

Annual Pupil Premium (PP) Review – 2017/18

October 2018

Cohort Information

For the 2018/19 financial year, Compass School Southwark will receive £935 for each eligible pupil, amounting to total Pupil Premium funding of approximately £196,350 (210 students, as calculated by the EFA based on the autumn 2018 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 2017-18

[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	56	58%
Year 8	43	57%
Year 9	48	69%
Year 10	39	52%
Year 11	30	46%
Total	216	57%

Attendance

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

Year Group	Attendance gap
Year 7	2.6%
Year 8	3.2%
Year 9	+0.3%
Year 10	5.2%
Year 11	5.4% **
Total	2.3%
National attendance gap	3.1%

The Compass attendance gap is slightly higher than the National gap of 3.1%

** this cohort the attendance of pupil premium students was better than that of their non-pupil premium counterparts*

*** although a large figure, this gap has fallen since the previous year by 0.3%*

Evaluation of Pupil Premium spending 2017/18

GCSE results shows that there is a Progress 8 gap between PP and non PP of -0.27. Although lower progress was seen by the PP cohort, the national gap in 2018 was -0.55. The data also shows that we were able to narrow this gap over the two mock exams at Half Term 1 and 4. *This shows that although our PP students performed slightly below their non PP counterparts, the gap was half of the national gap reported in 2018.*

Progress 8 here shows the figures with the unvalidated 2018 scores and including the Health and Fitness results (excluded in the provisional tables)

Year 11 GCSE results 2017-18

P8			A8			
	HT2	HT4	Actual results *	HT2	HT4	Actual results
All students (42)	-1.32	-1.11	-0.52	32.1	34.8	40.4
PP (27)	-1.60	-1.22	-0.63	28.4	32.7	37.8
Non-PP (15)	-0.78	-0.89	-0.37	38.7	38.5	43.8
Gap	-0.82	-0.33	-0.26			

The longer a child is at Compass School, the narrower the progress gap. The progress gaps for students in Year 9, 10 and 11 last year are better than nationally reported and in some cases are positive demonstrating that PP students at Compass School are in some cases making better progress than their peers. (please see year by year data on the next pages)

The table below shows the performance of Year 11 2018 GCSE results in terms of the progress 8 groups of subjects. There gap was positive for English with PP students making more progress than non PP.

Year 11 GCSE results 2018

Subject	English	Maths	EBac	Other
All students	0.08	-0.93	-0.79	-0.4
PP	0.1	-1.13	-0.91	-0.51
Non PP	0.05	-0.63	-0.61	-0.23
Gap	0.05	-0.5	-0.3	-0.29

Current Year 11 data at the end of Year 10 exam.

This data shows that PP students are making more

progress than the Non PP students.

Current Year 11 exam data at the end of Year 10 HT6

	Score	English	Maths	EBac	Other
All students	-1.94	-2	-2.3	-1.79	-1.82
PP	-1.94	-2.03	-2.23	-1.79	-1.83
Non PP	-1.95	-1.94	-2.42	-1.79	-1.81
Gap	0.01	-0.09	0.19	0	-0.02

	Score	English	Maths	EBac	Other
All students	-1.38	-1.26	-1.3	-1.06	-1.83
PP	-1.23	-1.17	-0.97	-1.01	-1.67
Non PP	-1.52	-1.35	-1.64	-1.11	-1.98
Gap	0.29	0.18	0.67	0.1	0.31

Current Year 10 data at the end of Year 9 exam.

This data shows that PP students are making more progress than the Non PP students in maths. In English there is a small gap between the PP and Non PP students.

Current Year 10 exam data at the end of Year 9 HT6

Current Year 9 data at the end of Year 8 exams

This data is presented slightly differently here and shows the students making the expected progress towards their targets based on the KS2 data. The targets are aspirational targets set by CoLA. This indicates that the gaps need to be narrowed.

	Below expected progress %	Expected progress %	Above expected progress %
Whole school	78	17	22
PP	91	3	9
Non PP	64	32	36

Current Year 8 data at the end of Year 7 exams

This data is presented slightly differently here and shows the students making the expected progress towards their targets based on the KS2 data. The targets are highly aspirational. This indicates that the gaps need to be narrowed.

	Below expected progress %	Expected progress %	Above expected progress %
Whole school	74	19	26
PP	76	19	24
Non PP	68	21	32

1. 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?	Outcome	Comments
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 		Year 11 outcomes 2018, PP students scored an average A8 of 37.88 compared with Non PP of 43.94. Gap is 6 (less than one GCSE grade) In English PP students made better progress than non PP students. In maths the gap was -0.5.
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 		Year 11 - across four core subjects, P8 was -0.078 sub levels lower. Year 10 the PP progress is in all core subjects better than their non PP counterparts (English, making 0.28 more sub levels of progress, maths, making 0.49 more sublevels of progress than non PP) Pupil Premium attendance was 2.3% lower than non PP. This was an reduction in the gap of 1.3% and is below national averages.

