



## **Pupil Premium Spending 2020/1 (July: Final Review)**

### **What is Pupil Premium funding?**

The Compass Academy receives additional finance from Pupil Premium funding to ensure that all groups of pupils achieve well. Funding is linked to the number of pupils who are eligible to receive free school meals or are 'Looked After' or belong to 'Service Families'. This does not include those in receipt of Universal Free School Meals in Key Stage 1.

The DfE guidance states that schools are free to spend their Pupil Premium allocation as they see fit since they are best placed to assess what additional provision should be made for individual pupils within their responsibility. However, they also remind schools that they are accountable for the impact of this spending.

### **How do we ensure that Pupil Premium funding has the maximum impact?**

Clear and responsive leadership has high aspirations and expectations to ensure that there is an ethos of attainment for all pupils. Leaders drive a 100 per cent buy-in from all staff to convey positive and aspirational messages to disadvantaged pupils. Leaders use evidence including the EEF Toolkit to decide on which strategies are likely to be most effective in overcoming barriers to the learning of disadvantaged pupils. Particular consideration is given to high-impact, low-cost strategies.

Leaders and classroom staff use a wide range of information to help identify pupils who are not making expected progress. Information gathered considers the needs of the 'whole child' including social, emotional and mental health needs.

Information gathered includes:

- ongoing observations and discussions with the pupil and parents/carers
- rigorous assessment and tracking procedures
- feedback from teacher support and training meetings
- progress against the monitoring of EHCP targets and 'My Support Plan' targets
- outcomes of personal development ABAL data and Thrive assessments
- recommendations from other professionals, agencies and support workers
- feedback received from daily staff debriefs

Leaders frequently evaluate the effectiveness of resources and make adjustments as necessary. Staffing and quality of teaching is closely monitored to ensure the effective deployment of staff to support disadvantaged pupils and identify where the skills of teachers and support staff require development.

Performance management and ongoing monitoring procedures are used to reinforce the importance of this agenda, challenging staff on outcomes for disadvantaged pupils, as required.

<b>Pupil Premium Funding</b>	
Academic Year: 2020/1	Total funding: £34,335
Staff lead: Claire Horne	Lead Governor: Lynn Benton
Number of pupils: 33/43 (September, 2020)	% of cohort: 77%
*At the end of the academic year 33/46 pupils were recorded as pupil premium.	71.7%

<b>Identified barriers to learning</b>	
<p>Identified barriers to learning are specific to individual pupil needs. Robust procedures are established upon admission. 'Thrive' assessments are completed to ensure that a 360 analysis of pupil needs are undertaken. 360 reports are regularly updated by key members of staff to ensure that barriers to learning are reduced and any support/interventions are evaluated.</p>	
<p><b>1) Social, emotional and mental health difficulties</b></p>	<p>98% of our cohort have experienced some form of significant trauma or adverse childhood experience. Such events impact significantly on their emotional development. As a result many of our pupils are stuck in fight or flight response. This in turn affects sleeping patterns and general attitude towards learning. Many pupils have multi agency involvement and are receiving support from a number of different professionals including: Social services, Youth Justice, CAMHS and Refresh.</p>
<p><b>2) Gaps in learning</b></p>	<p>On average, pupils that attend the Academy have attended 4 different schools and have missed periods of education. For some, this may be weeks, for others, months or years. These gaps need filling to ensure that pupils have the basic skills to ensure that they can access the curriculum and set the foundation for future learning. Following the outbreak of Co-vid 19, many of our disadvantaged pupils have gaps in their learning and may require further support, particularly in the event that pupils may need to access remote learning opportunities.</p>
<p><b>3) Engagement</b></p>	<p>Upon admission, many pupils are disengaged from the education process, this is reflected through poor attitudes towards learning and low levels of attendance. This is further compounded in circumstances when parents/carers are also disengaged, having endured previous negative experiences including their child being permanently excluded/receiving a lack of professional support.</p>

## **2020/21 Pupil Premium Key priorities**

### **Pupil Premium Grant Spending 2020/1 Key priorities:**

- 1) To provide targeted support to those pupils identified as experiencing difficulties in managing their overall mood and mental health needs and remove social and emotional barriers to learning.
- 2) To secure improvements in basic skills: Reading, Writing and Maths. With a particular emphasis on reading and maths.

3) Improve levels of attendance and engagement through the funding of a breakfast club and providing home-school transport/opportunities to develop the capacity to travel independently.

Objective	Cost	Action	Impact Statement
1) To provide targeted support to those pupils identified as having gaps in emotional development. Interventions will remove social and emotional barriers to learning.	£5,000  £30 per hour  £500	-Partial Funding of Emotional Wellbeing lead to fund mentoring/supervision periods to promote emotional welfare. -Extend the therapeutic offer to include wider enrichment opportunities e.g. horse riding (see objective 3).. -Purchase of Thrive resources for the dedicated wellbeing area.	Enrichment opportunities have been restricted due to Covid 19 limitations, however, in school opportunities have still been made available to pupils including: DJ workshop, Cake decorating and Photography.  84.8% of the PP cohort made academic progress in English, 87.87% made academic progress in Maths, data reflects the impact of interventions to reduce barriers to learning and therefore promote progress.
2) To secure improvements in basic skills: Reading, Writing and Maths. With a particular emphasis on reading and Maths.  *To include opportunities to resource alternative curriculum approaches, in the event that remote learning is required.	£6.70 per head (Total: £221.10)  £8.40 per head (Total: £227.30)  £18,795  £279 per head (as required)	-Implementation of 'Personalised Learning' -Use of reading assessment data to target relevant groups/pupils. -Accelerated reader/Maths subscription -BKSb Maths/English subscription. -Accelerated Reader/Maths intervention lead. -Funding of 1:1 intervention to reduce the gap between actual age and CRA. -Provide resources to allow pupils access to online learning platforms, in the event of the need for remote learning (due to covid 19).	Interventions commenced despite the limitations of Covid 19. Average reading age of the cohort has increased by 12 months over a 9 month period.  100% of the cohort have accessed BKSb to complete relevant diagnostic assessments. 84.8% of the PP are made academic progress in English, 87.87% are made progress in Maths.  38 laptops were allocated during the Covid 19 lockdown period to support remote learning. On average 75% of the cohort engaged through online learning methods.
3) Improve levels of attendance and	£10 per journey	-Funded transport e.g. bus passes where appropriate.	Currently 32 pupils benefitted from funded

<p>engagement through the funding of a breakfast club, providing home-school transport and an engaging curriculum which supports pupils in developing the capacity to travel independently.</p>	<p>(Total £) 50p daily (Total £3,217.50)  £3,594.10 budget allocation</p>	<p>-Funded home-school transport. -Funded breakfast club. -Funding of enrichment character building curriculum to promote creativity and provide new learning experiences. -Funding of independent travel opportunities/tutor support.</p>	<p>transport via bus passes/funded home:school transport.  PP attendance was 85.9% in comparison to the whole school cohort: 87.3%  100% of the cohort accessed the breakfast club.</p>
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### **Pupil Premium Plus Funding**

Children in Looked after Care funding and expenditure is discussed during regular EPEP meetings.