

Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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.

School overview

Detail	Data
School name	Compass School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	61% (61)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	1 st Nov 2022
Date on which it will be reviewed	1 st Nov 2023
Statement authorised by	Debbie McKenzie
Pupil premium lead	Agata Jennings
Governor / Trustee lead	Maria Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,185
Recovery premium funding allocation this academic year	£13,507
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	£46,692

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Trauma-affected pupils face a variety of challenges that significantly impacts on their well-being, behaviour, engagement and academic performance
3	A lack of or limited access to Cultural Capital for our pupils plays a crucial role in the development of character

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

Intended outcome	Success criteria
To Improve attendance and punctuality and reduce persistent absenteeism	<ul style="list-style-type: none">• Improvement in pupils' attendance overall• Improvement in pupils' attendance against their prior attendance• Reduction in persistent absenteeism• Improvement in punctuality• Increased 'footfall'
To improve pupils' well-being, behaviour, engagement and academic performance through embedment of Trauma Informed Practice	<ul style="list-style-type: none">• Improved understanding and responding to pupils' needs• Improved engagement with the curriculum• Improved pupils well being• Improved outcomes• Improved attendance• Reduced behaviour issues

<p>To ensure Cultural Capital is incorporated in the curriculum to provide equity in education, close the achievement gap and promote inclusivity</p>	<ul style="list-style-type: none"> • Improved understanding of cultural diversity and inclusivity • Increased engagement with the curriculum • Improved academic outcomes • Improved social and emotional skills • Improved attendance • Pupil and staff survey to gauge the perception of the school's commitment to Cultural Capital
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £610 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Practice	<p>Trauma Informed Practice Training</p> <p>Impact:</p> <ul style="list-style-type: none"> • Improved understanding and responding to the needs of pupils who have experienced trauma • Enhanced pupils well being • Reduced behaviour events • Better academic outcomes 	<p>Challenge 2</p> <p>Whole school 2022-2023</p>

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

Budgeted cost: £18,038 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
An enrichment curriculum which is delivered through our commitment to	<p>This will have the following impact:</p> <ul style="list-style-type: none"> • Increased attendance and engagement • Improved academic outcomes 	<p>Challenge 3</p> <p>All pupils aged 7+</p>

increasing pupils' Cultural Capital	<ul style="list-style-type: none"> Improved social skills and self-esteem Post-16 take up 	
A personalised programme with targeted interventions to enable pupils to return and sustain engagement in full time education within their mainstream school	<p>This will have the following impact:</p> <ul style="list-style-type: none"> Deliver targeted interventions to mainstream school pupils Increased attendance and engagement Improved academic outcomes Improved social skills and self esteem 	Challenge 2 Intervention class of 8 pupils
Reading Plus Intervention	<p>This will have the following impact:</p> <ul style="list-style-type: none"> Accurate reading data in place to support teachers planning Improved reading skills Improved comprehension Improved social skills Improved outcomes which narrow the academic gap Development of a lifelong passion for reading 	Challenge 2 All pupils aged 7+
RWInc Fresh Start	<p>This will have the following impact:</p> <ul style="list-style-type: none"> Accurate phonics data in place to support teachers planning Improved fluency and accuracy of reading words Improved outcomes which narrow the academic gap 	Challenge 2 Primary pupils

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

Budgeted cost: £15,252 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in the hire of a school minibus to reduce barriers of engagement in school	<p>This will have the following impact:</p> <ul style="list-style-type: none"> Improved attendance Improved punctuality Reduced persistent absenteeism 	Challenge 1 All pupils

	<ul style="list-style-type: none"> • Improved engagement • Improved outcomes which narrow the academic gap 	
Investment in a Non-statutory service from EWO	<p>This will have the following impact:</p> <ul style="list-style-type: none"> • Improved attendance • Improved punctuality • Reduced persistent absenteeism • Improved engagement • Improved outcomes which narrow the academic gap 	<p>Challenge 1 All pupils</p>
Further investment in ICT resources	<p>This will have the following impact:</p> <ul style="list-style-type: none"> • Enhanced learning opportunities for pupils • Enhanced teaching methods • Improved engagement • Improved academic outcomes 	<p>Challenge 2 All pupils</p>

Total budgeted cost: £33,900 per annum

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attendance:

During the academic year of **2022-23**, we had **190** pupils of which, **93** were **PP pupils** and **97** were **non-PP**.

48/93 PP pupils were severely absent and **40/93** were persistently absent on arrival.

25/48 PP pupils who were severely absent made a significant improvement against their attendance on entry. This is an equivalent of **52%**.

10/40 PP pupils, who were persistently absent, made an improvement against their attendance on entry. This is an equivalent of **25%**.

36/97 non-PP pupils were severely absent and **49/97** were persistently absent on arrival.

20/97 non-PP pupils who were severely absent made an improvement against their attendance on entry. This is an equivalent of **19%**.

15/97 non-PP pupils, who were persistently absent, made an improvement against their attendance on entry. This is an equivalent of **15%**.

The data above clearly demonstrates that the initiatives undertaken by Compass School had a positive impact and resulted in the decrease of **PP pupils** being severely and/or persistently absent from school.

Attainment:

During the academic year of **2022/23**, Year 11 cohort consisted of **22** pupils who were entered for qualifications. **14/22** were **PP pupils** and of those, **6** obtained 5 or more qualifications, including Mathematics and English. This is an equivalent of **43%**.

3/8 non-PP pupils received 5 or more qualifications, including Maths and English. This is an equivalent of **38%**.

The data presented shows a slight improvement in outcomes for **PP** vs **non-PP**. It also highlights the need of continued enhancement of the Quality of Education to improve outcomes for all pupils.

Boxall:

In the academic year of **2022-23**, **70** pupils had Boxall Reports completed throughout the year. Of these, **33** were **PP pupils** and **37** were **non-PP**. Progress shown by Boxall for **PP pupils** was **23/33** which is an equivalent of **70%**. For **non-PP pupils**, the Boxall progress was **27/37**, which is an equivalent of **73%**.

This data indicates that there is still an area of development with regards to ensuring **PP** pupils' progress matches that of **non-PP**.

Behaviour (Suspension occurrences):

In the academic year of **2022-23**, there were **476** days of lost learning due to suspension for **PP pupils** and **512** for **non-PP** on arrival. This notably decreased to **232** suspensions in that current year for **PP**, which is an equivalent of **52%** decrease and **271** suspensions for **non-PP pupils**, which is an equivalent of **48%** decrease.

Post 16:

In the academic year of **2022-2023**, a bespoke and coordinated approach to monitor **Post 16** outcomes has demonstrated a significant improvement in supporting pupils onto the next stage of their education. This included:

- A career programme embedded into the curriculum
- A career interview provided for all Year 11 pupils
- A Job bulletin and career events shared with pupils and parents/carers
- A record of monitoring the progress and collaboration with the relevant stake holders to ensure transparency and support pupils in post 16 plans and aspirations
- A compass career benchmark tool used to evaluate the effectiveness of career activity within our setting

The school cohort of Year 11 pupils consisted of **27** pupils, all pupils were **PP pupils**. **21/27** pupils transitioned into further education, employment or training. This is an equivalent of **78%**.

Overall, the initiatives above proved to be largely successful and will continue to develop these in order to further improve outcomes for all **PP pupils**.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A