

Pupil premium strategy statement 2021-22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

1. School overview

Detail	Data
School name	Compass
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	M Huntley, Principal
Pupil Premium lead	P Kennedy/ B Clapham Senior leaders
Governor / Trustee lead	Grace Majumdar

2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,083
Recovery premium funding allocation this academic year	£ 33,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254,651

Part A: Pupil premium strategy plan

3. Statement of intent

The objective for our Pupil Premium students is to remove barriers to attainment so that they achieve the aspirational targets we set and achieve at least in line with other cohorts in school and exceed those nationally. It is also to provide Pupil Premium students with an enriched curriculum providing opportunities that are academic, creative, and promote well-being and health. The implementation of this plan is a process rather than an event and will be implemented in stages throughout the school year.

It will be reviewed each half term and RAG rated in terms of progress against our objectives.

In considering our Pupil Premium spending we are monitoring factors that can negatively affect the education and access to teaching for Pupil Premium students.

We have used the following sets of data to identify our priorities and make evidence-based decisions. These are:

- National test data including GCSE, GL assessments and Cognitive Ability Tests (CATs)
- Internal test and assessment data
- Lesson observations and learning walks
- Ofsted data
- Surveys/Interviews

In addition, we will consider:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high mobility levels

4. Our approach

At the heart of our approach, we will ensure **high-quality teaching** and focus on support where disadvantaged pupils need it the most. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its **targeted academic support** through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We will also target support through a programme of intervention and in lessons support.

In addition, we have a range of **wider strategies** designed to support the whole student so they can thrive at school.

5. Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

The challenges faced by Pupil Premium students are described in the table below.

Challenge number	Detail of challenge
1	<p>Low literacy skills including reading, oracy and academic writing.</p> <p>Data from GL assessments, verbal reasoning, on entry to year 7 for the last 3 years indicate that between 49% - 63% of our pupils arrive below age-related expectations. This has significant consequences on students' ability to access the full curriculum.</p> <p>Baseline data from English assessments/accelerated reading indicates that disadvantaged students are behind their non-disadvantaged peers in chronological reading age. Data shows that 51% in Y7, 53%, in Y8, 60% in Y9 of students are at or above the benchmark.</p>

	<p>The Secondary Inspection Data Summary Report shows that students arrive at the school well below the national average in reading and writing and mathematics.</p> <p>13% of our students are EAL and 35% of this cohort are disadvantaged. These students need support in accessing the curriculum with in lessons.</p>
2	<p>Impact of school closures</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>One indicator of this is engagement data during the first lockdown, March – July 2020. Engagement data saw engagement increase from 15-54% for PP students and an increase of engagement of 37– 65% of Non-PP students during the same period.</p> <p>End of Year 10 assessment data for the current year 11 cohort has PP circa 0.9 grades behind non-PP for the Progress 8 measure.</p>
3	<p>Low attendance of targeted groups.</p> <p>Our attendance data last year indicates that attendance among disadvantaged pupils has been between 3.5 % lower than for non-disadvantaged pupils.</p> <p>End of school year data July 2020-21</p> <ul style="list-style-type: none"> • PP attendance 90.5% • Non-PP attendance 94.0% • PP persistent absence 11.9% • Non –PP persistent absence 10.3%
4	<p>Lower levels of progress and attainment across the curriculum.</p> <p>2020-21 KS3 scores show that PP students are less likely to be on target for their pathway than their peers. Non-PP average KS3 point score 2.74, PP average point score 2.39 (scale 1-4. 1 = not on track to target, 4= exceeding target) 2017-18 – GCSE P8 scores, PP –0.65, Non-PP –0.38 2018-19 - GCSE P8 scores, PP –0.15, Non-PP –0.10 2019-20 - GCSE P8 scores, PP 0.4, Non-PP 0.17 2020-21 - GCSE P8 scores, PP 0.43, Non-PP 0.77</p>

5	<p>Social and economic factors impacting access to home learning and independent work.</p> <p>Many pupils have low cultural capital and do not always have the space and resource at home to work independently, including study at home.</p> <p>We know this through the surveys that were completed at the first lockdown that showed students did not have access to a working space and PC.</p> <p>The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</p>
6	<p>Low levels of self-esteem, self-belief and confidence.</p> <p>The PASS (Skills builder) 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. 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% of students seeing this as a strength. KS3 girls were significantly below this figure. Due to the whole-school nature of this issue, the T&L framework was refined to focus on live-marking and independent learning opportunities to build resilience.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals to MyConcern increased significantly, with concerns mainly linked to emotional issues and home.</p>
7	<p>Low expectations</p> <p>Historically low attendance to parents' evenings and information events indicate a limited focus on academic success in the community. In the most concerning cases, there can be a disproportionate focus on excusing behaviour that breaches our behaviour policy rather than support the school to uphold high standards.</p> <p>The Secondary Inspection Data Summary Report destination data show that students are well below the national average for moving into sixth form post 16. (This is impacted by the school being 11-16)</p>

6. Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • At least in line with the national average Attainment 8 score and in line with the school's non-disadvantaged cohorts • A progress 8 score above the national average and in line with the school's non-disadvantaged cohorts
Improved reading, oracy and academic writing among disadvantaged pupils across KS3.	Reading comprehension (GL assessment and STAR) tests demonstrate: <ul style="list-style-type: none"> • <5% require urgent intervention • >70% in line with their chronological reading age • >90 engagement with Bedrock literacy programme • No gaps in the performance of PP vs non-PP Teachers should also have recognised this improvement through engagement in lessons and quality of work in books.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Three-year trend in attendance figures show the gap narrowing and attendance data for all cohorts including disadvantaged to be above national figures by 2024/25.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve quality and frequency of independent learning/study skills including study at home.	Lesson observations show disadvantaged students' ability to be resilient and work independently in line with their peers.

	<p>Homework tracking on DPR shows that all groups of students are completing homework in line with the school policy.</p> <p>Use of homework club monitored indicating sustained take up of support for this support.</p>
<p>High levels of self-esteem, self-belief and confidence.</p>	<p>Student voice and surveys (PASS) show that students have a healthy level of self-esteem, self-belief and confidence.</p> <p>Disadvantaged students show equal engagement in trips and enrichment activities as their non-disadvantaged peers.</p>
<p>Disadvantaged students and their parents value academic success and have a clear understanding of the different pathways available post 16.</p>	<p>Attendance at parent events such as Parents Evenings and information evenings is in the same proportion as numbers of PP and Non-PP students.</p> <p>Numbers of disadvantaged students taking up Level 3 academic qualifications in 2024/25 are in line with their non-disadvantaged.</p>

7. Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

8. High quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £93,280

Key costs attributed to this focus area:	Evidence that supports this approach	Challenge numbers addressed	Cost
Accelerated reader licensees	EFF teaching and learning tool kit- Reading and comprehension strategies	1, 2, 4	16,700
DPR and Class Charts licensees	EFF teaching and learning tool kit- Feedback	1, 2, 4	3,000
Purchase of additional ICT resources to support vulnerable learners including EAL students	Guides here to approved frameworks https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education	1, 2, 4	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	EFF teaching and learning tool kit- Homework	2, 5	68,000
GL assessments including CATs	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 4, 5	3,780
School reward activities	EEF teaching and learning tool kit- Behaviour interventions	6	4,000
Total budgeted cost			£93,280

9. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110,800

Key costs attributed to this focus area:	Evidence that supports this approach	Challenge numbers addressed	
Saturday and holiday intervention programmes	Residential to build support and run catch up sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	4, 5	12,000
Residential interventions for core subjects	Residential to build support and run catch up sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	4, 5	10,000
Literacy & Numeracy Interventions	Intervention to support students will increase confidence, retrieval and attainment. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1	5,000
EAL 1 to 1 and small group support teacher	13% of our students are EAL and 35% of this cohort are disadvantaged. These students need support in accessing the curriculum with in lessons. Resources to be provided e.g. computer tablets to allow fast translation.	1, 4	26,000
Speech and language therapy package	Paying Guys and St Thomas hospital to provide this support.	1, 4	9,800
Catch up tutors	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to	1, 2, 4	20,000 (approx figure – needs to be confirmed)

	one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF		
Study skills and support programmes, external providers eg Positively You	Teaching metacognitive strategies to pupils can be a method to help pupils become more independent learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	5	3,000
School counsellor	Promoting mental health support https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST	2, 6	20,000
Mental Health provision	Promoting mental health support https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST	2, 6	5,000
Total budgeted cost			£110,800

10. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 79,865

Key costs attributed to this focus area:	Evidence that supports this approach	Challenge number addressed	
Additional Independent Careers Adviser	Careers strategy to improve social mobility and rewarding careers https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf	7	7,000
Behaviour Mentoring o Future Men	EEF teaching and learning tool kit- Behaviour interventions	6, 7	10,000

<ul style="list-style-type: none"> o Greenhouse Table Tennis o Strengthening Minds o Jamie's Farm 	Mentoring		
Brilliant club, Future frontiers	EFF teaching and learning tool kit- Behaviour interventions	6, 7	
Breakfast Club	As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on pupils' social development and the way in which they help some pupils make wider friendship groups and become more confident. Evaluation of breakfast clubs	4, 6	5,965
Enrichment	Programme of enrichment and external provider of esteem sessions to raise aspiration and cultural capital of students. Encouraging a broader range of interests and engagement with school.		26,000
Esteem sessions			5,600
Support for Drama exam			1,800
LA Early Help service – Family Support Worker including Early Help Service	LA early help service supports disadvantaged students with family support.	2, 3	11,100
2nd day of external Education Welfare Officer provision	EWO improves attendance by engaging with parents and students who need it the most. The EWO focuses on students under 90% and works with the family to get attendance up.	2, 3,	11,000
Total budgeted cost			£79,865

Total budgeted cost: £ 283,945