



## Pupil Premium Strategy

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| Academic Year        | 2020-21   |
| Percentage of pupils | 55.8% Y8 –11. Y7 PP data due in Jan 2021<br>45.6% of the whole school |

For the 2020/21 financial year, Compass School Southwark received £935 for each eligible pupil, amounting to total Pupil Premium funding of £226,700. At Compass School, we planned for the spending of the Pupil Premium on the basis of an academic year (September to August).

| 1. Barriers to attainment (for pupils eligible for PP)  |  |
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| <b>In-school barriers</b> ( <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.   |
| <b>External barriers</b>  |  |
| 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  |

| <b>2. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> ) |   | <b>Success criteria</b>  | <b>Outcome</b>  |
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| <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>• 64% of PP achieving grade 4 or above in English and maths:</li> <li>• 46% of PP achieving grade 5 or above in English and maths:</li> <li>• PP achieve Progress 8 score of 0.4</li> <li>• Reduce the proportion of Key Stage 3 pupils with reading ages below 9.06 by 50 %</li> </ul>                 | <p>56% of PP students gained a grade 4+ in English &amp; maths compared to 62% for the whole cohort</p> <p>39% of PP students gained a grade 5+ in English &amp; maths compared to 44% for the whole cohort</p> <p>PP students P8 score of +0.31, whole cohort +0.57</p> <p>Reading test being retaken Sept 21 so no comparison yet.</p>  |
| <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>  | This target was not achieved due to the adverse impact of COVID-19 on pupils' attendance.   |
| <b>C.</b>  | <ul style="list-style-type: none"> <li>• Pupil premium cohort show high levels of engagement for interventions.</li> </ul>  | <ul style="list-style-type: none"> <li>• PP attendance to interventions 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>Interventions were limited due to restrictions caused by the pandemic. The result was the focus shifted from interventions to student engagement in on line learning.</p> <p>All PP students received a lap top and access to wifi so home/virtual learning could continue during the lockdown.</p> <p>This saw engagement increase from 15-54% for PP students between March-July 2020, and increase of engagement of 37- 65% of Non-PP students during the same period.</p> <p>There was only one trip, to Jamie's Farm that took place due to the restrictions of lockdown and the pandemic.</p> <p>.</p> |

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| D. | <ul style="list-style-type: none"> <li>• Pupil premium students to fulfil their potential for post 16 progression</li> <li>• Pupil premium students to be highly engaged in the co-curricular programme</li> </ul> | <ul style="list-style-type: none"> <li>• 40% of PP students continue onto A levels</li> <li>• 78% progress onto a Level 3 curriculum</li> <li>• Values data shows similar results across PP and non-PP cohorts.</li> </ul> | <p>Data for all students:</p> <p>NEET students - 2018-2019 - 13% - 2019-2020 - 8% - 2020-2021 - 2%.</p> <p>Students studying level 2 and above - 2018-2019 - 87% - 2019-2020 - 75% - 2020-2021 - 87%.</p> <p>The data isn't broken down for A levels and level 3 progression although from the data we do have, we think 70% of students went on to study A levels.</p> <p>As an indicator of potential progression on to A levels, 39% of PP students gained a grade 5+ in English &amp; maths compared to 44% for the whole cohort.</p> |
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| <b>3. Planned expenditure</b>  |                          |   |   |      |            |  |  |  |  |
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| <b>Academic year</b>   |                          | <b>2020-21</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>  |                          |   |   |      |            |  |  |  |  |
| Desired outcome  | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | lead | Evaluation |  |  |  |  |

