

# 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 School Southwark
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	57.50%
Academic years that our current pupil premium strategy plan covers	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	B Clapham
Governor / Trustee lead	Grace Majumdar

## 2. Funding overview

<b>Detail</b>	<b>Amount</b>
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
<b>Total budget for this academic year</b>	<b>£254,651</b>

# Part A: Pupil premium strategy plan

## 3. Statement of intent

Our aim is to remove barriers to attainment so that pupils eligible for Pupil Premium Funding achieve the targets we set and are at least in line with other cohorts in school and exceed those nationally. We also aim to provide an enriched curriculum comprising academic and creative activities that and promote well-being, health and build cultural capital. 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 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><b>Low literacy skills including reading, oracy and academic writing.</b></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 within lessons.</p>

2	<p><b>Impact of school closures</b></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><b>Low attendance of targeted groups.</b></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"> <li>• PP attendance 90.5%</li> <li>• Non-PP attendance 94.0%</li> <li>• PP persistent absence 11.9%</li> <li>• Non –PP persistent absence 10.3%</li> </ul>
4	<p><b>Lower levels of progress and attainment across the curriculum.</b></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)</p> <p>Historic validated GCSE data shows a closing of the gap, but more recent data shows that this has increased for the current year 11. (See end of year 10 data)</p> <p>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  2020-21 – Year 10 End of Year data, PP –1.65. Non-PP –0.95</p>

5	<p><b>Social and economic factors impacting access to home learning and independent work.</b></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><b>Low levels of self-esteem, self-belief and confidence.</b></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&amp;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><b>Low expectations</b></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	RAG	Review
<p>Above average attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• Above national average Attainment 8 score and in line with the school's non-disadvantaged cohorts (Attainment 8, 50)</li> <li>• Well above average Progress 8 score above the national average and in line with the school's non-disadvantaged cohorts (Progress 8 0.5)</li> </ul>		<ul style="list-style-type: none"> <li>- Those eligible for the Pupil Premium (61% of cohort) studied an ambitious curriculum in line with non-disadvantaged pupils with 70% studying the EBacc.</li> <li>- They achieved a Progress 8 score of – 0.72 and Attainment 8 score of 40.3. The confidence interval for this progress score is over 0.8.</li> <li>- 30% of PP achieved a strong pass in English and maths and the average EBacc APS for this group was 3.61.</li> <li>- Provisional National data would indicate these figures are not dissimilar to the National picture for disadvantaged students. (National disadvantaged: Eng/maths 5+ 29.5%, P8 –0.59, A8 37.5, EBacc APS 3.19)</li> <li>- Internal data shows disadvantaged pupils made more progress over the academic year than non-disadvantaged, and the gap narrowed.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>- The school needs to ensure that disadvantaged pupils achieve in line with overall National outcomes in 2022-23, so a Progress 8 score of at least 0 and Attainment 8 at 48.</li> </ul>

			<ul style="list-style-type: none"> <li>- There has been a curriculum adjustment to reduce the overall average qualifications taken by pupils from 10 to 9, with an overall decrease in coursework for pupils.</li> <li>- Development of a culture of high aspirations amongst all stakeholders is a priority alongside curriculum, teaching and learning and improvements in attendance.</li> <li>- Shift the focus in RAP meetings to include % of pupils achieving grade thresholds such as at 4+, 5+, 7+ alongside progress scores.</li> </ul>
<p>Improved reading, oracy and academic writing among disadvantaged pupils across KS3.</p>	<p>Reading comprehension (GL assessment and STAR) tests demonstrate:</p> <ul style="list-style-type: none"> <li>• &lt;5% require urgent intervention</li> <li>• &gt;70% in line with their chronological reading age</li> <li>• &gt;90 engagement with Bedrock literacy programme</li> <li>• No gaps in the performance of PP vs non-PP</li> </ul> <p>Teachers should also have recognised this improvement through engagement in lessons and quality of work in books.</p>		<ul style="list-style-type: none"> <li>- Work scrutiny in English indicates a marked improvement in pupils' use of tier-2 vocabulary</li> <li>- Pupils are using tier-2 vocabulary in their verbal responses confidently as evidenced in QA programme</li> <li>- 100% of students engaged with Bedrock in the academic year. 87% engaged in line with department requirements.</li> <li>- There was a 9% reduction in KS3 pupils requiring urgent reading intervention. 22% to 13% with the greatest progress being in year 7.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Increase minimum Bedrock engagement expectation and the application of new learning through alignment with fortnightly extended writing homework.</li> </ul>



