

Academic Year	2019-2020
Percentage of pupils	55.7%

For the 2019/20 financial year, Compass School Southwark received £935 for each eligible pupil, amounting to total Pupil Premium funding of £223,465. At Compass School, we planned for the spending of the Pupil Premium on the basis of an academic year (September to August).

The school's plan was interrupted by the Covid-19 lockdown and the school's attention turned to providing online learning for all year groups and ensuring all disadvantaged pupils had access to IT at home. By June 2020, all Pupil Premium pupils in years 7-10 received a laptop to support with their learning around 8 received wireless dongles. There were food drops for vulnerable pupils and provision of other resources including reading books and games.

Cost: £41,000

1. Barriers to 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	Outcome
<b>A.</b>	<ul style="list-style-type: none"> <li>Pupil premium GCSE achievement in line with national and LA</li> <li>Pupil premium GCSE in-school gaps lower than national and LA</li> <li>Pupil premium progression to L3 study in line with peers</li> </ul>	<ul style="list-style-type: none"> <li>70% of PP achieving grade 4 or above in English and maths:</li> <li>41% of PP achieving grade 5 or above in English and maths:</li> <li>PP achieve Progress 8 score of 0.3</li> <li>Reduce the proportion of Key Stage 3 pupils with reading ages below 9.06 by 50 %</li> </ul>	<p>Actual results – Outcome Achieved</p> <ul style="list-style-type: none"> <li>62% of PP achieved grade 4 or above in English and maths</li> <li>45% of PP achieving grade 5 or above in English and maths</li> <li>PP achieved Progress 8 score of 0.4</li> <li>All but 1 pupil has progressed to Post 16 study or training. 37% A Level, 57% Vocational, 3% Apprenticeship, 3% NEET.</li> <li>Catch-up reading group made an average of 0.9 years progress in their reading age over the period before lockdown.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Pupils across all year groups have good levels of attendance.</li> </ul>	<ul style="list-style-type: none"> <li>PP attendance to be <math>\geq</math> 96%</li> <li>PP persistent absence &lt; 13%</li> </ul>	<ul style="list-style-type: none"> <li>PP attendance at the point of lockdown – 93.9%, non-PP 94.9%</li> <li>PP PA</li> <li>Virtual School engagement was in line with non- PP at averaging 35%</li> </ul>

<p><b>C.</b></p>	<ul style="list-style-type: none"> <li>• Pupil premium cohort show high levels of engagement in extra-curricular learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• PP attendance to interventions in line with peers</li> <li>• PP engagement with Show My Homework in line with peers</li> <li>• PP engagement with and online learning platforms in the core in line with peers</li> <li>• PP engagement in trips is in line with peers</li> <li>• PP progress in extra-curricular activity skills tracker in line with peers</li> </ul>	<p>Total 94.5% of pupil premium students took part in one or more enrichment activities. This shows a positive engagement in enrichment activities as compared with our whole school average of 89.3%.</p> <p>Breakdown of PP students by no. Of enrichment activities participated in.</p> <ul style="list-style-type: none"> <li>• 37.5% (69 pupils) in Years 7-11 took part in 1 enrichment activities</li> <li>• 21.1% (39) in Year s7-11 took part in 2 enrichment activities</li> <li>• 15.2% (28) in Years 7-11 took part in 3 enrichment activities</li> <li>• 10.3% (19) in Years 7-11 took part in 4 enrichment activities</li> <li>• 10.3% (19) in Years 7-11 took part in 5-10 enrichment activities</li> </ul> <p>NB Skills Tracker – incomplete due to end of year not being possible due to lockdown.</p> <p>NB: SMHW only shows last login data.</p>
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<b>3. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-20</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>lead</b>	<b>Evaluation</b>

