



Compass School
SOUTHWARK

Pupil Premium report 2013-14
Compass School Southwark

Table of Contents

Cohort information.....	3
Spending Rationale.....	3
2013-14 Spending	3
Strategies	4
Breakfast Club and free fruit	4
After-school programmes	4
Behaviour interventions	5
Library provision.....	5
School counselling.....	5
Educational visits	5
1:1 interventions	6

Cohort information

In the 2013/14 financial year, Compass School Southwark has received £900 for each eligible pupil, amounting to total Pupil Premium funding of £24,750 (27.5 students, as calculated by the EFA based on the Autumn census return).

Spending Rationale

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.

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.



2013-14 Spending

In the 2013/14 academic year, Compass School Southwark will use the Pupil Premium to fund or part fund the following:

Enrichment

- **Educational visits**, for students to explore new places and ideas as an extension to the school curriculum
- **Enrichment activities**, including drama, music and sport, delivered each day by outside experts

Academic Excellence

- **One-to-one tuition** for students in literacy and numeracy, with a qualified teacher
- **Individual Support Plans**, developed following accurate assessments of students

Community

- **Healthy eating**, with all students eligible for free fruit at break time
- **Learning resources**, including text books available for students to use at home
- **Behaviour interventions**, including the support of parents

Team

- **Counselling/emotional support**, with a fully trained and qualified School Counsellor

Strategies

Breakfast Club and free fruit

Children's food intake in the UK has been found to be high in fats and sugars, and low in fruit and vegetables. In addition, dietary deficiencies show a social class gradient. Households in the lowest income bracket consume less fresh fruit and vegetables, skimmed milk, fish, fruit juices and breakfast cereals than other household averages. Skipping breakfast is reported to affect cognition, memory, concentration and behaviour in school. Research suggests that providing breakfast or additional fruit to children has the potential to improve diet and affect immediate and long-term health.

INTERVENTION	Provision of free breakfast for all students who wish to participate
COST	£250
IMPACT	<ul style="list-style-type: none"> • On average, 25% of the cohort attend school early for breakfast club (up to 15 students at any time) • For particular students, this has been a good opportunity to interact with a member of staff and ensure that they are settled in the morning • Students who periodically participate in breakfast club are more likely to be on time for AM registration, as you might expect. • % late for students who have attended breakfast club at least once: 0.7% • % late for students who have never attended breakfast club: 2.1%

INTERVENTION	Provision of free fruit for those students who want it
COST	£1,500
IMPACT	<ul style="list-style-type: none"> • Approximately 75% of students have a piece of fruit every day at 10.30am • This helps to ensure that students are receiving at least 3 of their 5 a day • It is difficult to observe any specific trends as a result of the fruit programme as it is in its first year, and there is no set control group. • One measure that could be used in 2014-15 is level of illness absence (as the benefits of fruit are around health). Illness absence for Compass stands at 3.4% for 2013-14 (nationally the figure is 2.8%)

After-school programmes

Research indicates that participating in after school programmes improves performance on measures of academic achievement. However, the quality and focus of the programme is important. In the UK there is evidence that such programmes are linked with GCSE improvement by a third of a level in maths and three-quarters of a level in science. There is evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.

The research indicates that it is harder to attract and retain pupils in after school programmes at secondary level, which is why the Compass School compulsory enrichment programme is so integral to the Compass Vision.

INTERVENTION	Enrichment programme consisting of a minimum of 4 activities per evening
COST	£5,000 (activity provision) £5,000 (staff costs for enrichment co-ordinator)
IMPACT	<ul style="list-style-type: none"> • Every member of teaching staff delivers one enrichment activity which gives the programme higher status and formality • The appointment of the enrichment co-ordinator has strengthened the organisation and management of the programme • All students participate in at least four (including sport) enrichment activities per week. • All students have, on average, made higher than expected progress in core subjects in the 2013-14 academic year. • Maths = 2.8, English = 2.6, Science = 2.6 (versus national expectation of 2.0)

Behaviour interventions

Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.

INTERVENTION	A programme by “Just Education” was delivered to students with behavioural and relationship difficulties
COST	£1,500
IMPACT	<ul style="list-style-type: none"> • 3 of 4 student participating in the personal development and anger management programme were Pupil Premium students • The 6 week programme supported the development of self-esteem for the students and had a positive impact on relationships with parents and carers. • The long term impact of the programme will be dependent on its continuation in the 2014-15 academic year.

Library provision

A library can have a significant impact on student literacy levels. When a library has an “adequate physical and virtual collection that is current, diverse and supports the curriculum as well as appealing to students’ leisure needs”, there is evidence that it impacts positively on learning across the school. There is also significant evidence that libraries can improve students’ attitudes to reading and reduce the literacy gender gap.

INTERVENTION	A small library was established to support and develop literacy in the school
COST	£1,500
IMPACT	<ul style="list-style-type: none"> • The small library has been used by whole classes as a research and quiet study area • Students access the library at break and lunchtimes for leisure •

School counselling

Children and young people experience a range of issues which affect their wellbeing. These can affect relationships with peers and families, and their engagement with education. In some cases, problems can escalate into conditions which require more intensive intervention. The types of problems which most commonly affect children and young people include family-related matters, bullying, behavioural and emotional problems, depression, self harm and suicide, and mental health issues. It is for these issues that they tend to be seen or referred for counselling.

Recognition of the value of counselling children and young people has increased in recent years and it is now more accepted than ever before.

INTERVENTION	All students have received the opportunity to meet with the school counsellor
COST	£4,250
IMPACT	<ul style="list-style-type: none"> • The school counsellor has provided support and guidance for students who are struggling with various circumstances. • The impact of the counselling sessions will be more closely monitored in 2014-15, with comparative data provided.

Educational visits

Educational trips and visits support students to develop their relating skills and develop the other core Compass Values of resilience and exploration.

INTERVENTION	The cost of educational visits for all students have been covered
COST	£2,000
IMPACT	<ul style="list-style-type: none"> • All students have made at least nationally expected progress in core subjects

1:1 interventions

Evidence indicates that in areas like reading and mathematics one to one tuition can enable learners to catch up with their peers. Often research has been focused on children who are falling behind their peers, though one to one tuition reliably provides benefit.

Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. However there is no strong evidence that one to one is better than paired tuition or intensive small group teaching, and in some circumstances evidence suggests that pairs make better progress than individual pupils. Evidence also suggests tutoring should be additional or supplemental to normal instruction, rather than as a replacement and that teachers should monitor progress to ensure the tutoring is beneficial.

INTERVENTION	All at-risk students eligible for pupil premium have received 1:1 academic and pastoral support, along with an Individual Education Plan
COST	£4,750 (staff costs for Student Support Co-ordinator) £5,00 (specialist software to assist with assessments)
IMPACT	<ul style="list-style-type: none"> • Most students for whom IEP's have been written have made at least 2 sub-levels of progress in core subjects. • Students eligible for the pupil premium have made almost exactly the same amount of progress as those students who are not. <ul style="list-style-type: none"> ○ English: PP = 2.56, Non-PP = 2.67 ○ Maths: PP = 2.81, Non-PP = 2.89 ○ Science: PP = 2.59, Non-PP = 2.67