

## Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	187
Proportion (%) of pupil premium eligible pupils	73% (138)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2023-2024</b>
Date this statement was published	1 <sup>st</sup> November 2024
Date on which it will be reviewed	1 <sup>st</sup> November 2025
Statement authorised by	Debbie McKenzie
Pupil premium lead	Lacey Weeks
Governor / Trustee lead	Maria Anderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,905
Recovery premium funding allocation this academic year	£11,213
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,118

## 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"><li>• Improvement in pupils' attendance overall</li><li>• Improvement in pupils' attendance against their prior attendance</li><li>• Reduction in persistent absenteeism</li><li>• Improvement in punctuality</li><li>• Increased 'footfall'</li></ul>
To improve pupils' well-being, behaviour, engagement and academic performance through embedding Trauma Informed Practice and a Hub Model across the school	<ul style="list-style-type: none"><li>• Improved understanding and responding to pupils' needs</li><li>• Improved engagement with the curriculum</li><li>• Improved pupils well being</li><li>• Improved outcomes</li><li>• Improved attendance</li><li>• Reduced behaviour issues</li></ul>
To ensure Cultural Capital is incorporated in the curriculum to provide equity in	<ul style="list-style-type: none"><li>• Improved understanding of cultural diversity and inclusivity</li></ul>

education, close the achievement gap and promote inclusivity	<ul style="list-style-type: none"> <li>• Increased engagement with the curriculum</li> <li>• Improved academic outcomes</li> <li>• Improved social and emotional skills</li> <li>• Improved attendance</li> </ul>
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### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Practice CPD – 4 <sup>th</sup> September 2023	<p>This had the following impact:</p> <ul style="list-style-type: none"> <li>• An improved understanding and response to the needs of pupils who have experienced trauma</li> <li>• Enhanced pupil wellbeing</li> <li>• A reduction in negative behaviour events</li> <li>• Improved academic outcomes</li> </ul>	<b>Challenge 2</b> Whole school 2023-2024
Trauma Informed Practitioner – Level 5	<p>This had the following impact:</p> <ul style="list-style-type: none"> <li>• An improved understanding and response to the needs of pupils who have experienced trauma</li> <li>• A wealth of knowledge and understanding around the implementation of Trauma Informed pupil interventions</li> <li>• Enhanced pupil wellbeing</li> <li>• A reduction in negative behaviour events</li> <li>• Improved academic outcomes</li> </ul>	<b>Challenge 2</b> Whole school 2023-2024

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

Budgeted cost: £19,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
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An enrichment curriculum which is delivered through our commitment to increasing pupils' Cultural Capital	This had the following impact: <ul style="list-style-type: none"> <li>• Increased attendance and engagement</li> <li>• Improved academic outcomes</li> <li>• Improved social skills and self-esteem</li> <li>• Post-16 take up</li> </ul>	<b>Challenge 3</b> All pupils aged 7+
Reading Plus Intervention	This will have the following impact: <ul style="list-style-type: none"> <li>• Accurate reading data in place to support teachers planning</li> <li>• Improved reading skills including fluency</li> <li>• Improved comprehension skills</li> <li>• Improved social skills</li> <li>• Improved academic outcomes</li> <li>• Development of a lifelong passion for reading</li> </ul>	<b>Challenge 2</b> All pupils aged 7+
RWInc Fresh Start	This will have the following impact: <ul style="list-style-type: none"> <li>• Accurate phonics data in place to support teachers planning</li> <li>• Improved fluency and accuracy of reading words</li> <li>• Improved academic outcomes</li> </ul>	<b>Challenge 2</b> Primary pupils

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

Budgeted cost: £26,804

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	This will have the following impact: <ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Improved punctuality</li> <li>• Reduced persistent absenteeism</li> <li>• Improved engagement</li> <li>• Improved academic outcomes</li> </ul>	<b>Challenge 1</b> All pupils
Investment in a Non-statutory service from EWO (March-July 2024)	This will have the following impact: <ul style="list-style-type: none"> <li>• Improved attendance</li> </ul>	<b>Challenge 1</b> All pupils

	<ul style="list-style-type: none"> <li>• Improved punctuality</li> <li>• Reduced persistent absenteeism</li> <li>• Improved engagement</li> <li>• Improved academic outcomes</li> </ul>	
Further investment in ICT resources	<p>This will have the following impact:</p> <ul style="list-style-type: none"> <li>• Enhanced learning opportunities for pupils</li> <li>• Enhanced teaching methods</li> <li>• Improved engagement</li> <li>• Improved academic outcomes</li> </ul>	<p><b>Challenge 2</b> All pupils</p>

**Total budgeted cost:** £49,118

## 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 2023 to 2024 academic year.

#### **Attendance:**

##### **Persistent Absence:**

During the academic year of 2023 - 2024, we had 187 pupils of which, 138 were pupil premium pupils (74%) and 49 were non pupil premium (26%).

On their arrival in 2023-2024, 93.3% of pupil premium pupils were persistently absent.

By the end of 2023 -2024, this figure had dropped to 84.1% - a decrease of 9.2%.

On their arrival in 2023-2024, 83.9% of non-pupil premium pupils were persistently absent. By the end of 2023 -2024, this figure had dropped to 77.6% - a decrease of 6.3%.

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

##### **Attainment:**

During the academic year of 2023-2024, the Year 11 cohort consisted of 13 pupils who could be entered for English and Maths GCSE qualifications. Of the 13 pupils, 12 were entered for GCSE exams, with 9/12 pupils (75%) being pupil premium.

In English, 9/12 pupils secured a pass at GCSE, with 8/9 pupils (89%) being pupil premium. Of the 4 non pupil premium pupils entered for English, 2/4 (50%) secured a GCSE.

In Maths, 10/12 pupils secured a pass at GCSE, with 6/10 pupils (60%) being pupil premium. Of the 4 non pupil premium pupils entered for maths GCSE, 4/4 (100%) gained a GCSE qualification.

The data presented shows improved outcomes for pupil premium pupils in terms of the English qualification. It also highlights the need us to focus on the Maths GCSE for our pupil premium pupils as we move into 2024-2025.

##### **Social Skills Development/Boxall:**

In terms of pupils' social and emotional skills development, the Boxall average entry score for pupil premium pupils in 2023- 2024 was 65. The average Boxall score at the end of 2023-2024 was 76, an improvement of 11 points on average.

For non-pupil premium pupils, the Boxall average entry score was 68, with an average exit score of 78, an improvement of 10 points.

##### **Behaviour and Achievements:**

In the academic year of 2023 - 2024, pupil premium pupils secured 612 achievements and 384 behaviour incidents. In comparison, non-pupil premium pupils secured 230 achievements and 225 behaviour incidents. From this data, it is clear that pupil premium pupils made improvements over the course of the year in terms of their behaviour but also at the same time continue to increase the number of achievements, responding to the bespoke strategies and initiatives put in place for them during the course of the year.

- Post 16:

- In the academic year of 2023 - 2024, 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 15 pupils, with 11/15 pupils (73%) being pupil premium. All Year 11 pupil premium pupils secured a post 16 destination, demonstrating that 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