The **Pupil Premium Grant** (PPG) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are;

* entitled to free school meals or have been within the last 6 years
* looked after by the local authority, adopted or special guardianship
* children of armed service personnel or have been within the last 6 years.

**At Compass:**

* We aim to ensure that high quality teaching and learning opportunities meet the needs of **ALL** of our pupils;
* We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;
* In making provision for disadvantaged pupils, we acknowledge that not all pupils who receive free school meals (FSM) will be disadvantaged and that not all pupils who are disadvantaged are registered or qualify for free school meals;
* We ensure that the targeted and strategic use of Pupil Premium funding is determined following a thorough needs analysis of all students.

**What we expect to see:**

Outstanding teaching and learning is paramount to the success and progress of **All** pupils including those from disadvantaged backgrounds. Improving the standard of teaching and learning remains a consistent and relentless focus in our school. In addition to this, targeted intervention and support strategies are deployed in order to:

* improve levels of attainment and progress;
* close attainment gaps relative to non PPG student school averages;
* enhance reading, writing, mathematics skills;
* engage and inspire pupils in education, learning, enjoyment and aspiration through vocational provision as well as the provision of a stimulating and exciting curriculum;
* offer pastoral support in the form of social and emotional or family support;
* have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils;
* support pupils in developing the skills and attitudes in becoming aspirational, confident, conscientious, successful learners and citizens of the local community.

**Pupil Premium Grant Allocations**

Allocations from the DfE to schools for 2020-21 were as follows:

* £955 per pupil for each Ever 6 FSM FTE in year groups 7 to year 11
* £2,345 per pupil for each post-LAC in year groups 7 to year 11
* 310 for each pupil in year groups 7 to year 11 whom is a child of armed service personnel or have been within the last 6 years

**What do we receive at Compass?**

The total maximum number of students on roll is no more than 64. However this fluctuates throughout the year following referrals following permanent exclusions and from County SEN departments SEMH panels.

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| Summary information |  |
| Academic year | 2020-21 |
| Total number of pupils over year | 58 |
| Total number of pupils eligible for pupil premium grant | 25 |
| Total Possible PPG budget | £23,875 |

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| Barriers to future attainment for pupils eligible for PPG |
| 1. Attendance 2. Gaps in prior knowledge due to high levels of exclusions, poor attendance and medical needs 3. Social, emotional and mental health –resilience, 4. Social, emotional and mental health- confirmed diagnosis 5. Complex home circumstances having impact on pupil welfare i.e. Looked after, child in need, child protection 6. Challenging behaviours 7. Additional SEND needs such as moderate learning needs 8. COVID 19 |

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| Desired outcome and how it will be measured | Success criteria |
| 1. Students and Centre attendance to improve in line with National expectations. (National mainstream 96.2% autumn term 2020/21) | Total PPG attendance will show improvement from last academic year Individual students will show marked increase from starting point |
| 2. Students will make at least expected progress | 90% of students make expected progress in all subjects |
| 3. Students will be given every opportunity to experience success and develop emotional resilience, confidence and qualifications through access to vocational training or alternative learning experiences | 90% of students from each year groups to attend vocational training and gain qualifications where applicable. |
| 4. Improved mental health and ability to access education | Through regular access to tutor lessons and pastoral support will so show improvement over time measured on the Thrive action plans. |
| 5. Student to access an enriched curriculum, pastoral mentors, bespoke support | Through IEPs, Behaviour for learning policy and regular reviews students experienced will be enriched through a variety or provisions |
| 6. Students will access high quality teaching and pastoral care to enable them to make positive choices and achieve | Through targeted support, bespoke teaching packages and IEPs students will continue to access high quality teaching and make progress |
| 7. Highly differentiated curriculum, access to extended services and a range of qualifications | Students will receive high quality teaching that matches their individual needs |

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| Planned expenditure | |  |  |  |  |  |
| Quality of teaching for all | |  |  |  |  |  |
| Desired outcome | Approach | Evidence and rationale | Implementation strategy | Staff lead | Date of review | Impact July 2021 |
| Pupil premium students to make expected progress in core subjects | Quality First  Teaching  Targeted supported planned, monitored and reviewed for all PPG pupils. Targeted 1:1 teaching within classroom Targeted teaching assistant time Data monitored and reviewed for PPG students and shared with teachers Targeted coaching programme  High level feedback | Provision for PPG pupils will be evident within all subject planning documents and within subject reviews.    *Research evidence from EEF evidence shows:*  *1:1 teaching can have a gain of up to*  *4+ months* | Long and medium term plans Short term/daily planning to show evidence of individualised targeted support Data review by data tech  IEP writing and reviews  Core subject review documents with impact data  Feedback CPD for all  staff | subject teachers + SLT to oversee and monitor progress | ½ termly | PPG students made to following progress in core subjects over 2020-21:  Maths: 63.3%  English: 58.6%  Science: 60% |

