

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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 Learning Centre
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	69.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	October 24
Date on which it will be reviewed	July 2025
Statement authorised by	Alison Glazier Headteacher
Pupil premium lead	Paul Knight Assistant Headteacher
Governor / Trustee lead	Steve Osborn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,410
Recovery premium funding allocation this academic year	£0

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	£39,410

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to improve outcomes for all students in school by applying the principles that best teaching for all the result of high quality teach means that a rising tide lifts all boats.

We believe all students who attend are disadvantaged in some way and we aim to close the attainment gap by addressing their unique barriers which resulted in their referral to Compass.

We spend time identifying which students require the greatest level of support and then prioritise the areas of greatest need to target these with intervention, targeted support or whole school approaches to ensure the student experience at Compass is one which supports them as an individual to achieve their desired goal.

Our approach is individualised, we will approach each student exploring their needs, barriers, motivators and future pathway to create an approach to support them in their journey.

Staff have high expectations for students, however, these expectations are individually consistent and we recognise each student has their own array of challenges which change what can be expected from them compared to a peer and can change what is expected of them on a day to day basis. There is a culture that staff will act in the best interests of the child in every moment and always have an end result in mind to ensure each moment has positive intent.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance, Punctuality &amp; Aspiration</p> <p>Attendance is significant a challenge at Compass. We recognise that there are a variety of reasons students struggle to attend school and work to mitigate against these. Many students are referred to Compass due to EBSA (Emotional Based School Avoidance) resulting in them being unable to attend school for some time and we work from a starting point of 0% building slowly towards the expected level of attendance.</p> <p>Another reason is the low aspirations and expectations from some families and some of the community. It is well documented the challenges faced by settings in coastal communities and areas of significant deprivation, Weymouth and Portland experiences both. This issue is amplified when combined with the sad fact that in order to attend a provision such as Compass one or more educational setting needs to have either broken down or be at significant risk of doing so.</p>
2	<p>Literacy &amp; SLCN (Speech, Language and Communication Needs)</p> <p>Our baseline assessments carried out upon entry to Compass indicate that most students enter with attainment below expected level and this profile has continued to decline.</p> <p>We have found that most students at Compass have SLCN either already diagnosed or yet to be identified. This obviously has a significant impact on learning when KS4 standardised assessments require a reading age.</p> <p>At age 11, children who had poor language at age five are 6 times less likely to achieve the expected standard in English and 11 times less likely to achieve the expected standard in maths at or above ARE (Age Related Expectations)</p>
3	<p>Mental Health.</p> <p>Our assessments (including wellbeing survey), observations and discussions with students, families and other professionals have identified social and emotional issues for most students. These include but are not limited to anxiety, depression (diagnosed by medical professionals) and low self-esteem. Made even more challenging by the socioeconomic challenges facing our students and families.</p>
4	<p>Post 16 attendance and achievement</p> <p>Compass is a unique environment, and students feel the wraparound support while they attend. Once they leave Compass students and families feedback that it can be difficult to adjust to educational life beyond as the experience and expectations are</p>

	so different.
5	<p>Undiagnosed needs</p> <p>Many students are referred to Compass with identified needs and some with an ECHP (Education Health Care Plan) already in place, however, from experience we have found that many of the students who enter through a dual registration or permanent exclusion route also have needs which have not yet been diagnosed.</p>

## 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
Improve attendance for all students, particularly disadvantaged	<ul style="list-style-type: none"> <li>All student attendance improves from their baseline upon entry</li> <li>the overall absence rate for all students below 15%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being.</li> </ul>
Improved attainment for all students across the curriculum at the end of KS4	<ul style="list-style-type: none"> <li>Each academic year 100% of disadvantaged students will enter GCSE subjects in at least English and Maths (unless medical or other professional evidence supports that this is not in an individual's best interest)*.</li> <li>KS4 outcomes demonstrate that 100%* pupils achieve 1-9 in English and maths.</li> </ul>
Improved reading and comprehension	<ul style="list-style-type: none"> <li>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</li> <li>Students read regularly during dedicated time and away from this</li> </ul>
Positive Engagement in Learning	<ul style="list-style-type: none"> <li>Relationship's and Behaviour for learning policy results in Improved engagement (Gold or Platinum status) · Decrease in behaviour incidences</li> <li>Decrease in fixed term suspensions</li> <li>Decrease in RPI's (Restrictive Physical Interventions)</li> </ul>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations. Improved engagement (Gold or Platinum status. Relationships and behaviour policy)</li> <li>Increased attendance</li> </ul>

<p>All students have clear achievable 'next steps plan' in place</p>	<ul style="list-style-type: none"> <li>• Engagement in carers activities including support from advisor and experience of work</li> <li>• Open days attended and acceptance onto a college course or apprenticeship training</li> <li>• Individualised curriculums for those who would benefit</li> <li>• NEET students reduced to less than 1%</li> </ul>
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## 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: £7100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Purchase of testing for access arrangements.</p>	<ul style="list-style-type: none"> <li>• Standardised tests can provide reliable insights into the specific strengths and weaknesses of each students to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress Education Endowment Foundation   EEF</a></li> <li>• JCQ expectations for exam series 2021/22 onwards</li> </ul>	<p>2 &amp; 5</p>

