

# Annual Pupil Premium Review

September 2017/18

## Cohort Information

For the 2017/18 financial year, Compass School Southwark will receive £935 for each eligible pupil, amounting to total Pupil Premium funding of approximately £135,575 (145 students, as calculated by the EFA based on the autumn 2017 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 2016-17

## 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
	49	68
Year 7	49	65
Year 8	35	50
Year 9	28	63
<b>Total</b>	<b>161</b>	<b>62</b>

## Attendance gap

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

Year Group	Attendance gap
Year 7	1.9%
Year 8	2.3%
Year 9	4.4%*
Year 10	5.9%
<b>Total</b>	<b>3.6%</b>
National attendance gap	3.2%

The Compass attendance gap is slightly higher than the National gap of 3.2%

*\*this figures removes two outliers. These are two students who have been persistent absentees since the start of the year and have a huge impact on the overall figures. Both are currently live court cases.*

## Overall progress and attainment

### Year 8 (cohort 2020)

PP students in year 8 made better progress than non PP students. The progress gap across the nationally recognised 8 qualifications is +0.427. Attainment for this cohort was less than for their non PP counterparts with an attainment 8 score of 18.29 (compared with 21.62 for non PP students).

	English	Maths	EBACC	Average P8
Pupil Premium	-2.284	-2.806	-2.253	-2.989
Other Students	-2.793	-3.074	-2.685	-2.562

### Year 9 (cohort 2019)

PP students in year 9 continued to make better progress than non PP students. The gap narrows slightly across the nationally recognised 8 qualifications to +0.256. With this rate of progress, the 0.29 average prior attainment score at KS2 has been narrowed over three years of study at Compass School Southwark to 0.03 by the end of KS3.

	English	Maths	EBACC	Average P8
Pupil Premium	-2.128	-3.087	-2.715	-2.467
Other Students	-2.173	-3.371	-2.892	-2.723

Attainment for this cohort was lower than for non PP students, with an attainment 8 score of 22.28 (3.01 less than non PP students)

### Year 10 (cohort 2018)

PP students in Year 10 continue to make better progress when compared to their non PP counterparts. Progress is better in both the destination grades (by 0.106 levels) and the end of year 10 actual exam results (by 0.247 levels).

	English	Maths	EBACC	Average P8
Pupil Premium	-2.087	-2.46	-2.229	-2.303
Other Students	-2.161	-3.69	-2.698	-2.55

**Destination Grades (Projected outcomes at EY11)**

Year 10 Key Stage 4	2016/17 Half Term 4		
	All Pupils (45)	PP (33)	Non-PP (12)
Attainment 8	44.46	42.34	50.17
Progress 8	0.221	0.246	0.140
% Grade 4+ in En & Ma	62.2%	51.5%	91.7%
% Grade 5+ in En & Ma	26.7%	18.2%	50.0%
% achieving EBacc	17.8%	12.1%	33.3%

**Actual Year 10 Exam results (July 2017)**

Year 10 Key Stage 4	2016/17 End of Year Exams		
	All Pupils (45)	PP (33)	Non-PP (12)
Attainment 8	23.62	22.17	27.63
Progress 8	-2.362	-2.303	-2.550
% Grade 4+ in En & Ma	2.2%	0%	8.3%
% Grade 5+ in En & Ma	0%	0%	0%
% achieving EBacc	0%	0%	0%

Attainment of PP students is below that of their counterparts, however this reflects the lower starting point for these students. The analysis of this data has led to key interventions having been put in place to ensure that PP students are able to continue to make more progress than non PP counterparts and achieve the new nationally recognised benchmarks of grade 4+ or 5+ in English and Maths.

# Analysis of Pupil Premium spending 2016/17

Overall, PPM students at Compass School make better progress than their non PPM counterparts. In English, progress is 0.1 sublevel lower than Non PPM students. Across the school, students who were supported by the Pupil Premium funding are making progress slightly above national expected progress in English, Maths and Science.

Progress of PP students (based on estimated progress 8 figures)		
English	Maths	Science
-2.17	-2.78	-2.58
Progress of Non-PP students		
-2.38	-3.05	-2.61
Gap		
0.21	0.27	0.03

## OSTED, May 2017

'The school uses the pupil premium and catch up premium effectively to improve the performance of disadvantaged pupils and pupils who join the school with lower than expected literacy and numeracy skills.

'Leaders and governors now confidently scrutinise the impact of additional funding on pupil's outcomes'

Impact of Spending

1. Planned expenditure					
Academic year		2016-2017			
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?	RAG	Comments
Pupils on PP are performing in line with their peers <b>achieving % grade 4 and above in GCSEs</b>	Quality first teaching, Small group teaching, Small group interventions, One to one tuition Masterclasses and Saturday interventions	<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>Regular lesson observations</li> <li>Progress panel meetings</li> <li>Data point tracking</li> <li>Principal review documents</li> <li>Key students identified at every data point for bespoke interventions.</li> <li>STAR intervention records</li> </ul>		Although destination progress looks positive, the current projected outcomes would suggest a gap of 40.2%
PP have increased in their <b>outcomes</b> and <b>attendance</b>	Quality first teaching, Targeted interventions, Attendance meetings and Parental engagement programmes. Rewards and incentives Mentoring	<ul style="list-style-type: none"> <li>Attendance figures are currently below expected targets.</li> <li>Gaps need to continue to be narrowed</li> <li>PP attendance is 2.4% lower than non PP attendance</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>PP attendance will rise at a faster rate than non PP attendance</li> <li>Data points evidence impact</li> <li>STAR intervention records</li> </ul>		Gap in PP compared to non PP attendance has increased by 0.9% since last academic year and 1.2% over the course of the year Progress figures however demonstrate that they are making better progress than their non PP counterparts