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| Student emotional health and ability to engage with learning to improve | Tutor time  Social skills lessons, targeted ELSA support | RCADS    EEF evidence social and emotional learning at a gain of  +4 months | f | Individual targeted coaching for identified students  ELSA and Well being lessons | BH to coordinate RCADS data gathering and action planning,  Tutors to work to support emotional and mental well being through dedicated lessons | Termly      weekly | Due to Covid 19 we saw a significant decline in the mental health and well being of many students despite them being able to access education throughout. Many students were unable to access the face to face education due to their anxieties of being in contact with COVID. The support from external agencies also was limited and compounded this. |
| Targeted support | | |  | | | |  |
| Desired outcome | Approach | Evidence and rationale | Implementation strategy | | Staff lead | Date of review | Impact July 2021 |
| Pupil premium students to access either vocational training or alternative provision either through off site providers or in house instructors. | Appropriate equipment to be purchased to  support learning | Attendance data, provider feedback reports, Recognised  qualifications | Students to be encouraged to actively participate in learning and to maintain own equipment and clothing to an expected level for the course | | MF to identify vocational providers and liaise to enable the best outcomes for all students. KT to maintain the SLAs. | termly | All PPG students accessed some form of vocational or alternative provision. Accessing these types of provision have enabled all our year 11 leavers to have a clear Post 16 destination. |
| Pupil premium students to receive appropriate support for their SEND needs | Referrals  To educational psychologist (EP) , specialist teachers, NHS  IEPs  Targeted support coaching | IEP reviews, progress data, other professionals review documents | Students to receive targeted in class or timetabled out of class provision  Referrals  Careful monitoring and up dating of IEPs | | BH to oversee all SEND students  with all staff taking day to day ownership of individuals needs. | Half termly | PPG students received targeted support to meet their individual needs with this monitored for impact through their individual learning plans  In addition to this, where appropriate, PPG students also accessed multi agency support and targeted intervention programmes implemented. |

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| Other approaches | | | | | |  |
| Desired outcome | Approach | Evidence and rationale | Implementation strategy | Staff lead | Date of review | Impact July 2021 |
| Pupil premium students to have the opportunity to access trips directly linked to subjects or in-line with the behaviour for learning policy | Reduction in costs for students. Experiences to enrich learning and opportunities within the wider community | students from disadvantaged families often are unable to fund schools trips and therefore miss out on quality learning experiences | Reduction of school trip costs  Referrals for specific  course i.e. horse course    End of term trip paid for all PPG and LAC students | MF to oversee budget and monitor activities identified by staff.  KC and MF to oversee risk assessments | termly | Due to COVID restrictions the enrichment opportunities were greatly reduced. Many of the providers usually accessed were unable to operate.  All PPG students did however access enrichment activities allowed within the COVID guidelines. All students respond positively to these opportunities which can be seen through the behaviour for learning statuses. |
| Pupil premium students to improve attendance from starting point | Early intervention from pastoral mentor support. Taxi’s, regular reviews, fast track system, | Students attendance is core to learning and progress; no attendance no learning.  Students living an extended distance from centre who find it  difficult to transport themselves on public transport. | Daily taxi’s to be set up for targeted students. Regular reviews and contact with families and professionals to support improving attendance | KT to oversee monitoring and fast track process JC to review on regular basis whole school and students attendance and feedback to SLT | ½ termly | In line with government guidelines we were open throughout COVID lockdowns to all PPG students. During this time we monitored attendance in line with Government guidelines.   * Daily/weekly calls during lockdowns or due to mental health concerns, ragged on weekly basis. * Door step check ins in line with guidelines |

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| Pupil premium students to utilise appropriate equipment and resources to enable access all aspects of school life | Personal lap tops, glasses, sport clothing, on line learning, revision guides, exam equipment, text books | Many students attend centre from disadvantaged families who cannot afford the appropriate kit for their children to access sports limiting lifelong skills and qualifications. Some students have addition needs and a personal laptop to use at school helps support all aspects of their learning. | Personal lap tops, appropriate sports equipment, glasses and clothing, text books, revision guides and exam equipment | SLT to oversee following requests from any staff member | ½ termly or as new students join | All Year 11 PPG students received revision guides for all subject areas.  In addition to this PPG students have access to laptops for all subjects as required, enabling to complete work to a high standard and develop skills for adulthood.  In addition to this all PPG students who were unable for whatever reason to attend face to face teaching during the COVID lockdowns were supplied with appropriate teaching materials, laptops and wifi. This enabled all students to have access to teaching and make progress. |
| Pupil premium students to be offered access to extra curricula activities within their field of interest | Club membership, equipment | Many students attend centre from disadvantaged families who cannot afford to  pay for club memberships and equipment to enrich their children’s out of school lives | Staff to support identification of clubs/ activities | SLT to receive requests from staff regarding possible clubs on an individual basis | ½ termly | Unfortunately due to COVID many grass roots sports clubs were unavailable. As a result no students were able to access extra curricula activities. |

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|  | Total Cost |
| Quality Teaching | 12,340 |
| Targeted Support | 19,500 |
| Other Approaches | 5,500 |

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| Total income from Pupil Premium Grant | 23, 875 |
| Total expenditure for  Pupil Premium Students | 37,340 |