



Pupil Premium Strategy Statement

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	The Compass Academy
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs C Horne (Principal)
Pupil premium lead	Mrs K Brown (AVP)
Governor / Trustee lead	Mrs L Benton (LGC) Phillipa Gowland (Trustee for PP)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,578
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	£19,578

Part A: Pupil premium strategy plan

Statement of intent

Trust vision

Hope Sentamu Learning Trust is committed to enabling our communities to thrive. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.

Our approach

Here at 'The Compass Academy' our intention is for all pupils, irrespective of their backgrounds or the challenges that they face are supported to make good progress and achieve across all subject areas from individual starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. This includes promoting educational engagement and encouraging accelerated rates of progress for those pupils who are often disengaged from learning and as a result, underachieving.

In forming this strategy, we have considered the challenges faced by all of our pupils who by the nature of our setting are identified as vulnerable; many pupils have a social worker in addition to identified and unidentified SEND needs. The activity that we have outlined within this strategy, is intended to support all pupils' needs, regardless of whether they are identified as disadvantaged or not. In the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap, and at the same time will benefit the small number of non-disadvantaged pupils in our school.

Integral to our strategy is the need to support the holistic development of all of our pupils, this is central to our whole school approach in developing the whole child.

Through our carefully structured environment, routines and approaches to behaviour management, we promote pupils to develop the skills of emotional regulation and stability to establish a readiness for academic learning. This approach includes addressing an increase in social, emotional and mental health concerns, largely as a result of adverse childhood experiences, the emotional impact associated with Covid 19 and increasing pressures of the wider world.

Our Pupil Premium strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches).

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Supporting pupils' emotional development and mental health</u></p> <p>Our assessments, observations and discussions with relevant stakeholders indicate that pupil's emotional regulation and stability in readiness for academic learning has been severely affected due to adverse childhood traumas which many of our cohort have experienced. There is an increasing need for pastoral support, to develop the social, emotional and mental health needs of our pupils and plug the gaps in our pupils' emotional development.</p>
2	<p><u>Supporting the development of pupil's character education skills.</u></p> <p>Many of our pupils have not benefited from wider experiences that are supportive of pupil's learning and character development. The ongoing pandemic has limited the academy's enrichment offer, and impacted upon the academy's ability to extend the curriculum offer beyond the classroom, which is critical for all of our pupils to 'grow throughout life' as recognised by the revised CDI framework. In engaging in the academy's enrichment offer, many of our pupils have a lack of resources to enable experiences to meet health and safety expectations. At present, many resources are purchased by the school e.g. wellington boots, hats, coats.</p>
3	<p><u>Supporting pupils to re engage in education and improving standards of literacy.</u></p> <p>Due to extended periods of lost learning and disengagement from education experienced by a large number of our cohort. It is recognised that there are significant knowledge and skills gaps, particularly in reading, which has resulted in many pupils falling further behind their age related expectations and limiting pupils' ability to access the wider curriculum.</p> <ul style="list-style-type: none"> ● Reading assessments indicate that many pupils have the ability to decode texts but have little understanding of comprehension strategies to aid them in understanding the meaning of texts. ● Prior to attending Compass, many pupils do not read on a regular basis and have little confidence and motivation to read. ● Pupils do not read fluently. ● Many pupils have a limited vocabulary.
4.	<p><u>Supporting pupils to improve their attendance and reduce rates of persistent absence.</u></p> <p>Though our attendance data indicates that attendance among our pupils is at 86% which is significantly above national data for APs (66.3 %). A large number of our cohort are identified as PA.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p>

	<p>The vast majority of our pupils have low aspirations and are disengaged in education.</p> <p>Despite attempts, engagement from parents/carers to increase rates of attendance can be variable.</p>
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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
1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● Qualitative data from pupil voice, pupil and parent surveys and teacher ● Observations and results of wellbeing and attitude surveys. ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing. ● Evidence of improvement in pupils physical and emotional health, wellbeing, approach to learning and enjoyment of school. ● Pupils are emotionally healthy and understand how to maintain positive wellbeing.
2. Ensure that all pupils have full access to a varied enrichment offer which is suitably resourced to support pupils in developing 'cultural capital'.	<ul style="list-style-type: none"> ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Suitable resources are in place to ensure that health and safety expectations are fulfilled in the conduction of enrichment activities.
3. Improved reading outcomes amongst all of our pupils, including disadvantaged pupils.	<ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved reading skills ensuring the foundations of reading are embedded. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing

	formative assessment including reading age assessment data and fluency trackers.
4. To improve the attendance of our pupils and reduce persistent absence.	<ul style="list-style-type: none"> • Sustained rates of high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> -attendance at and above national for all pupil groups. • Reduced rates of PA. <ul style="list-style-type: none"> -increased engagement and parent/carer support as recognised through increased rates of attendance.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Practice delivered to all staff.	EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)	1,3
Subject knowledge development for non-specialists, through subject networks and professional association support	EEF Effective Professional Development	3, 4

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

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Use of additional adults to facilitate learning and responsive interventions for phonics and reading.</p>	<p>EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition) +1 (Teaching Assistants)</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of pastoral staff to re-engage pupils in education and build safe and healthy relationships through the use of ELSA as an intervention.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,4</p>
<p>Use of the Family Liaison Officer to support families in promoting regular attendance for pupils.</p> <p>Embedding principles of good practice set out in</p>	<p>EEF Parental Engagement</p> <p>EEF Working with Parents</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>1,2,3,4</p>

DfE's Improving School Attendance advice.	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
Provision of PE kit and additional resources required for enrichment (e.g. wellington boots) for vulnerable children.	Our own school context suggests that pride in our uniform forms part of a broader system of school improvement processes such as the ethos, vision, culture and behaviour.	1,2
Subsidise costs of visits/ in school activities where voluntary contributions are asked of children. PP funded 100% of the visit cost.	EEF Teaching and Learning Toolkit - +4 (Experiences / Outdoor Adventure Learning)	1,2
Subsidised Breakfast Club for Families	EEF Teaching and Learning Toolkit - +2 (Extending School Time) +4 (Social and Emotional Learning) +5 (Peer Tutoring)	2
Personalised reading material provided for all pupils including disadvantaged pupils.	EEF Reading Programmes for Secondary Students: Evidence Review.	1,2,3

Total budgeted cost: £ 19,578

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.

<p><u>Outcome 1:</u> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To measure pupils' well being we baseline all pupils within 2 weeks of entry using the ABAL tool. This allows us to measure both social and emotional progress in line with academic achievements, allowing students with the lowest ABAL areas to receive appropriate interventions such as ELSA. 96% of pupils made progress against initial baseline assessments.</p> <p><u>Outcome 2:</u> Ensure that all pupils have full access to a varied enrichment offer which is suitably resourced to support pupils in developing 'cultural capital'.</p>

Pupils benefited from a range of off site visits to improve their character education skills. Pupils attended provisions at Goxhill Farm and acquired ASDAN awards. Pupils also attended Horticulture and Mechanics courses to develop their skills in these disciplines. Pupils also attended trips to the theatre, bowling and a range of sporting activities. Pupil voice data indicates that 98% of pupils enjoyed participating in the enrichment offer and the new opportunities that they were able to experience.

Outcome 3: Improved reading strategy

Pupils' reading ages improved on average by 18 months during their time at Compass. This is with reference to pupils who remained at Compass for a period of one full academic year or more.

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
ELSA	ELSA Approach
Accelerated Reader	Renaissance
BKSB	BKSB
Fresh Start Fast Track programme	Ruth Miskin
NOLA	The Institute for Outdoor Learning