Quality <b>Enrichment Programme.</b>	Part of the schools core values Develops exploration and resilience All students in KS3 to access four hours a week of enrichment	<ul style="list-style-type: none"> <li>• Students develop new skills that can support them in their academic studies</li> <li>• Student are externally certificated</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 qualifications</li> <li>• External reviews of showcases and productions</li> <li>• Student voice</li> <li>• Data points evidence impact</li> </ul>		Enrichment had greater rigour and challenge with mid-term planning and skills and knowledge objectives
<b>Key costs attributed to this focus area:</b> Senior Leader of Achievement (% salary) Student Administration Support (attendance) Extended school day (3.30 – 4.30pm provision) Compulsory Enrichment programme City Year (1/2) LA Early Help service					
<b>Total budgeted cost</b>					<b>£264,000</b>
<b>ii. Targeted support</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>Staff lead</b>	<b>When will you review implementation?</b>
Wave 2/3 interventions for those students at risk of underachieving	Saturday master classes, Interventions, Coaching and mentoring Half term master classes, Conferences in Core subjects	<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> </ul>		PP students identified and targeted via Progress panels Programme of Saturday and half term master classes run

Raising attainment and securing student progress	Mentoring One to one support One to one tutoring City Year	<ul style="list-style-type: none"> <li>HT2 data Information</li> <li>CY impact report 2015/16</li> </ul>	<ul style="list-style-type: none"> <li>Regular lesson observations</li> <li>Raising Attainment meetings</li> <li>Line management accountability</li> <li>Clear intervention criteria</li> </ul>		T2 CY report identified progress made by targeted students.
Wave 2/3 interventions for those students at risk of underachieving for those students benefitting from <b>Catch-up funding</b>	Lexia and additional Interventions Small group numeracy lessons Small group literacy lesson	<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> <li>Review meetings with parents.</li> </ul>		Literacy and Numeracy Improvement groups run
Enrichment interventions (literacy, numeracy, social skills, emotional)	Targeted small group withdrawal Time bonded and monitored impactful sessions	<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> </ul>		Poor impact of Inclusion enrichments due to staffing capacity
<b>Key costs attributed to this focus area:</b>					
Inclusion Team (EBD and literacy focus) City Year (1/2) Literacy & Numeracy Interventions					
<b>Total budgeted cost</b>					<b>£59,985</b>
<b>iii. Other approaches</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>Staff lead</b>	<b>When will you review implementation?</b>
Personal wellbeing and holistic development of students	School Counsellor service	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> <li>Previous impact report</li> </ul>	<ul style="list-style-type: none"> <li>Raising Attainment meetings</li> <li>Students' feedback</li> <li>Parents' feedback</li> <li>Data scrutiny for students involved</li> </ul>		High impact of school counsellor on reducing absence for key students and enabling access to curriculum
Working with parents to raise aspirations	Parental engagement programmes	Request from parents and students Observations from staff	Parent focus groups		Limited engagement reduced impact of any sessions run



Appointment of lead practitioners in English/ maths/ science	Recruitment of high quality teachers	Feedback from students, parents and teachers	<ul style="list-style-type: none"> <li>Regular lesson observations</li> <li>Raising Attainment meetings</li> <li>Students' feedback</li> <li>Parents' feedback</li> </ul>		Three high quality appointments made
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"> <li>Regular lesson observations</li> <li>Raising Attainment meetings</li> <li>Student feedback</li> <li>Parent feedback</li> </ul>		My Tutor run for a 10 week programme for targeted year 10 students
Self-esteem, confidence and motivational courses.	Externals to deliver tailored programs for targeted students.		<ul style="list-style-type: none"> <li>Regular lesson observations</li> <li>Raising Attainment meetings</li> <li>Students' feedback</li> <li>Parents' feedback</li> </ul>		Esteem programme run across all year groups within the school
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"> <li>Data point tracking</li> <li>Engagement in school productions</li> <li>Music qualifications</li> </ul>		Students now engaged in external productions and borough musical organisations.
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"> <li>Data point tracking</li> <li>Student engagement surveys and student voice</li> <li>ATL learning scores</li> <li>Behaviour tracking</li> </ul>		Increased focus in lead up to Year 10 exams. Impact seen in HT1 grades for year 11
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"> <li>Number of students engaging in productions</li> <li>External feedback on productions</li> <li>Data tracking for involved students</li> </ul>		Excellent Winter Show incorporating five different enrichment groups
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"> <li>Participation rates</li> <li>Increase YoY number of trips</li> <li>Evidence of impact on learning</li> </ul>		Range of trips covered. Need to analyse data to show impact of these on attainment and uptake across student body
Nutrition for learning	All students able to eat regularly, at little or no	Monitor take up of school meals, attendance at breakfast club, take up	<ul style="list-style-type: none"> <li>Catering tracking data</li> <li>YoY comparisons</li> </ul>		High student uptake and satisfaction with school

	cost to the student, to ensure focus and positive approach to learning	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"> <li>Benchmark against LA data</li> </ul>		food Work with Year 10 girls to modify provision for this cohort.
<b>Total budgeted cost</b>					<b>£117,605</b>
<b>Total budgeted cost</b>					