

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the April 2022 to March 2023 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	406
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 2022
Date on which it will be reviewed	October 2023
Statement authorised by	M Huntley, Principal
Pupil Premium lead	B Clapham
Governor / Trustee lead	Martin Deutz

2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£241,325

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 outcomes from 2021-22, GL Assessments and Cognitive Ability Tests (CATs)
- Internal summative assessment data
- Attendance and levels of persistent absence
- Behaviour incidences and exclusions data
- Lesson observations and learning walks
- Ofsted data
- Surveys/Interviews
- Wellbeing, mental health and safeguarding concerns
- Access to technology and educational materials

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 from 2021-22 shows that 49% in Y7, 37%, in Y8, 40% in Y9 of students are behind the national benchmark. The latest reading age data for Year 7 2022-23 shows that 44% of students are reading below the national 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. KS2 average scaled scores show that 14% of disadvantaged students (FSM data) are below average compared to 4% of students that are not. NB: 31% of pupils in this cohort did not have KS2 data and we are currently awaiting GL assessment data in English, Maths, Science and CAT tests (Nov 2022).</p>

	13% of our students are EAL and 35% of this cohort are disadvantaged (Sept 2022). These students need support in accessing the curriculum within lessons.
2	<p>Impact of school closures</p> <p>Our assessments including GCSE 2021-22, 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 and national GCSE data.</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 2021-22</p> <ul style="list-style-type: none"> • PP attendance 89.4% • Non-PP attendance 93.0% • PP persistent absence 29.8% • Non –PP persistent absence 14.3%
4	<p>Lower levels of progress and attainment across the curriculum.</p> <p>2021-22 KS3 end of year assessment scores show that PP students are less likely to be working above or within their target band than their peers in English and mathematics. The gap is greater in year 7, then closes by year 9. There is little gap in Science.</p> <p>Historic validated GCSE data (bold print) shows a closing of the gap, but more recent data shows that this has increased for the current year 11. (2019-20 and 2020-21 – formal exams were not sat)</p> <p>2017-18 – GCSE P8 scores, PP –0.65, Non-PP –0.38</p> <p>2018-19 - GCSE P8 scores, PP –0.15, Non-PP –0.10</p> <p>2019-20 - GCSE P8 scores, PP 0.4, Non-PP 0.17</p> <p>2020-21 - GCSE P8 scores, PP 0.43, Non-PP 0.77</p> <p>2021-22 - GCSE P8 scores – Overall -0.48, PP –0.72</p>
5	Social and economic factors impacting access to home learning and independent work.

	<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 opportunities for academically able students and enhancing our careers provision.</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	LEAD	RAG	Review
Above average attainment and progress 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"> Above national average Attainment 8 score and in line with the school's non-disadvantaged cohorts (Attainment 8, 50) Well above average Progress 8 score above the national average and in line with the school's non-disadvantaged cohorts (Progress 8 0.3) 	BCL		
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 	EWA		
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 <ul style="list-style-type: none"> Attendance >95% Persistent Absence </+10% 	ESN		
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing and positive attitudes to school from 2024/25 demonstrated by: <ul style="list-style-type: none"> GL PASS surveys show high levels of wellbeing and positive attitudes to school School identifies gaps and address this through the personal development curriculum 	EWA / ESN		
To improve quality and frequency of independent learning/study	Homework tracking on ClassCharts shows disadvantaged students are completing homework in line with the school policy.	RBE		

skills including study at home.	Use of homework club monitored indicating sustained take up amongst target PP cohort.	EWA (CYO)		
Disadvantaged students and their parents value academic success and have a clear understanding of the different pathways available Post 16	<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> <p>Career Aspiration Surveys for Year 10 and 11 show >70% ambition for Post 16 academic study and 50% aspire to university or equivalent</p>	ESN		59% of year 7 & 8 attended parental engagement evening
Disadvantaged EAL students have access to ICT equipment and platforms to support their progress / access to the curriculum	<ul style="list-style-type: none"> • Students in need of a laptop identified • Students can access and engage with curriculum outside via online learning platforms 	CHA		

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)

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	4,000
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	3,000
Extended school day: Year 7 and 8 have a taught curriculum of 26.6 hrs across a 33hr school week. Year 9-11 have a taught curriculum of 27.5 hrs across a 34hr school week.	Department for Education Levelling-up Includes Enrichment provision	1,5,7	144,000
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
Partnerships: PIXL	Specific student-focussed activities and events to accelerate progress for disadvantaged students.	1,4,5	4,000
Total budgeted cost			£165,780

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 including residential	Residential to build support and run catch up sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	4, 5	16,000		
Literacy & Numeracy Interventions	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 (Sept 2022). These students need support in accessing the curriculum within lessons.	1, 4	18,000		
Positively You Study skills programme for Year 10 and 11 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		
Mental Health provision including 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		
Total budgeted cost			£62,000		

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 Advise	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 programmes: - Future Men - Strengthening Minds - Jamie's Farm	EFF teaching and learning tool kit- Behaviour interventions Mentoring	6, 7	10,000		
Brilliant club	EFF teaching and learning tool kit- Behaviour interventions	6, 7	3,000		
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	6,000		
LA Early Help service – Family Support Worker	LA early help service supports disadvantaged students with family support.	2, 3	16,000		

including Early Help Service					
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			£53,000		

Total cost: £ 280,780