			<ul style="list-style-type: none"> <li>- Set up reading intervention groups with Senior leaders and other volunteers.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Attendance &gt;95%</li> <li>• Persistent Absence &lt;/+10%</li> </ul>		<ul style="list-style-type: none"> <li>- Overall attendance pupil attendance was 90.8% in 2021-22, with a PA figure of 31%. This reversed pre-pandemic gains in attendance but is likely broadly in line with other schools nationally.</li> <li>- There was a difference of 4.28% between pupil premium and not pupil premium pupils' attendance. Non-Pupil Premium attendance was higher at 92.66% in comparison to pupil premium's attendance rate of 88.38%.</li> <li>- Pupil Premium were more likely to be persistently absent than non-PP.</li> <li>- There is a reluctance at LA level to escalate families to court action and fines.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Leaders have participated the DfE training on attendance and have increased capacity for first day calls and the robustness of these</li> <li>- Re-launch of attendance strategy for 2022-23 to promote high attendance amongst all stakeholders</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>		<ul style="list-style-type: none"> <li>- Trips:100% of all pupils went on trip or had an additional out-of-lesson learning experience (workshop etc) during the year 2021-2022.</li> <li>- After-school enrichments showed a 29% engagement rate for Pupil Premium.</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>		<ul style="list-style-type: none"> <li>- The school has successfully ensured higher levels of participation in opportunities taking place during the school day. E.g. Brilliant club – 55%, Flying fantastic – 42%, London Youth Games – 71%.</li> <li>- Student Voice data shows they feel safe in school, and the school encourages them to treat each other with respect.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>- Align student survey questions with success criteria in plan</li> <li>- Increase opportunity for girls' enrichment</li> <li>- Review student well-being provision/programme</li> </ul>
<p>To improve quality and frequency of independent learning/study skills including study at home.</p>	<p>Values data shows disadvantaged students' ability to be resilient and work independently in line with their peers.</p> <p>Homework tracking on ClassCharts shows disadvantaged 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>		<ul style="list-style-type: none"> <li>- ClassCharts data indicates a high level of homework completion, though Pupil Premium students were more likely to miss their homework. 12% of all HW (school wide) is not completed. 15% of all PP HW is not completed compared to 9% of non-PP.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>- Produce Homework report for PP students for analysis each HT</li> <li>- Launch of Study Support as part of our Parent Pledge in Sept 2022</li> <li>- Monitoring of attendance and impact on students over the course of the 12-week programme</li> </ul>

<p>High levels of self-esteem, self-belief and confidence.</p>	<p>Student voice and show that students have a healthy level of self-esteem, self-belief and confidence.</p>		<p>No impact measure was used during the academic year. The school introduced a Careers Aspiration Survey for Key Stage 4 which is now feeding into one-to-one careers interviews.</p> <p><b>Next Steps:</b></p> <p>Investigate use of PASS Survey as a potential measure</p> <p>Carry out Aspiration Survey analysis by pupil group and address gaps.</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>		<ul style="list-style-type: none"> <li>- Parents' Evening attendance <ul style="list-style-type: none"> <li>o Year 7 = 68%</li> <li>o Year 8 = 65%</li> <li>o Year 9 = 62%</li> <li>o Year 10 = 65%</li> <li>o Year 11 = 62% (combined)</li> </ul> </li> <li>- These are up &gt;10%+ on pre-Covid attendance for parents' evenings</li> <li>- The school's careers provision is published on the website and shared with pupils and parents. This includes links to P16 Provision in Southwark and pathways.</li> <li>- Introduced a post 16 fair at year 11 parents evening</li> <li>- 52% of the 2021-22 Year 11 cohort have progressed to a level 3 option Post 16.</li> <li>- Pupil Premium were just as likely to progress to Level 3 than non.</li> </ul> <p><b>Next Steps:</b></p>