<p>Additional subject specific lessons in English, Maths, and Science. Increase in lessons on the timetable</p> <p>Opportunity to personalise and individualise the curriculum for those who require something different</p>	<ul style="list-style-type: none"> <li>• Quality teaching has the most positive impact on learning, progress, and attainment. Evidence shows us students make greater progress the longer they remain at Compass. Our students' achievements and learning are improved by consistency in approach from teaching staff and other adults who 'know our students well'</li> <li>• Some students require a personalised approach to their school experience, based on their interests, needs and future pathway.</li> </ul>	<p>2 &amp; 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. 4 x 10 minute whole school reading from pleasure per week</p> <p>Purchase of additional Reading resources to support this through the SEN team.</p> <p>SLCN (Speech Language and Communication Needs training such as ELKLAN.</p>	<ul style="list-style-type: none"> <li>• Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></li> <li>• Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</li> <li>• Evidence shows us that many students at Compass are disadvantaged by their SLCN and we are working to improve the skill of staff in the area to address the needs.</li> </ul>	<p>2 &amp; 5</p>

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

Budgeted cost: **£37183 (DS salary plus 2500 for careers)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Targeted reading programme disadvantaged students in need of additional support to comprehend texts and address vocabulary gaps to ensure they can access their exams.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,5</p>
<p>Phonics programme for disadvantaged students addressing gaps in their phonic knowledge to ensure they can better access learning tasks and exams.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and <u>the way that these words are written.</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>Engaging with subject specific interventions identified by subject leads. A significant proportion of the pupils who receive interventions will be disadvantaged.</p> <p>Implementing structured intervention programmes identified by specialist teachers on a 1:1 basis</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Independent Careers advice and guidance through Dorset Marvel and Cosmic Cactus</p>	<p>Providing independent advice and guidance on career pathways and college courses can be effective to support students in choosing the best post 16 career and training route.</p>	<p>5</p>



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

Budgeted cost:£6527 (45264) ELSA £1800 , staff hours increase re. attendance monitoring £5515 (cost of additional Pastoral worker £38737)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase number of staff trained in ELSA (Emotional Literacy Support Assistant)	EEF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school based interventions   Early Intervention Foundation (eif.org.uk)</a>	1,3,4
Embed principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Staff training, develop and implement new procedures..	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Increased hours of the attendance	Involved in local and national programmes to support improvement in attendance	1
Rebrand PE to PE, Health and Welbeing to support all areas of student health and wellbeing	Walking introduced to PE lessons as an option, enrichment and working collaboratively with a local special school to include walks in curriculum time. Resources purchased to support this, ending each year with the Jubilee Challenge.	1,4
Increased the number and skill of staff in the Engagement team to prioritise the needs of students and their families with a focus on attendance and	Families with higher need and increased PP numbers. Focus ERT efforts around the child and family.	1,4, 5

welbeing.		
Providing essential resources for all students	On a case by case basis	7,
Supporting out of school hours activities	The EEF's report on physical activity reports there is a small positive impact on academic attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	4

**Total budgeted cost: £50810 (89547)**

## 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.

Feedback from stakeholders show us that the work we do at school and in the community is appreciated and valuable to our families, particularly those who are disadvantaged. Our data also shows us that those who are registered Pupil Premium are likely to meet their end of year targets. Students inform us that they are happy in school and are able to tell us that the culture driven by a relational approach means that they feel they belong and that they want to attend school.

We have continued to provide Food Vouchers for those students entitled to Free School Meals and for those families known to be struggling during these unprecedented times. Food vouchers remain the preferred choice identified from a parent questionnaire as the support all families would prefer. Our key workers continue with regular contact with all families. This has led to further improvement with home/school relationships and resulted in a positive impact on parental support and impact since September. This should also result in improved attendance, engagement, progress and attainment for all students.

Staff continue to work closely with our feeder schools and other agencies. Increasing our pastoral team means we have the capacity to continue to build and support the relationships required between our students, families and other agencies leading to our parents feeling better supported and their concerns recognised consistently. Staff also conduct outreach visits to local schools to assist them in supporting young people in their settings.

Working closely with Youth Workers in the community has resulted in better communication between the key workers and school. This has meant we receive valuable information that we were able to act upon quickly to support young people in our school or support the workers with vital information. Students got to know that these resources worked together and that information was shared, resulting in more openness from the students.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Horse Therapy	Horse Course
Teams	Microsoft
Twinkl	
Exampro	AQA
Game Changers	National Literacy Trust
Think good feel good	Educational Psychology team
Selective mutism programme	Speech & language Therapy
Jubilee Challenge	Ten Tors

## Further information (optional)

Our students join us at any point during the academic year so we do not know exactly how many pupil premium students we will have. The average varies between 60 to 80%.

The needs of our students are incredibly diverse, so we must remain flexible and adapt interventions to meet the individual needs of individual students.

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. · utilising support from our local [Mental Health Support Team](#) and local locality hub.
- Trauma informed practice training