



Compass School (Southwark) Pupil Premium Strategy statement

Academic Year	2018-2019	Date of most recent PP Review	October 2018
Percentage of pupils	55.7%	Date for next internal review of this strategy	October 2019

For the 2018/19 financial year, Compass School Southwark will receive £935 for each eligible pupil, amounting to total Pupil Premium funding of £223,465. At Compass School, we plan for the spending of the Pupil Premium on the basis of an academic year (September to August)

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low literacy skills including reading, oracy and academic writing.
B.	Low levels of aspiration to achieve higher grades across the curriculum.
C.	Limited independent learning/study skills.
D.	Low levels of self-esteem, self-belief and confidence.
External barriers	
A.	Social and economic factors – many pupils have low cultural capital and do not always have the space and resource at home to work independently.
B.	Low expectations – There is often a limited focus on academic success in the community and many families have negative perceptions of education and the behaviours required for success.
C.	Low attendance of targeted groups

2. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
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A.	<ul style="list-style-type: none"> • Pupil premium achievement in line with national • Pupil premium in-school gaps lower than national • Pupil premium progression to L3 study in line with peers 	<ul style="list-style-type: none"> • 71% of PP achieving grade 4 or above in English and maths: • 50% of PP achieving grade 5 or above in English and maths: • PP achieve Progress 8 score of 0 • Reduce the proportion of Key Stage 3 pupils with reading ages below 9.06 by 30 %
B.	<ul style="list-style-type: none"> • Pupils across all year groups have good levels of attendance. 	<ul style="list-style-type: none"> • PP attendance to be $\geq 94\%$ • PP persistent absence $< 15\%$
C.	<ul style="list-style-type: none"> • Pupil premium cohort show high levels of engagement in extra-curricular learning opportunities 	<ul style="list-style-type: none"> • PP attendance to interventions in line with peers • PP engagement with Show My Homework in line with peers • PP engagement with and online learning platforms in the core in line with peers • PP engagement in trips is in line with peers • PP progress in extra-curricular activity skills tracker in line with peers

3. Planned expenditure

Academic year		2018-2019			
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?	SLT lead	Comments
Pupil Premium cohort are performing in line with their peers achieving grade 4 and above and 5 and above in GCSE English and Maths	Quality first teaching, Small group teaching, Small group interventions, One to one tuition Masterclasses and Saturday interventions CIAG provision	<ul style="list-style-type: none"> Outcomes of lessons observations. Data point outcomes Summer results 	<ul style="list-style-type: none"> Quality assurance schedule Progress panel meetings RAP meetings Centralised tracking in all departments Key students identified at every data point for bespoke interventions. 	PKE	Review as an SLT group after each data point.
PP have increased in their attendance in line with national figures 94%	Targeted interventions, Attendance meetings and Parental engagement programmes. Rewards and incentives including half termly reward breakfast Building staff capacity including EWO support	<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. Data points evidence impact Tracking impact of EWO from referral to attendance improvements Student and parent voice activities Tracking % of pupil premium students at attendance reward activities 	DCO/ ESN	Attendance is reviewed weekly at SLT meetings. Holistic review half termly.

<p>High Quality Enrichment Programme delivered</p>	<p>All students in KS3 to access 2 hours a week of enrichment (Year 7-8 2h and Yr 9 1hr – engagement with skills builder to use enrichment to improve soft skill development targeting core values of resilience, teamwork, aspiration. Extensive programme of</p>	<ul style="list-style-type: none"> • Students develop new skills that can support them in their academic studies • Student are build cultural capital • 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 attendance and participations and qualifications • Student voice • Data points evidence impact – skills builder • Published programmes in place • Online tracking platform 	<p>SMI/ DCO</p>	<p>Review programme termly.</p>
<p>School runs a range of parental engagement sessions to which attendance of PP students and families is comparable with non-PP</p>	<p>Regular parental sessions for both KS3/4 parents and students.</p> <p>A range of guidance materials provided to support parents' engagement with their child's learning</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>DCO/JHA</p>	<p>Review July 2019.</p>
<p>Pupil Premium engage fully in online homework and revision resources (GCSE POD and Show my Homework, PIXL etc.)</p>	<p>Online provision as students all have access to this via mobile phones</p> <p>Reduction in reliance on school staff for homework concerns</p> <p>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 	<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>GJO</p>	<p>Review after each data point.</p>