			<ul style="list-style-type: none"> <li>– Continue to track post-16 progressions towards applications and push students into appropriate options based on their predicted grades and personal ambitions.</li> <li>– Parents’ evening briefings at KS4 to include P16 pathways.</li> <li>– Continue Careers Fair for Year 10 and 11 parents’ evening and careers adviser attendance.</li> </ul>
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## 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- <a href="#">Reading and comprehension strategies</a>	1, 2, 4	16,700
DPR and Class Charts licensees	EFF teaching and learning tool kit- <a href="#">Feedback</a>	1, 2, 4	3,000
Purchase of additional ICT resources to support vulnerable learners including EAL students	Guides here to approved frameworks <a href="https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education">https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education</a>	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	EEF teaching and learning tool kit- <a href="#">Homework</a>	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 4, 5	3,780
School reward activities	EEF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	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	Cost	RAG	www/next steps
Saturday and holiday intervention programmes	Residentials to build support and run catch up sessions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	4, 5	12,000		www: 2 residentials were run, for mathematics initially, then a joint residential of English, mathematics and science. There were on-going interventions (Saturday, half term and twilight) from October 2021.  Of the grade 3-4 English borderline pupils in

					<p>attendance, 100% achieved 4+, 2 achieved grade 5.</p> <p>The majority of the cohort attended the Maths residential. Higher pupils attended in October (pre mock 1) and Foundation attended at Easter. Sustained progress was seen with the Higher pupils and there was a boost between mock 2 and the actual exams from -0.9 to -0.33.</p> <p><b>Next steps:</b></p> <p>The shared residential between English, science and mathematics reduced the contact time for each subject. Review this arrangement for 2022-23.</p>
Residential interventions for core subjects	<p>Residentials to build support and run catch up sessions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	4, 5	10,000		As above
Literacy & Numeracy Interventions	<p>Intervention to support students will increase confidence, retrieval and attainment.</p> <p>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:</p>	1	5,000		<p>www: Academic mentors worked in English and Maths targeting those identified as furthest behind. This was informed by GL assessments.</p>

	<p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>			<p>Key Skills classes took place with Eng / Maths on rotation.</p> <p>Year 11</p> <p>Mathematics</p> <p>Key Skills P8 Maths –1.25 compared with cohort P8 of –0.33 with 33% grade 4+ and 25% grade 5+.</p> <p>English</p> <p>Key Skills P8 English –1.34 compared with a cohort of –0.29 with 41% achieved a Grade 4/5+ in English Literature with 25% achieving a Grade 4+ in English Language</p> <p>Year 10 English – 100% in HT6 working within target grade</p> <p>Year 10 maths – 50% now working within target grade.</p> <p><b>Next Steps:</b></p> <p>Key Skills Classes to participate in Functional qualifications for English and Maths to both support their achievement of qualifications as well as build confidence and</p>
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					transferable skills for Grade 4 targets in Eng/Maths at GCSE
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		<p>www:</p> <p>There was a dedicated EAL TA providing support in-class and in additional interventions.</p> <p>There were bespoke sessions for EAL students linked to the SRE and PSHE programme.</p> <p>Flash Academy programme has been bought and all EAL students are accessing the lessons. All EAL students (years 8-10) were assessed in the Summer term and all EAL students (years 7-10) were assessed at the start of the Autumn term.</p> <p>All staff have received training from leader of EAL to show how to best support EAL students in lessons.</p> <p><b>Next Steps</b></p> <p>Information from the EAL assessments to be shared with all staff. Advanced</p>



