

# 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	Compass Learning Centre
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alison Glazier Headteacher
Pupil premium lead	Rebecca Hubbard Assistant Headteacher/SENDCo
Governor / Trustee lead	Steve Osborn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31050
Recovery premium funding allocation this academic year	£20548
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	£51598

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve improved outcomes. Our intention is to help our students overcome their barriers to learning and be happy and successful at Compass Learning Centre so that they can have success in their future careers and lives.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, and the needs of all our students, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit 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.

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're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all students 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	Attendance and Punctuality Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for

	<p>non-disadvantaged pupils. However, we have a higher number of disadvantaged students compared to non-disadvantaged students averaging around 65% disadvantaged to 35% non-disadvantaged students.</p> <p>15% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting both disadvantaged and non-disadvantaged pupils' progress.</p>
2	<p>Improved Literacy and Attainment</p> <p>Our baseline assessments carried out upon entry to Compass indicate that most students enter with attainment below expected levels.</p>
3	<p>Poor Engagement/Passive Attitude towards learning</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils has not been impacted as our school remained open to all pupils. However, the social and emotional wellbeing of our pupils has been impacted by the Covid pandemic resulting in changes in pupil behaviour and their attitudes towards learning.</p>
4	<p>Poor Mental Health.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>
5	<p>Ensuring successful POST 16 transition to avoid student becoming NEET Gatsby benchmarks, independent careers advice for all Year 9,10 and 11 students</p>
6	<p>Undiagnosed needs</p>
7	<p>Limited resources for learning</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
Improved attainment among all pupils across	By the end of our current plan in 2023/24, 100% of disadvantaged pupils will enter GCSE subjects in at least Eng-

<p>the curriculum at the end of KS4</p>	<p>lish and Maths (unless medical or other professional evidence supports that this is not in an individual's best interest)*.</p> <p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• 100%* pupils achieve 1-9 in English and maths.</li> </ul>
<p>Improved reading and comprehension</p>	<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>• Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> <li>• Students have designated reading time on the timetable to encourage a 'love of reading' in KS3 and KS4.</li> <li>• Students achieving/exceeding their target grades</li> </ul>
<p>Positive Engagement in Learning</p>	<ul style="list-style-type: none"> <li>• Relationship's and Behaviour for learning policy results in Improved engagement (Gold or Platinum status)</li> <li>• Decrease in behaviour incidences</li> <li>• Decrease in fixed term suspensions</li> <li>• Decrease in RPI's</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Improved engagement (Gold or Platinum status. Relationships and behaviour policy )</li> <li>• Decrease in absence</li> <li>• Decrease in behaviour incidences</li> <li>• Increased attendance in 'walking for life' programme which builds towards the Jubilee Challenge</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 15%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• Individual students improving their own attendance</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

<p>All students have clear achievable' next steps plan' in place</p>	<ul style="list-style-type: none"> <li>• Open days attended and acceptance onto a college course or apprenticeship training</li> <li>• Opportunity to study suitable qualifications to enable access to next steps</li> <li>• Enhanced and extended transition support available where required</li> <li>• Number of NEET students reduced to less than 1%</li> </ul>
<p>Undiagnosed needs being met</p>	<p>Students have access to specialist teams that can begin to identify their individual needs and where appropriate offer strategies that can be implemented within the classroom setting.</p> <p>Where referrals identify programmes or strategies of support we would see improvement in access to learning and attainment.</p> <p><i>Some referrals however are limited in impact over the term of the strategy due to timescales set by the NHS.</i></p>
<p>All students equipped and ready to learn</p>	<p>With students prepared and able to access all aspects of their learning we would see an improvement in engagement and attainment. This includes basic equipment for school.</p> <p>Students would also be prepared for their next steps and would have clear Post 16 destination routes.</p>

## 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>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>JCQ expectations for exam series 2021/22 to</p>	2
<p>Additional subject specific lessons in English, Maths and Science. Increase in lessons on the timetable</p> <p>'Catchup' lessons available after school and during enrichment</p> <p>Revision guides provided for Year 10 and 11 students for core subjects</p>	<p>Quality teaching has the most positive impact on learning, progress and attainment of students. Evidenced through regular assessment outcomes and QA activities undertaken. Our students achievements and learning are improved by consistency in approach from teaching staff and other adults who 'know our students well'</p>	2 & 5
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	2

<p>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 in school. Students led choice.</p>	<p>linked with attainment in maths and English:</p>	
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## 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
<p>Adopting a targeted reading programme disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps to ensure they can better 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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,5</p>
<p>Implementing phonics programme for disadvantaged pupils who have been assessed as having 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 the way that these words are written.</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</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:</p>	<p>2, 3</p>

receive interventions will be disadvantaged.  Implementing structured intervention programmes identified by specialist teachers on a 1:1 basis	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Independent Careers advice and guidance through Dorset Marvel and Cosmic Cactus	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.	5

## 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
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (Think good –feel good).  Increase number of staff trained in ELSA	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>  EEF’s report on adolescent mental health found good evidence that CBT 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
Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.  Staff will get training and release time to develop and implement new procedures..	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1



Increase the hours the attendance officer works to include more collaborative work within the Chesil area.	Involved in local programmes to support attendance	1
Introduction of 'walking for life' programme to support wellbeing and mental health.	Walking introduced to PE lessons as an option, enrichment and working collaboratively with a local special school to include walks in curriculum time. Kit purchased to support this, ending the year with the Jubilee Challenge.	1,4
Supporting Youth Workers out in the community and developing a contextual safeguarding approach in order to encourage good behaviour, attendance	The following report clearly expresses the significance of contextual safeguarding and the impact of working with other agencies.  <a href="https://csnetwork.org.uk/assets/documents/Briefing-5-detached-youth-work.pdf">https://csnetwork.org.uk/assets/documents/Briefing-5-detached-youth-work.pdf</a> <a href="https://csnetwork.org.uk/assets/documents/Briefing-5-detached-youth-work.pdf">https://csnetwork.org.uk/assets/documents/Briefing-5-detached-youth-work.pdf</a>	1,5
Increased the number of staff in the Engagement team to prioritise the needs of students and their families.	Families with higher need and increased PP numbers. Focus ERT efforts around the child and family.	1,4, 5
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 2022 to 2023 academic year.

We judge our success on; the improved attendance of all our students upon return in September 2023 achieving 88% attendance in the first two weeks of term, only 2 of our Year 11 leavers are known to be NEET although both had registered for courses at College initially, 93% of Year 11 leavers achieved GCSEs or equivalent in English.

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.

All staff continue to work closely with our feeder schools and other agencies. In particular 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.

The work carried out by staff supporting Youth Workers in the community resulted in better communication between the key workers and school. This meant we had 1<sup>st</sup> hand 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

Programme	Provider
Horse Therapy	Horse Course
Teams	Microsoft
Twinkl	
Exampro	AQA
Game Changers	

Think good feel good	Educational Psychology team
Selective mutism programme	Speech & language Therapy

## Further information (optional)

Our students join us at any point during the academic year so we don't know exactly how many pupil premium students we will have. The average varies between 60 to 75%. The main needs of our cohorts tends to be the same but as our number of SEMH students has increased we 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.