Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	204
Proportion (%) of pupil premium eligible pupils	(72%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026
Date this statement was published	1st November 2026
Date on which it will be reviewed	1st November 2027
Statement authorised by	Debbie McKenzie
Pupil premium lead	Dawn King
Governor / Trustee lead	Colm McKavanagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,305
Recovery premium funding allocation this academic year	£0
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	£49,305

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	**Access to Education** Some pupils who join the school have been out of full-time education for some time, and some struggle to attend school regularly. The school needs to improve the curriculum and support for pupils who are severely absent so that they quickly re-engage with education and attend more regularly.
2	All pupils face barriers and challenges to their learning, academic performance, engagement and wellbeing
3	Some pupils in the secondary phase do not develop their reading and writing skills well enough. This hinders their achievement. The school needs to make sure that pupils are given enough opportunities to practise reading and writing across the curriculum.

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 pupils' attendance, punctuality and reduce persistent absenteeism	• Improve pupils' overall attendance • Improvement in pupils' attendance against their prior attendance • Reduction in persistent absenteeism • Improvement in punctuality • Increased 'footfall' • Systems in place to quickly identify pupils at risk of poor attendance/punctuality • Implementation of early intervention
To provide an inclusive and nurturing environment and school experience for all pupils. As a result, this will improve pupils learning opportunities, academic performance, engagement and wellbeing.	• Improvements in pupils social and emotional skills • Improved academic outcomes • Increased attendance and punctuality including footfall • A reduction in behaviour incidents and an increase in achievements

To improve pupils' opportunities to enhance their Disciplinary Literacy skills.	• Increased opportunities across the curriculum for pupil to access and develop vocabulary, reading and writing skills • Improved reading ages, fluency and pronunciation in vocabulary • Sustained writing resilience • Improved academic outcomes • Improved social and emotional skills e.g. confidence; self-esteem

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1255

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Nurturing Schools Programme (NNSP) £314	This had the following impact: • An improved understanding and response to the needs of pupils • Further developed teacher/pupil relationships • Improved staff wellbeing which can be seen through pupils engagement • Increased networking opportunities • A reduction in negative behaviour incidents and an increase in achievement records • Improved academic outcomes	**Challenge 2**
Steplab coaching platform £780	• Improved practice leading to greater pupil engagement, attendance and academic outcomes • Fosters a culture of continual growth and improvement • Greater understanding of pupils' special educational needs • Staff are better equipped to meet pupils' needs through High-Quality Teaching methods • Improved staff wellbeing	**Challenge 1&2**
Values based learning accreditation £161	• Improved social and emotional wellbeing fostering a sense of belonging • Instigating a culture of mutual respect, dignity and non-discrimination leading to a positive school environment that is inviting to pupils • Empowerment and increased autonomy through a positive reinforcement approach	**Challenge 1&2**

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

Budgeted cost: £35,461.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
An enrichment curriculum which is delivered through our commitment to increasing pupils' Cultural Capital Outdoor Education School (off and on site) Parthian Climbing SOCO In Focus Personal Fitness (boxercise) Farm Visits SOCO £34,657	This had the following impact: • Increased attendance and engagement • Improved social skills • Post-16 take up and reduction in NEETS • Development of personal character and resilience • Given access to alternative ways of learning • Enabled pupils to access their curriculum by meeting individual SEND needs through Bespoke Educational Provision • Development of key skills such as teamwork, communication and problem solving	**Challenge 2**
Reading Schemes Reading Plus Salford Reading Tests Toe by Toe £804.05	This had the following impact: • Accurate reading data in place to support teachers planning • Improved reading skills including fluency • Improved comprehension skills • Improved academic outcomes • Development of a lifelong passion for reading	**Challenge 3**

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

Budgeted cost: £12,588.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in the hire of a school minibus and school car to reduce barriers of engagement in school £12588.95	This will have the following impact: • Improved attendance • Improved punctuality • Reduced persistent absenteeism • Improved engagement in educational provision	**Challenge 1&3**

	• Access to Cultural Capital Opportunities	

Total budgeted cost: £49,305

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 2025 to 2026 academic year.

During the academic year of 2025-26, we had 204 pupils of which, 147 were PP pupils (72%) and 57 were non-PP (28%).

There were 58 students who were single registration of which 77.6% were eligible for free school meals.

Attendance:

On arrival in 2025–26, 91.2% of single-registration pupil premium pupils were persistently or severely absent. By year-end, progress against prior data was 37.5% for severely absent pupils and 24% for persistently absent pupils, giving an overall improvement of 28.89%.

Footfall data showed a 100% improvement for severely absent pupil premium pupils and 55.6% overall, demonstrating the positive impact of Compass School's bespoke offer on attendance.

Attainment:

The Year 11 cohort comprised 21 single-registration pupils, 16 (76%) of whom were pupil premium. Of the 14 pupils entered for GCSEs, all achieved a grade in English and 10 in Maths. Stronger English outcomes reflect the whole-school focus on disciplinary literacy, including reading, vocabulary and Writing Revolution.

Reading Impact:

Toe by Toe assessments supported reading development, with pupils making an average of 14 months' progress in 2025/26, rising to 18 months for pupil premium pupils.

Boxall:

In 2025/26, pupil premium pupils' average Boxall score increased from 70 to 91, a 21-point improvement, up from 17 points in 2024/25. Non-pupil premium pupils improved from 67 to 78, an 11-point increase. This demonstrates the effectiveness of Compass School's targeted support, with pupil premium pupils making 10 points more progress than their peers.

Behaviour and Achievements:

Compass suspensions reduced by 100% from pupils' arrival levels across all pupils, including pupil premium.

In 2025/26, single-registration pupil premium pupils recorded 4,497 achievements against 1,229 behaviour incidents, equating to 3.6 times more positive achievements than incidents.

Post 16:

In 2025/26, a coordinated approach to Post-16 monitoring, stakeholder collaboration and Gatsby Benchmark evaluation strengthened support for pupils' next steps.

Of the 41 Year 11 pupils, 26 (63%) were pupil premium. Only one became NEET, while 12 progressed to mainstream destinations, 10 to education, employment or training, and two to education outside of a school setting.

Compass achieved 100% in six of the eight Gatsby Benchmarks, 95% in Benchmark 3 and 60% in Benchmark 7. Pupil premium funding also enabled all school leavers to access independent 1:1 career guidance, helping reduce the risk of NEET. These initiatives will continue to be developed to improve outcomes for pupil premium 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
Photography	InFocus
Personal Fitness	Barnes Boxing
Outdoor Education – Adventure based learning	The Outdoor Ed School
Farm Visits	Southampton City Farm
Music Therapy	SOCO Music Project