					training on curriculum area use of FlashAcademy. Targeted EAL pupil observations and monitoring of academic progress / EAL level progress.
Speech and language therapy package	Paying Guys and St Thomas hospital to provide this support.	1, 4	9,800		<p>www:</p> <p>Students who are accessing the service are making progress. SALT therapist is working with members of the Inclusion team to support and guide them in creating and delivering targeted interventions.</p> <p><b>Next steps:</b></p> <p>Review report from the SALT therapist to measure impact.</p> <p>The SALT therapist has helped the students she is working with make progress however, the team need to now learn how to continue what she is completing in sessions with students when she is not in.</p>
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: <a href="#">One to one tuition   EEF</a>	1, 2, 4	20,000 (approx figure – needs to		<p>www:</p> <p>Academic mentors are used to provide a range of</p>

	<p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>		be confirmed)		<p>support across year groups. Both led key skills classes in English and Maths for our target year 10 and 11 students. The English mentor also provides daily 1-2-1 reading sessions with our target readers (as per Star reading data). The maths mentor takes smaller class from main maths classes to offer greater support and supports in classes with weaker students.</p> <p>Total additional hours for the year: English mentor: 558</p> <p>Maths mentor: 507</p> <p><b>Next steps:</b></p> <p>Use of tutors for Parent Pledge implementation for KS3 to improve English and Maths from Year 7-11.</p>
<p>Study skills and support programmes, external providers E.g Positively You</p>	<p>Teaching metacognitive strategies to pupils can be a method to help pupils become more independent learners. <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5	3,000		<p>www:</p> <p>Positively You study skills sessions delivered to both Year 10 and 11 – focus on resilience, mind mapping, exam ‘busting’, study skills.</p>

					<p><b>Next Steps:</b></p> <p>Explore options for co-planning with external study skills provider. Gather student feedback on impact.</p>
School counsellor	<p>Promoting mental health support</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST</a></p>	2, 6	20,000		<p>www:</p> <p>The school counsellor increased their capacity to 15 students per 8-week program, as well as a drop-in session 1 day a week.</p> <p><b>Next steps:</b></p> <p>Increase capacity further and ensure students are aware of the drop in.</p>
Mental Health provision	<p>Promoting mental health support</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST</a></p>	2, 6	5,000		<p>www:</p> <p>Mental Health support has been provided via Esteem and during Mental Health Awareness week in line with RSE requirements.</p> <p>Several pastoral interventions have taken place during the academic year:</p> <ul style="list-style-type: none"> <li>Smiling Boys Project (10 pupils)</li> </ul>

					<ul style="list-style-type: none"> <li>○ Focused on BAME students and improving self-esteem</li> <li>• Milk &amp; Honey (12 pupils) <ul style="list-style-type: none"> <li>○ Focused on BAME girls and providing them with a positive focus</li> </ul> </li> <li>• The NEST (24 students) <ul style="list-style-type: none"> <li>○ Focused on PP with mental health issues</li> </ul> </li> <li>• Jamies Farm (12 pupils) <ul style="list-style-type: none"> <li>○ Focused on PP, behaviour and students with low self confidence</li> </ul> </li> <li>• Flying Fantastic was an off-site physical activity-based provision for 12 SEN students. 42% of students were PP. Students learnt new skills and developed resilience when challenged with learning and develop circus style skills.</li> <li>• An additional opportunity was provided through The Outward Bound Trust. This was an activity based 1 week residential for 12 PP with a focus on WBR. This</li> </ul>
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					<p>took place over Easter so had no impact on lessons.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Consider offer of Outward Bound funded circa 80% from PP.</li> </ul>
<b>Total budgeted cost</b>			<b>£110,800</b>		

## 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	Cost	RAG	www/next steps
Independent Careers Adviser	<p>Careers strategy to improve social mobility and rewarding careers</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</a></p>	7	7,000		<p>www:</p> <p>Anticipated 0% NEET for the 2021-2022 year (2% 2019-2020 and 8% 2018-2019).</p> <p>87% of students going to a level 2-3 destinations (85% 2019-2020 and not tracked in previous years).</p> <p>Level 3 destinations from this year reached 52%</p>