<p>Pupil Premium cohort are performing in line with their peers <b>achieving grade 4 and above and 5 and above in GCSE English and Maths</b></p>	<ul style="list-style-type: none"> <li>• Quality first teaching including in-class differentiation</li> <li>• Small group teaching in Year 11 English, Maths and Science</li> <li>• Small group interventions</li> <li>• One to one tuition</li> <li>• Master-classes and Saturday interventions</li> <li>• CIAG provision</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes of lessons observations.</li> <li>• Data point outcomes</li> <li>• Summer results</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance schedule</li> <li>• Progress panel meetings</li> <li>• RAP meetings</li> <li>• Centralised tracking in all departments</li> <li>• Key students identified at every data point for bespoke interventions.</li> </ul>	<p>SNG</p>	<p>Outcome: Met and exceeded in terms of progress made by pp students. Actual results show that PP students make more progress than no pp.</p> <ul style="list-style-type: none"> <li>• P8 gap 0.23</li> <li>• PP P8 of 0.4</li> <li>• Non pp of 0.17</li> </ul> <p>Attainment of PP students in line with non pp students</p> <ul style="list-style-type: none"> <li>• 62% of PP achieving grade 4 or above in English and maths</li> <li>• 63% of non PP achieving grade 4 or above in English and maths</li> <li>• 45% of PP achieving grade 5 or above in English and maths</li> <li>• 48% of non PP achieving grade 5 or above in English and maths</li> </ul>
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<p>PP have increased in their <b>attendance to above national figures (at least 96%)</b></p>	<ul style="list-style-type: none"> <li>• Targeted interventions,</li> <li>• Attendance panel meetings</li> <li>• Parental engagement programmes</li> <li>• Rewards and incentives including half termly reward breakfast</li> <li>• Building staff capacity including EWO support</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance figures are currently higher than national standards for persistent absence.</li> <li>• Gaps need to continue to be narrowed</li> </ul>	<ul style="list-style-type: none"> <li>• Regular monitoring of attendance of these targeted groups, termly attendance reports and mentoring meetings.</li> <li>• Data points evidence impact</li> <li>• Tracking impact of EWO from referral to attendance improvements</li> <li>• Student and parent voice activities</li> <li>• Tracking % of pupil premium students at attendance reward activities</li> </ul>	<p>JHA</p>	<p>Attendance target was not met for PP students; however, their attendance was broadly in line with non-pp students</p> <p>PP attendance (until March 2020) was 93.9%, compared to 94.9% for non-pp.</p> <p>There were 30 persistently absent PP students (until March 2020) compared to 34 non-PP students.</p> <p>34 of the 44 EWO cases were with PP students.</p> <p>Attendance certificates were given out each half term (including during lockdown)</p>
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<p>High Quality <b>Enrichment Programme</b> delivered</p>	<ul style="list-style-type: none"> <li>• 55 minutes of timetabled enrichment for year 7-9</li> <li>• Extensive provision of after-school enrichment</li> <li>• Use of Skills Builder to improve and track soft skill development targeting core values of resilience, teamwork, aspiration.</li> <li>• Extensive programme of trips and visits accessible to all year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop new skills that can support them in their academic studies</li> <li>• Students build cultural capital</li> <li>• Student positive feedback with regards enrichment as part of their school experience</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks, planning documentation and work scrutiny</li> <li>• Tracking attendance and participations and qualifications</li> <li>• Student voice</li> <li>• Data points evidence impact – skills builder</li> <li>• Published programmes in place</li> <li>• Online tracking platform</li> </ul>	<p>SMI/ BMA/ SNG</p> <p>94.5% of pupil premium students took part in one or more enrichment activities. This shows a positive engagement in enrichment activities as compared with our whole school average of 89.3%.</p> <p>84.3% of pupil premium students who are also HPA students took part in at least one out of lesson HPA activity or programme throughout the year. NB: 22% of these were extended mentoring programmes for Year 11 students (Autumn/Spring).</p> <ul style="list-style-type: none"> <li>• 34% (11) took part in 2-3 HPA activities/programmes</li> <li>• 18.7% (6) took part in 4-5 HPA activities/programmes</li> <li>• 9.3% (3) took part in 6-7 HPA activities/programmes</li> </ul> <p>Learning Walks of Enrichment (both internal and external) evaluated the strengths and student enjoyment of enrichment in Autumn Term. Student Voice determined external enrichments to be continued in 2020-21 inc. Ballers Academy,</p>
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				<p>Boxercise, Leatherwork, First Stories, Debate Mate, Burnett News Club.</p> <p>NB: Virtual School Enrichment continued both virtually and with vulnerable/key worker group.</p> <p>NB Skills Builder – incomplete due to end of year not being possible due to lockdown.</p>
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<p>School runs a range of parental engagement sessions to which attendance of PP students and families is comparable with non-PP</p>	<ul style="list-style-type: none"> <li>• Regular parental sessions for both KS3/4 parents and students.</li> <li>• A range of guidance materials provided to support parents' engagement with their child's learning</li> <li>• Use of technology via SIMS for communications and reporting purposes to give parents real-time information on the students</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 students do not have the skills to prepare effectively for exams</li> <li>• Parents have requested additional information in how to support their children</li> <li>• Increased incidents of social and emotional wellbeing impacting on academic progress in school</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking attendance at sessions</li> <li>• Tracking impact on exam results</li> <li>• Parental and student feedback</li> <li>• Tracking of attendance for vulnerable students</li> </ul>	<p>JHA</p>	<p>Parental engagement varied at events and PP data was not collected</p> <ul style="list-style-type: none"> <li>• Two parent evening were held before lockdown. Overall attendance at these was 63%, with Y11 parents evening being the most attended at 79%</li> <li>• A key stag 4 evening was held in Sep 2019 and attended by 74% of families. This supported parents with: <ul style="list-style-type: none"> <li>-Keeping their child safe online</li> <li>-relationships and sexual health</li> <li>-how to support their child during their GCSEs</li> </ul> </li> </ul> <p><b>ACTION:</b> Collect PP attendance data at parental events</p>
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Pupil Premium engage fully in online homework and revision resources ( Show my Homework, PIXL etc.)	Online provision as students all have access to this via mobile phones Reduction in reliance on school staff for homework concerns Develop independent skills	<ul style="list-style-type: none"> <li>• Research evidences the impact of home learning on increased academic progress</li> <li>• Revised home learning policy needs students to be able to access homework resources from outside school</li> <li>• Student Council feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking and rewarding use of programmes</li> <li>• Tracking impact on completion and submission of home learning tasks</li> <li>• Impact on progress and student outcomes</li> <li>• Student voice and tracking of student independent learning skill</li> </ul>	GJO	Pupil Premium engagement estimated at 35% average during Virtual School, ranging from 29% to 66%. Highest online engagement (66%) was during assessment week. Engagement of pupils who received a laptop ranged from 30% to 66% during the period of Virtual School.
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"> <li>• Students to develop team work skills</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reward for winning house</li> <li>• Half termly updates</li> <li>• % increase in the number of housepoints/rewards given</li> <li>• Student voice survey on rewards given</li> </ul>	JHA	PP students were well awarded during the academic year and supported through various mentoring opportunities.  55,055 HP were awarded to PP students (compared to 49,230 for non-PP)