<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>50% of students who took part in Duke of Edinburgh were PP. There was a 100% pass rate for Duke of Edinburgh and Arts Mark Award students. A group of students have gone onto to become our first cohort of GCSE Drama students. All Year 7-9 students engaged in enrichment curriculum activities and new enrichment activities such as Yoga are continuing through to 2018-19. Two successful whole school performances (including our first summer show) show the impact of Choir, Dance and Performing Arts Enrichment. Moving forward impact measures have been explored to show the soft skill impact of enrichment across the whole school for 2018-19.</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>Pupil premium attendance was 2.3% lower than non PP. The national gap (2017/18) was 3.1%. Although figures remained below nationally expected, the gap is lower than national averages. This was a reduction in the gap of 1.3% from 2016/17 and below national averages.</p>

<p>School runs a range of parenting sessions on academic and social/emotional wellbeing strategies.</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>Attendance at parent's evenings and information evenings is low. We continue to provide these events but are matching them up with release of reports or exam results to enhance attendance and engagement. Meet the tutor evenings show current Y7 parents more engaged. 43% of year 7 parents attended this event. A KS3 and KS4 information evening was established. Attendance at the year 11 mock results event was higher than at other evenings and was linked to a study skills session and revision guidance event. Parent feedback was very positive.</p>
<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 access homework resources outside school • Year 11 pilot engagement demonstrates student desire to engage with online learning 	<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>SHMHW was launched for all students in 2017/18. The platform was well used by KS4 students to access revision materials and additional preparation for their GCSE exams.</p> <p>We are currently developing methods to enable SHMHW to report on usage by students – it currently only provides the last time they logged on.</p> <p>Additional online packages have been purchased including Seneca learning in science. The top year 11 user of this package was a PP student whose PS score was +0.97</p>

<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>The online platform VIVO miles was not able to be established. Our focus was placed on internal house points and the awarding of these. In total 34,354 house points were awarded over the academic year, 21,146 to PP students (average of 111 per student) compared to 13,203 to non PP students (Average of 103 per student)</p>
<p>Key costs attributed to this focus area: 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>					
					<p>c £250,000</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

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 		Year 11 PP students who attended the maths residential scored a P8 of +0.19, non PP -0.11. Student feedback was that the Saturday masterclasses were beneficial. Progress data between each data entry point reflects the impact of these master classes on increasing student progress at each data point
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 • Clear intervention criteria 		All year 11 students were assigned an academic mentor. These were allocated after the first RAP meeting in November 2017. Progress 8 improvements throughout the course of the year demonstrate the positive impact of mentoring (alongside other activities) in raising progress 1:1 home tuition was provided for a school refuser enabling her to complete her GCSEs and access further education of choice beyond school.
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. 		Overall students involved in the reading programme made an average of 2.82 sublevels of progress in their end of year English exam: 2.6 for PP and 3.3 for non PP.

<p>Enrichment interventions (literacy, numeracy, social skills, emotional)</p>	<p>Targeted small group withdrawal Time bonded and monitored impactful sessions</p>	<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 feedback 		<p>All students completed three star reading tests over the course of the year.</p> <p>Reading intervention was set up for a group of 24 year 7 PP students to improve their reading ages.</p> <p>Clearer impact analysis models have been crated for 2018/19 to further develop the impacts seen this year</p>
<p>Yoga and Student emotional Wellbeing interventions</p>	<p>After hours KS4 and girl focused wellbeing sessions Staff and student relationships through paired activities</p>	<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 		<p>KS4 Yoga ran for half a term with 5 students.</p> <p>An external wellbeing consultant ran an afternoon of wellbeing sessions with the whole of Year 11 to discuss positive visualisation and techniques to manage stress and boost productivity.</p>
<p><u>Key costs attributed to this focus area:</u> Inclusion Team (EBD and literacy focus) Enrichment costs (Yoga and Wellbeing) Literacy & Numeracy Interventions</p>					
<p>Total budgeted cost</p>					<p>£70,000</p>

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 		Pupil Premium pupils are well represented in the list of students attending the counselling sessions.
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 		Of the 5 Compass Café students, four were PP. They saw an increase in P8 figure of =1.796 over the 15-week project. Attendance also rose by 12.4% for students at the café.
Mentoring and behaviour support	Mentoring and coaching	Feedback from students, parents and teachers	<ul style="list-style-type: none"> Regular lesson observations Raising Attainment meetings Students' feedback Parents' feedback 		The school works weekly with an external company, Working With Men. The behaviour of boys targeted by this intervention saw a drop of 52% and boys attendance rose by 2.8% over the same period that girls attendance fell by 0.1%. All boys were supported through the groups sessions. 75% of the students targeted for individual mentoring were PP students.
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 		Students rated these sessions with an average of 9/10 for their impact on issues ranging from self-esteem to sexual health and consent to safe use of social media. Esteem will continue into 2018-19 with the potential to pilot some more targeted sessions for our most vulnerable groups of male and female students.
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 		The voices Foundation worked with the school to set up the Compass Choir and ensure that musical performances were seen at all school events. The lead performer in the Summer show was a PP student targeted for this intervention.
Year 10 intervention programme	Junior University, Aspirations Fair and individual coaching to raise aspirations and attainment of year 10 students	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 		Year 10 PP progress is in all core subjects better than their non PP counterparts (English, making 0.28 more sub levels of progress, maths, making 0.49 more sublevels of progress than non PP, science 0.16 more sublevels of progress)

			<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 		We held two shows this year with our first Summer Show in three years. A core group of students have been established as our Company of actors and have also gone onto to become our first cohort of GCSE Drama students.
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 		52% of KS3 PP students have been on more than one school trip over the course of the year. 89% of KS3 PP students have attended at least one trip. 37% of the year 7 students attended the residential to Blacklands Farm
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 		12% of PP students in KS3 had a free breakfast every day and 23% of PP students in KS3 had a free breakfast occasionally. This is compared with compared to 3% of non PP students having a free breakfast daily and 21% occasionally. 53% of PP students at KS3 regularly had free fresh fruit at break time compared to 30% on non PP students.
Total budgeted cost					£130,000
Total budgeted cost					£450,000

