

Pupil Premium Strategy Statement

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	The Compass Academy
Number of pupils in school	58 pupils *as an Alternative Provision, the Academy's roll number can fluctuate in response to referrals made.
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2024/25
Date this statement was originally published	October 2022
Date this statement was reviewed	September 2024
Date on which it will be next be reviewed	September 2025
Statement authorised by	Mrs C Horne (Principal)
Pupil premium lead	Holly Lockyer (VP)
Governor / Trustee lead	Mrs L Benton (LGC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,325 (projected)
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	£38,325

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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, to be 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 experienced a number of adverse childhood experiences and are supported by external agencies. In addition, a growing number of our cohort have 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.

Within the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside improved progress for those that are identified as being 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 and ensuring that our pupils feel safe within school and ready to learn.

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 enable all pupils to excel.

We will:

- ensure that disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what our pupils 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 intensive levels of pastoral and targeted SEND 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. As part of the academy’s curriculum, learning experiences are extended beyond the classroom, which is critical for all of our pupils to ‘grow throughout life’ as recognised by the 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>Many of our pupils that attend our academy have experienced extended periods of lost learning and disengagement from education arising from previous exclusions, episodes of school refusal and transitions between different schools. 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 whole 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. ● A large number of pupils do not understand the value of reading and the benefits of reading. ● 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 75.5% which is significantly above national data for APs (66.3 %). A large number of our cohort are identified as PA.</p> <p>Our assessments, observations and internal QA monitoring systems indicate that absenteeism is negatively impacting pupils’ progress for a select number of pupils.</p> <p>The vast majority of our pupils have low aspirations and are disengaged in education.</p> <p>Many of our pupils do not live within close proximity of the school and can struggle to navigate the journey across the city which requires 2 buses.</p> <p>Despite attempts, engagement from parents/carers to improve 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
<p>1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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.

<p>2. Ensure that all pupils have full access to a varied enrichment offer which is suitably resourced to support pupils in developing 'cultural capital'.</p>	<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.
<p>3. Improved reading outcomes amongst all of our pupils, including disadvantaged pupils.</p>	<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.
<p>4. To improve the attendance of our pupils and reduce persistent absence.</p>	<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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Practice delivered to all	EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)	1,3

staff and Mental Health Awareness training for identified staff.		
Subject knowledge development for, 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: £12,892

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

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

Budgeted cost: £23,433

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 including facilitating attendance support plans and supporting transportation costs.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</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>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>1,2,3,4</p>
<p>Provision of uniform items and additional resources required for enrichment (e.g. wellington boots) for vulnerable children.</p>	<p>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.</p>	<p>1,2</p>
<p>Fund costs of visits/ in school activities. PP funded 100% of the visit cost.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Experiences / Outdoor Adventure Learning)</p>	<p>1,2</p>

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: £38,325 (projected)

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.

<p>Outcome 1: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>100% of pupils benefited from support provided by the Academy’s ELSA, to support pupils in their social, emotional and mental health. Edurio pupil voice data indicates that 83% of pupils have positive relationships with staff (April 24), internal pupil voice data (July 2024) identifies that 100% of pupils surveyed have someone that they can speak to in school.</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. 98% of pupils made progress against initial baseline assessments.</p> <p>The PP cohort made the following progress:</p> <ul style="list-style-type: none"> ● 90.6% made progress from baseline in the area of self control ● 78% made progress from baseline in the area of social skills ● 91% made progress from baseline in the area of self awareness ● Skills for Learning and Approach to Learning were both also positive with progress against baseline of 84% and 82%.

Outcome 2: Ensure that all pupils have full access to a varied enrichment offer which is suitably resourced to support pupils in developing ‘cultural capital’.

Pupils benefited from a range of off site visits to improve their character education skills. Pupils attended a wide range of enrichment opportunities in addition to targeted intervention programmes including; Rewilding Youth, Boxclever and Noise Academy. 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. The Academy’s enrichment offer is now accredited through the introduction of the AQA Award scheme; 98% of pupils that attended the Academy achieved at least one AQA Award last academic year.

Outcome 3: Improved reading outcomes

Through the Reading Plus programme, pupils have improved their reading comprehension skills, vocabulary acquisition, and overall literacy proficiency. The interactive nature of the programme, coupled with the user-friendly interface of Chromebooks, has created a conducive environment for students to develop a love for reading.

At the end of the academic year, we had 46 active readers (59.87% of the cohort), who have read 426 reading lessons since March with an increased majority of those lessons being read at a rate of 80% + comprehension.

The total read words at 80% is currently at 189, 582 which has increased by 34,418. Demonstrating an increased engagement of 18% in relation to words read.

Benchmark 1 - Autumn	Benchmark 2 - Summer	Progress overall
77% pupils were 5+ years below age related	36% pupils were 5+ years below age related	+41% improvement in closing the gap
9% were 4 years below age related	14% were 4 years below age related	+5% improvement
5% 1 year below age related	9% 3 years below age related	+4% improvement
9% above age related	23% above age related	+14% improvement

In addition; 4 out of 6 pupils graduated from the Ruth Miskin Phonics programme, the remaining 2 pupils continue to receive intensive intervention to support phonetic understanding.

Pupil voice data indicates that 98% of pupils that engaged in the Library ‘read and feed’ sessions enjoyed this learning experience.

Outcome 4: To improve the attendance of our pupils and reduce persistent absence.

Supporting increasing rates of attendance for all of our pupils continues to be a focus at the Academy. Last academic year 2023-24, the overall attendance rate was 75.5%, for PP pupils it was 73.4%. Though attendance rates are below the National expected rates, attendance figures are significantly above local contextual data (PRU/Special school) at an average attendance of 61%.

Close data analysis indicates that pupils who live within close proximity to the school (HU7 5 postcode) have increased rates of attendance (85.44%).

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 Lead
Reading Plus	Dreambox
BKSB	BKSB
Fresh Start Fast Track programme	Ruth Miskin
AQA Awards	Academy staff
Rewilding Youth	Rewilding Youth
Boxclever	Tommy Coyle
Motional	Motional