New house-based activities and rewards fosters sense belonging and community ethos	Visible collection of coins based in Library Frequent inter-house competitions	<ul style="list-style-type: none"> Students to develop team work skills 	<ul style="list-style-type: none"> Termly reward for winning house Half termly updates % increase in the number of housepoints/rewards given Student voice survey on rewards given 	JHA	Termly
Key costs attributed to this focus area:					
<ul style="list-style-type: none"> Purchase of additional ICT resources to support vulnerable learners including EAL students 					4,000
<ul style="list-style-type: none"> Extended school day for KS4 and library access to all students before school and until 6pm daily for homework completion, use of resources including ICT 					87,000
<ul style="list-style-type: none"> Enrichment programme 					26,000
<ul style="list-style-type: none"> LA Early Help service – Family Support Worker including Early Help Service 					11,500
<ul style="list-style-type: none"> 2nd day of external Education Welfare Officer provision 					11,000
<ul style="list-style-type: none"> Show My Homework and GCSE Pod Licences 					2,330
<ul style="list-style-type: none"> PIXL membership 					3,200
<ul style="list-style-type: none"> School mini bus 					6,000
<ul style="list-style-type: none"> School reward activities 					8,000
<ul style="list-style-type: none"> Total budgeted cost 					£159,000

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?
Embed a range of interventions for those students at risk of underachieving	Saturday master classes, Interventions, Coaching and mentoring Half term master classes Residential conferences in Core subjects "My Tutor" sessions	<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 • PP/Non PP attendance at interventions 	PKE	Ongoing/ Annually
Interventions for those students entering KS3 with literacy/ numeracy levels below age related expectations for those students benefitting from Catch-up funding	Lexia programme Numeracy lessons Accelerated reading intervention	<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. 	GJO	Annually
Enrichment interventions (literacy, social skills, emotional)	Targeted small group withdrawal	<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 • New skills tracker 	GJO/LSH	Annually
Student Emotional Wellbeing interventions	Mindfulness training from David Lynch foundation. Yoga year 11 Chill skills for exams Excel in exam sessions Assemblies on wellbeing	<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 • Student attendance at Yoga • Student attendance at Excel in exams • Student voice 	SMI	Termly – Sept 2018, Dec 2018, Feb 2018

Key costs attributed to this focus area:	
• 2 day transition summer school for vulnerable year 6 students	3,500
• "My Tutor" 1 to 1 tuition programme	3,000
• Saturday and holiday intervention programmes	12,000
• Residential interventions for core subjects	10,000
• Deputy SENCO training and deployment	3,000
• Duke of Edinburgh project for SEN pupils	5,000
• Professional assessment of Exam Access Arrangements	4,000
• EAL 1 to 1 and small group support teacher	26,000
• Speech and language therapy package	16,000
• School counsellor	20,000
• Yoga and Wellbeing provision	5,000
• Literacy & Numeracy Interventions	5,000
Total budgeted cost	£121,000

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?
Raise aspiration through high quality careers information, advice and guidance (CAIG)	Following Gatsby Benchmarks, activities are planned for each year group which meet the Gatsby objectives. E.g. Year 9: Future Frontiers Year 10: one week of work experince for all pupils Year 11: at least one 1:1 careers guidance meeting with a careers advisor	<ul style="list-style-type: none"> • Career guidance is a vehicle for social justice: those young people without social capital or career support at home suffer most from poor career guidance. • In December 2017, the Department for Education released its new career guidance strategy which placed the eight Gatsby Career Benchmarks at its heart. 	<ul style="list-style-type: none"> • Link Governor reviews • Monitoring of impact against Gatsby benchmarks termly 	JGU	Termly
Mentoring and behaviour support	Behaviour mentor delivering small group and individual mentoring and coaching. Working with men programme for vulnerable boys.	<ul style="list-style-type: none"> • Feedback from students, parents and teachers • Behaviour records show a need for intervention of this nature. • Working with Men partnership work had a demonstrable impact in 2017/18 • Internal staffing has skill set to deliver mentoring programmes within school and curriculum model 	<ul style="list-style-type: none"> • Feedback from students, parents and teachers • Behaviour records of individuals involved show impact. • Working with men report • Behaviour mentor report 	DCO	Termly
Year 10 intervention programme	Careers activities and coaching Use of Prep and Key Skills to raise attainment of pupils not studying Ebacc.	<ul style="list-style-type: none"> • Year 10 attendance and ATL data • Student and parent feedback 	<ul style="list-style-type: none"> • Data point tracking • Student engagement surveys and student voice • ATL learning scores • Behaviour tracking 	PKE	Annually

Drama and school productions	Link with high quality external providers to raise aspiration	<ul style="list-style-type: none"> • 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/ BMA	Annually
Expanding horizons and exploration	Varied trips and visits programme, with an entitlement for all children	<ul style="list-style-type: none"> • 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 	DCO/MHU	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	Breakfast club – free breakfast available daily for all students, free fruit available at break and lunch.	<ul style="list-style-type: none"> • 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	Termly
Key costs attributed to this focus area:					
<ul style="list-style-type: none"> • Additional Independent Careers Adviser 					
<ul style="list-style-type: none"> • “Working With Men” mentoring programme 					
<ul style="list-style-type: none"> • Behaviour Mentor 					
<ul style="list-style-type: none"> • Key Skills group staffing 					
<ul style="list-style-type: none"> • Breakfast Club 					
Total budgeted cost					£50,000