**Key costs attributed to this focus area:**

<ul style="list-style-type: none"> <li>• Purchase of additional ICT resources to support vulnerable learners including EAL students</li> </ul>	5,000
<ul style="list-style-type: none"> <li>• 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</li> </ul>	68,000
<ul style="list-style-type: none"> <li>• LA Early Help service – Family Support Worker including Early Help Service</li> </ul>	12,500
<ul style="list-style-type: none"> <li>• 2nd day of external Education Welfare Officer provision</li> </ul>	11,000
<ul style="list-style-type: none"> <li>• Show My Homework and GCSE Pod Licences</li> </ul>	3,000

• PIXL membership	4,000
• School reward activities	4,000
• Total budgeted cost	<b>£106,500</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation</b>
Embed a range of interventions for those students at risk of underachieving	<ul style="list-style-type: none"> <li>• Weekly Saturday master classes/interventions</li> <li>• Coaching and mentoring</li> <li>• Half-term master classes</li> <li>• Maths and Science GCSE Residential conferences</li> <li>• Small group tutoring</li> <li>• Addition of an extra class for Maths and English at Year 11</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Feedback from parents</li> <li>• Current results</li> </ul>	<ul style="list-style-type: none"> <li>• Regular lesson observations</li> <li>• Raising Attainment meetings</li> <li>• Review meetings</li> <li>• Effective tracking documentation</li> <li>• PP/Non PP attendance at interventions</li> </ul>	SNG	<p>All interventions took place with improved levels of attendance compared to prior years.</p> <p>Residentials were booked, but cancelled due to Covid.</p>