					<p><b>Next Steps:</b></p> <p>Relaunch Unifrog platform with pupils and parents</p> <p>Collect careers aspiration data for year 10 and 11 and use this to highlight and address gaps. Share outcomes with careers adviser.</p>
<p>Behaviour mentoring programmes:</p> <ul style="list-style-type: none"> <li>- Future Men</li> <li>- Greenhouse</li> <li>- Table Tennis</li> <li>- Strengthening Minds</li> <li>- Jamie's Farm</li> </ul>	<p>EFF teaching and learning tool kit- <a href="#">Behaviour interventions</a> <a href="#">Mentoring</a></p>	6, 7	10,000		<p>www:</p> <p>The Future Men mentoring programme targeted boys. These included 1:1 sessions for 14 students and group sessions for 41. The Strengthening Minds programme targeted PP boy and girls in Key Stage 3. These included 1:1 sessions for 19 students.</p> <p>Greenhouse mentoring did not occur beyond the official Greenhouse programme.</p> <p>The school runs an annual residential at Jamie's Farm. See Mental Health section.</p> <p><b>Next Steps:</b></p> <p>Agreed specific impact measures for each programme and evaluate performance against these.</p>

					<p>Ensure all interventions are time limited and with reduced impact on lesson time.</p> <p>Utilise Greenhouse TT as a possible intervention.</p>
Brilliant club, Future frontiers	EFF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	6, 7			<p>www:</p> <p>The Brilliant Club was run for 12 Year 8 high attaining students – 55% PP</p> <ul style="list-style-type: none"> <li>• PP students received 33 hours of tuition from PHD student.</li> <li>• 1 student achieved top grade (1<sup>st</sup>)</li> <li>• Most measurements Brilliant Club tracked improved from pre to post checks. <a href="#">Click here for report here.</a></li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Check that all additional enrichments offer reports to track impact.</li> <li>• Use in-school data to evaluate impact of interventions on attainment, attendance and behaviour measures.</li> </ul>
Breakfast Club	As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality	4, 6	5,965		www:

	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. <a href="#">Evaluation of breakfast clubs</a>				73% of students who attended breakfast club are PP  <b>Next Steps:</b>  Encourage more students to attend breakfast club through active promotion.
Enrichment Esteem sessions Support for Drama exam	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 5,600 1,800		www:  All students in year 7 and 8 take part in weekly enrichment on a Wednesday session 6.  The school has increased its provision in terms of range of clubs we now offer within and after the school day.  All year groups have a number of different enrichments to pick from each week.  All students take part in Esteem sessions in line with RSE requirements. This is tracked across years 7-11.  Data: <ul style="list-style-type: none"><li>• 29% of all attendance to after-school enrichments are attended by PP students.</li><li>• 56% of other in-school enrichments (not timetabled lessons) are attended by PP</li></ul>



					<p>students. These are often targeted for certain groups of students (E.g., Brilliant club for our HPA students)</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to track attendance to enrichments.</li> <li>• Have a bigger launch at the start of the next academic year to encourage more students to attend from the outset.</li> </ul>
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		<p>The school made 9 referrals to Early Help. The majority of these being PP and WBR and were via the universal provision.</p> <p><b>Next steps:</b></p> <p>The school will explore whether provision is warranted above and beyond the Early Help universal provision.</p>
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		<p>The EWO worked on the most challenging cases post pandemic (47 pupils).</p> <p>The EWO report details the interventions put in place.</p> <ul style="list-style-type: none"> <li>• 21 cases were closed due to improved attendance</li> <li>• 2 penalty notices</li> </ul>

					<ul style="list-style-type: none"> <li>• 18 home visits</li> </ul>
<b>Total budgeted cost</b>			<b>£79,865</b>		

**Total budgeted cost: £ 283,945**