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| <p>Pupil Premium cohort are performing in line with their peers</p> <p><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 and pathways</li> <li>• Small group teaching in Year 11 Maths and Science</li> <li>• 33% more curriculum time increased for Humanities and MFL</li> <li>• Availability of computer rooms for Y11 History and MFL</li> <li>• Small group interventions during key Skills lessons</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>• Seating plans centralised</li> <li>• Centralised tracking in all departments</li> <li>• Key students identified at every data point for bespoke interventions.</li> </ul> | <p>GJO/<br/>PKE</p> | <p>The gap has slightly widened this year, with PP students performing below that of their peers, however they are still making good progress.</p> <p>PP students P8 score of +0.31, whole cohort +0.57</p> <p>PP students making progress above the national average (based on 2019 coefficients) but less than Non-PP cohort.</p> <p>56% of PP students gained a grade 4+ in English &amp; maths compared to 62% for the whole cohort</p> <p>39% of PP students gained a grade 5+ in English &amp; maths compared to 44% for the whole cohort</p> <p>FFT 20 Y11 target grades estimate<br/>40% of Y11 will gain a grade 5+ in E &amp; M, this is in line with outcomes.<br/>FFT 20 targets estimate 81% grade 4+ in E &amp; M, PP students are not in line with this outcome. These were ambitious targets.</p> <p>Many of the actions outlined were affected due to lockdowns, however data points were used to identify target groups of students.</p> |
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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>ESN</p> | <p>Interventions as planned did not go ahead due to COVID disruption, however pastoral staff, LFTs and Heads of Year made regular phone calls home and maintained communication with parents, especially where students were not engaging with online work.</p> <p>Premier league introduced to promote attendance.</p> <p>EWO interventions took place.</p> <p>Engagement for PP students was in line with Non-PP students. Up to October 2020 Pupil Premium attendance was 93.3% compared to Non-Pupil Premium at 95.7%. From January 2021, attendance was significantly affected by lockdown and COVID restrictions.</p> |
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| <b>High Quality Intervention Programme delivered</b> | <ul style="list-style-type: none"> <li>• Use of Skills Builder to improve and track soft skill development targeting core values of resilience, teamwork, aspiration.</li> <li>• Students to sit GL base line assessments in Y7</li> <li>• CATs tests to identify starting points and focus for catch up.</li> <li>• Extensive programme of trips and visits accessible to all year groups</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> | GJO | <p>Students sat GL assessments. CATs test were used to identify a starting point.</p> <p>This data was used as a base line to inform pathways and interventions.</p> <p>Skills Builder has been used in the past to track progression for soft skills and enrichment but was not used for this in the last academic year. Values data has replaced the tracking of the Compass values and was reported to parents with each report. It was felt that skills builder was not an effective way to track data.</p> <p>The PASS (part of GL assessments) data allowed staff to highlight students who had not been brought to our attention based on how they evaluated themselves at the end of lock down.</p> <p>This data was used to provide mentoring for academically able students</p> <p>Our biggest finding was a severe lack of confidence in 'self-regard as a learner' with only 60% students seeing this as a strength. KS3 girls were significantly below this figure.</p> |
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|  |  |  |  |  | <p>Due to the whole-school nature of this issue, the T&amp;L framework was refined to focus on live-marking and independent learning opportunities to build resilience.</p> <p>Re-testing of PASS to be completed October 2021 (first edition completed March 21)</p> <p>Trips were affected by Covid restrictions but some trips were able to go ahead eg Shakespeare trip to Peckham, Play On</p> <p>80% of pupil premium pupils took part on a school trip or visit. Of these 80%, 56% of them attended more than one trip or visit.</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> | ESN/<br>PKE | <p>Parent engagement sessions were run through an online platform, School cloud.</p> <p>This facilitated video meetings between parents and teachers. It allowed a proactive approach to a high percentage signing up, but actual attendance to the call in some case was lower.</p> <p>Attendance was not measured as it was not broken down in to PP and Non-PP but is for the whole cohort.</p> <p>Y7 78%<br/>Y8 75%<br/>Y9 56%<br/>Y10 47%<br/>Y11 82%</p> <p>Supporting your child sessions held for KS3 and 4 with a focus on Keeping Safe, Sexual Health and Relationships. Sessions were well received but low attendance from parents. We will look at how to improve this in the year ahead.</p> |
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| <p>Pupil Premium engage fully in online homework and revision resources ( Show my Homework, PIXL etc.)</p> | <p>Online provision as students all have access to this via laptops<br/><br/>Reduction in reliance on school staff for homework concerns<br/><br/>Develop independent skills</p> | <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 | <p>Move to virtual school meant we moved to using OneNote and Teams as primary forms of setting work. 15-54% engagement of PP students between March-July 2020, and 37 – 65% engagement of Non-PP students during the same period.</p> <p>PASS survey shows this group to score relatively low for 'self-regard as a learner' (57.9%) which may explain lower than expected engagement. Second PASS survey delayed to HT1 21-22 academic year to measure progress against this measure.</p> |
| <p>New house-based activities and rewards fosters sense belonging and community ethos</p>                  | <p>Visible collection of coins based in Library<br/><br/>Frequent inter-house competitions</p>   | <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>   | ESN | <p>COVID meant that Compass coins did not comply with our risk assessment.</p> <p>Community and rewards were fostered through engagement data on line lessons.</p> <p>The school invested in Class Charts as an alternative.</p> <p>Virtual postcards were sent home.</p>   |
| <p><b>Key costs attributed to this focus area:</b></p>   |  |  |  |     |   |