Interventions for those students entering KS3 with literacy/ numeracy levels below age related expectations for those students benefitting from <b>Catch-up funding</b> further embedded	<ul style="list-style-type: none"> <li>Lexia programme</li> <li>Numeracy lessons</li> <li>Accelerated reading intervention</li> </ul>	<ul style="list-style-type: none"> <li>Current data</li> <li>Transition data</li> <li>SEN register</li> </ul>	<ul style="list-style-type: none"> <li>Regular lesson observations</li> <li>Raising Attainment meetings.</li> <li>Data point tracking</li> <li>Key groups of students identified at every data point.</li> </ul>	GJO	Data from the Autumn/Spring term showed students benefitting from catch up funding interventions identified made greater progress than their peers.
Enrichment interventions embedded(literacy, social skills, emotional)	<ul style="list-style-type: none"> <li>Targeted small group mentoring and reading</li> </ul>	<ul style="list-style-type: none"> <li>Current reading age data</li> <li>Behaviour for learning of current year 7 cohort</li> <li>SEN needs of current students</li> </ul>	<ul style="list-style-type: none"> <li>STAR Intervention records</li> <li>Behaviour data tracking</li> <li>Data point tracking</li> <li>Parent and student voice feedback</li> <li>New skills tracker</li> </ul>	GJO/ YOL	Catch-up reading group made an average of 0.9 years progress in their reading age over the period before lockdown.
Student Emotional Wellbeing interventions embedded	<ul style="list-style-type: none"> <li>Yoga Enrichment</li> <li>Excel in exam sessions</li> <li>Assemblies on wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Attendance concerns related to KS4 wellbeing</li> <li>Parent feedback related to friendship and social emotional mental health concerns</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring attendance from students</li> <li>Student voice and feedback from student council</li> <li>Student attendance at Yoga</li> <li>Student voice</li> </ul>	SMI	62% of pupils participating in Yoga were pupil premium pupils from Years 7-9.  Wellbeing assemblies held – sharing information from the school nurse as well as other organisations.  Esteem sessions held for all pupils on social and emotional health and
<b>Key costs attributed to this focus area:</b>					
<ul style="list-style-type: none"> <li>Saturday and holiday intervention programmes</li> </ul>					12,000
<ul style="list-style-type: none"> <li>Residential interventions for core subjects</li> </ul>					10,000
<ul style="list-style-type: none"> <li>EAL 1 to 1 and small group support teacher</li> </ul>					26,000

• Speech and language therapy package	16,000
• School counsellor	20,000
• Mental Health provision	5,000
• Literacy & Numeracy Interventions	5,000
<b>Total budgeted cost</b>	<b>£94,000</b>

