age data • Behaviour for learning of current year 7 cohort • SEN needs of current students 	<ul style="list-style-type: none"> • STAR Intervention records • Behaviour data tracking • Data point tracking • Parent and student voice 	VCO LSH	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data
Yoga and Student emotional Wellbeing interventions	After hours KS4 and girl focused wellbeing sessions Staff and student relationships through paired activities	<ul style="list-style-type: none"> • Attendance concerns related to KS4 wellbeing • Parent feedback related to friendship and social emotional mental health concerns 	<ul style="list-style-type: none"> • Monitoring attendance from students • Student voice and feedback from student council 	SMI	Termly via: <ul style="list-style-type: none"> - Data analysis - Progress panels - Intervention data - Attendance data - Well being survey
Key costs attributed to this focus area: Inclusion Team (EBD and literacy focus) Enrichment costs (Yoga and Wellbeing) Literacy & Numeracy Interventions					
Total budgeted cost					£70,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Personal wellbeing and holistic development of students	School Counsellor service	<ul style="list-style-type: none"> Feedback from students, parents and teachers Previous impact report 	<ul style="list-style-type: none"> Raising Attainment meetings Students' feedback Parents' feedback Data scrutiny for students involved 	DCO	Termly
Providing study provision to targeted students e.g. My Tutor and other bespoke packages	Additional study provision	Feedback from students, parents and teachers	<ul style="list-style-type: none"> Regular lesson observations Raising Attainment meetings Student feedback Parent feedback 	DCO	April 2017
Mentoring and behaviour support	Mentoring and coaching	Feedback from students, parents and teachers	Regular lesson observations Raising Attainment meetings Students' feedback Parents' feedback	DCO	Termly
Self-esteem, confidence and motivational courses.	Externals to deliver tailored programs for targeted students.		<ul style="list-style-type: none"> Regular lesson observations Raising Attainment meetings Students' feedback Parents' feedback 	SHI	Termly
Music Tuition	Group or individual music tuition for all students who wish to play, at no cost to the student.	Data from previous PP reports to show impact of instrumental study on academic progress	<ul style="list-style-type: none"> Data point tracking Engagement in school productions Music qualifications 	SHI	Annually
Year 10 intervention programme	Junior University, Aspirations Fair and individual coaching to raise aspirations and	Year 10 attendance and ATL data Student and parent feedback Link to core value of Aspiration	<ul style="list-style-type: none"> Data point tracking Student engagement surveys and student voice ATL learning scores 	DCO	July 17

	attainment of year 10 students		<ul style="list-style-type: none"> • Behaviour tracking 		
Drama and school productions	Link with high quality external providers to raise aspiration	Previous PP spend data impact Link to core value of Enrichment	<ul style="list-style-type: none"> • Number of students engaging in productions • External feedback on productions • Data tracking for involved students 	SMI	Termly
Expanding horizons and exploration	Varied trips and visits programme, with an entitlement for all children	Tracking of all trips and visits (including check on proportional representation)	<ul style="list-style-type: none"> • Participation rates • Increase YoY number of trips • Evidence of impact on learning 	GME	Annually
Nutrition for learning	All students able to eat regularly, at little or no cost to the student, to ensure focus and positive approach to learning	Monitor take up of school meals, attendance at breakfast club, take up of free fruit. All students to eat school meal. Over 50% of students to eat fruit (higher than LA average)	<ul style="list-style-type: none"> • Catering tracking data • YoY comparisons • Benchmark against LA data 	MSE	Annually
Total budgeted cost					£130,000
Total budgeted cost					£450,000