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| • Purchase of additional ICT resources to support vulnerable learners including EAL students   | 5,000           |
| • 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 | 68,000          |
| • LA Early Help service – Family Support Worker including Early Help Service   | 12,500          |
| • 2nd day of external Education Welfare Officer provision  | 11,000          |
| • Show My Homework and GCSE Pod Licences   | 3,000           |
| • PIXL membership  | 4,000           |
| • School reward activities   | 4,000           |
| • Total budgeted cost  | <b>£106,500</b> |

#### 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 | Evaluation |
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| <p>Embed a range of interventions for those students at risk of underachieving</p> | <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> | PKE | <p>All interventions took place with improved levels of attendance compared to prior years, however these had to stop due to Covid restrictions.</p> <p>Residentials were booked, but cancelled due to Covid.</p> <p>Small group tutoring took place on site and on line with tutors provided by national tuition programme.</p> <p>An academic mentor worked with small groups of students in English.</p> <p>English target PP students Y11 results between assessments 1 and 2 show that: 75% (55% of all) of students improved by 1 or more grade, 50% (54% of all) by 2 grades.</p> <p>As for English above, Maths PP students between assessment 1 and 2 catch up students: 100% (81% of all) made progress of 1 grade or more, 40% (45% of all) 2 grade or more.</p> |
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| Interventions for those students entering KS3 with literacy/ numeracy levels below age related expectations for those students benefitting <b>from 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/<br>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>        | GJO         | <p>62% of pupils participating in Yoga were pupil premium pupils from Years 7-9.</p> <p>Wellbeing assemblies held – sharing information from the school nurse as well as other organisations.</p> |
| <b>Key costs attributed to this focus area:</b>   |   |   |  |             |   |
| <ul style="list-style-type: none"> <li>Saturday and holiday intervention programmes</li> <li>Residential interventions for core subjects</li> <li>EAL 1 to 1 and small group support teacher</li> </ul> |   |   |  |             | 12,000<br>10,000<br>26,000  |

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| • 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 7/8: CYT careers intervention for SEND/EAL students</li> <li>• Year 10 work experience and Future Frontiers</li> <li>• Year 11 at least one 1:1 guidance meeting with a careers advisor; continuation of Future Frontiers</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 report</li> <li>• Monitoring of impact against Gatsby benchmarks termly</li> </ul> | <p>OCO/<br/>RBE</p> | <p>100% of Year 11 PP students had at least one virtual 1:1 interview with an external careers adviser. Target students received follow up interviews/support.</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>10 Year 8 PP students took part in a mentoring programme with CYT to learn about construction careers and a project to design and build a bench. Feedback from students and employers very positive.</p> <p>100% of PP students now have access to Unifrog with timetabled slots for Year 11 to complete independent careers research.</p> <p>Year 10 Future Frontiers programme took place successfully with great feedback from students</p> |
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|  |  |  |  |  | <p>and mentors. Programme will continue into year 11.</p> <p>All Year 10 PP students completed an online work experience programme.</p> <p>The governors were give a review of destinations of the 2020-2021 leavers.</p> |
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| Mentoring and behaviour support | <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> | ESN | <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</p> |
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|   |  |   |  |     | struggled 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> | ESN | <p>Summary of Y10 attendance in the Autumn 95.32% (whole school) 94.49%)<br/>PP in Y10 94.46% Non PP Y10 96.16%</p> <p>Reporting system was changed from ATL to engagement and Compass values data.</p> <p>All Year 10 PP students completed one week's work experience and reflection.</p> |
| 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>                                  | ESN | <p>80% of pupil premium pupils took part on a school trip or visit. Of these 80%, 56% of them attended more than one trip or visit.</p>   |
| 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 | <p>Free breakfast was provided to all students daily. There was the option of toast or cereal to eat.</p> <p>Free fruit is available for students at both break and lunch time.</p> <p>Food parcels provided to families in need during lockdown</p>  |
| <b>Key costs attributed to this focus area:</b>   |  |   |  |     |   |

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| • Additional In<br>dependent Careers Adviser  | 7,000                                     |
| • 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> | 10,000                                    |
| •   |   |
| • Breakfast Club  | 5,965                                     |
|   | <b>Total budgeted cost</b> <b>£23,000</b> |