**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	Evaluation
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<p>Raise aspiration through high quality careers information, advice and guidance (CAIG)</p>	<p>Following Gatsby Benchmarks, activities are planned for each year group which meet the Gatsby objectives. E.g.</p> <ul style="list-style-type: none"> <li>• Year 9: Future Frontiers</li> <li>• Year 10 work experience</li> <li>• Year 11 at least one 1:1 guidance meeting with a careers advisor</li> <li>• A-Level Options function; speakers and LFT programme</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• In December 2017, the Department for Education released its new career guidance strategy which placed the eight Gatsby Career Benchmarks at its heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Link Governor reviews</li> <li>• Monitoring of impact against Gatsby benchmarks termly</li> </ul>	<p>OCO/S NG</p> <p>100% of Year 11 PP students had at least one 1:1 interview with an external careers adviser. Target students received follow up interviews/support. 1 PP student currently NEET due to health issues.</p> <p>PP students at risk of becoming NEET were enrolled on a mentoring scheme in partnership with Construction Youth Trust. 100% of students gave positive feedback about the programme and all students enrolled have moved on to further education.</p> <p>12 Y10 PP students were also enrolled in a mentoring scheme with the law firm Gowling WLG. All students enrolled in the programme have visited and worked with lawyers from the business. All students enrolled say they thought the programme was a success.</p> <p>100% of PP tudents now have access to Unifrog with timetabled slots for Year 11 to complete independent careers research.</p> <p>Year 9 Future Frontiers programme delayed by lockdown – to be resumed on return.</p> <p>All Year 10 PP students completed one week’s work experience and reflection.</p>
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					30 Year 9 pupils completed Headstart Action Programme, the majority were PP.
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<p>Mentoring and behaviour support</p>	<ul style="list-style-type: none"> <li>• Behaviour mentor delivering small group and individual mentoring and coaching</li> <li>• Working with men programme for vulnerable boys</li> <li>• Bede House mentoring for year 7/8 target pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, parents and teachers</li> <li>• Behaviour records show a need for intervention of this nature.</li> <li>• Internal staffing has skill set to deliver mentoring programmes within school and curriculum model</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, parents and teachers</li> <li>• Behaviour records of individuals involved show impact.</li> <li>• Working with men report</li> <li>• Behaviour mentor report</li> </ul>	<p>SNG/J HA</p>	<p>86% of students who attended Strengthening Minds mentoring (Y9 and Y10) were PP students. Whilst the programme is only 10 weeks, these students maintain a relationship with their mentors once completed. During lockdown, Strengthening Minds was delivered virtually to Year 9 student. Feedback from parents said that this really helped during this challenging time, which is also reflected in their virtual attendance which peaked at 70%.</p> <p>64% of students who attended Future Men mentoring (Y7 and Y8) were PP students. Two of the students were subsequently permanently excluded for challenging behaviour, but the presence of the mentor did support these students (and staff) whilst they were in school.</p> <p>100% of students who attended Bede House Provision were PP students. Their attendance at Bede House lowered their behaviour incidents during free time – because these students often struggled</p>
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					to abide by the behaviour expectations during extended periods of free time
Year 10 intervention programme	<ul style="list-style-type: none"> <li>• Careers activities and coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Year 10 attendance and ATL data</li> <li>• Student and parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Data point tracking</li> <li>• Student engagement surveys and student voice</li> <li>• ATL learning scores</li> <li>• Behaviour tracking</li> </ul>	SNG	Summary of Y10 attendance 95.32% (whole school) 94.49% PP in Y10 94.46% Non PP Y10 96.16% All Year 10 PP students completed one week's work experience and reflection.
Expanding horizons and exploration	<ul style="list-style-type: none"> <li>• Varied trips and visits programme, with an entitlement for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of all trips and visits (including check on proportional representation)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates</li> <li>• Increase YoY number of trips</li> <li>• Evidence of impact on learning</li> </ul>	SNG	80% of pupil premium pupils too part on a school trip or visit. Of these 80%, 56% of them attended more than one trip or visit.
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	<ul style="list-style-type: none"> <li>• Free breakfast daily for all students</li> <li>• Free fruit available at break and lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor take up of school meals, attendance at breakfast club, take up of free fruit.</li> <li>• All students to eat school meal.</li> <li>• Over 50% of students to eat fruit (higher than LA average)</li> </ul>	<ul style="list-style-type: none"> <li>• Catering tracking data</li> <li>• YoY comparisons</li> <li>• Benchmark against LA data</li> </ul>	MSE	Free breakfast was provided to all students daily. There was the option of toast or cereal to eat.  Free fruit is available for students at both break and lunch time.
<b>Key costs attributed to this focus area:</b>					
<ul style="list-style-type: none"> <li>• Additional In</li> <li>• dependent Careers Adviser</li> </ul>					7,000
<ul style="list-style-type: none"> <li>• Behaviour Mentoring <ul style="list-style-type: none"> <li>○ Future Men</li> <li>○ Greenhouse Table Tennis</li> <li>○ Strengthening Minds</li> <li>○ Bede House youth worker</li> </ul> </li> </ul>					10,000
<ul style="list-style-type: none"> <li>•</li> </ul>					

• Breakfast Club	5,965
<b>Total budgeted cost</b>	<b>£23,000</b>