# Pupil premium strategy statement The Compass School

This statement details our school’s use of pupil premium funding in 2024/25 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 40 |
| Proportion (%) of pupil premium eligible pupils | 55 |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | Plan covers 23/24, 24/25 and 25/26. At the end of the three-year period we will be fully open to pupils in all year groups and our school will have completed its first year at capacity with a full complement of staff and pupils. |
| Date this statement was published | 11th December 2025 |
| Date on which it will be reviewed | 11th December 2026 |
| Statement authorised by | Catharine Wensley (Headteacher) |
| Pupil premium lead | Beth Mackenzie  (Deputy Headteacher) |
| Governor / Trustee lead | Mark Rowland |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 2024/25 = £25,105.82 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | 2023/2024 = £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* | 2024/25 = £25,105.82 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At The Compass School we believe that: ‘true navigation begins in the human heart’. Each journey through life is unique. Starting from different places, we travel with others but despite our disadvantages we each discover our own way through the challenges life brings. We will educate and guide our pupils to successfully travel their path to adulthood, achieving the best possible outcomes and leading fulfilling lives.  Our ambition is to unlock the potential of all children, including those who are disadvantaged, because every young life is special. We want pupils to leave The Compass School open to possibility and gifted with the potential to change the world for the better.  We target the use of the Pupil Premium Grant to ensure that our disadvantaged pupils receive the highest quality of education and support to enable them to contribute to society and live healthy and fulfilled lives. We believe that no matter what pupils starting points are with the right support they can succeed at The Compass School.  Although our strategy is focused on the needs of disadvantaged pupils, we know that it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, developing reading and giving pupils a sense of belonging and wanting to be part of our school community.  At the core of our approach is high-quality teaching and an excellent curriculum. We are investing in what is happening in the classroom. For lots of our disadvantaged pupils, their educational journey has not been an easy one and as such they have disengaged with education and have never felt a sense of belonging in any school. We want to change that. We want to give them a sense of identity and belonging by igniting the passion for learning in the pupils. We will do this by investing in high quality teaching and learning training, targeted support based on robust diagnostic assessment of need (both academically and socially) to ensure that our classrooms are the most exciting place to be. This will in turn will ensure pupils want to come to school, read well and leave school with GCSEs or other valuable qualifications which will allow them to confidently access the next stage of education, employment or training.  We will also provide our disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.  We aim to continue to use our Pupil Premium funding to counter disadvantage and to ensure greater equality and opportunities by focusing on the following areas to ensure pupils have a sense of belonging and thrive with us at The Compass School:   1. The quality of teaching and learning within the classrooms is high so that pupils achieve good outcomes 2. Ensuring attendance of pupils is improved and pupils have a sense of belonging to The Compass School 3. Developing reading for all pupils |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Improving Attendance**  Pupil’s prior educational journeys and their social, emotional and mental health needs which have resulted in some pupils no longer attending any educational settings has impacted on their engagement and attendance at school over time. |
| 2 | **Engagement in Learning**  Pupils who have joined our school are less likely to engage in learning due to previous experiences and need to build trusting relationships with adults at The Compass School. We are working to embed our ethos so that pupils feel safe and trust the school to support them. |
| 3 | **Reading**  *Research shows that reading for our disadvantaged pupils is lower than their peers with 46% working below National Expectations compared to 20% who are not PP. 35% of pupils refused to engage in the reading assessments, which also links to their low self-esteem and loss of engagement with school. Pupils do not read for pleasure and their lower reading ages hinder their progress in other areas of the curriculum.* |
| 4 | **Social and Emotional Support**  In our SEMH setting it is clear to see that our pupils find regulating difficult. Internal assessment shows that there are gaps in the pupils’ social and emotional profiles which makes building positive relationships with themselves and others difficult and impacts on their well-being and their learning. |
| 6 | **Enrichment**  Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved school attendance for disadvantaged pupils resulting in a sense of belonging to The Compass School which will increase positive outcomes for all pupils, both academically, socially and emotionally. | * All pupils want to attend The Compass School. * The majority of pupils demonstrate improved attendance from their starting points. * We build a strong pastoral offer to support pupils and their families to ensure attendance improves and is maintained. * We develop our own personalised provision to support pupils to get back into education. * Suspensions will be reduced over time as relationships in the school are formed * All pupils will be proud of their school and have a sense of belonging. |
| 1. Improved engagement from disadvantaged pupils in classroom learning across the school meaning outcomes for pupils is good from their starting points. | * All pupils are in classrooms accessing the curriculum. * Teachers are able to meet the needs of all pupils with high quality teaching in the classrooms. * Safe and engaging learning environments * Through achievement of improved performance, as demonstrated by our first set of academic results at the end of our strategy in 2026/27. |
| 1. Disadvantaged pupils in school read for pleasure and reading outcomes across the school increase. | * Reading ages increase for all pupils from their starting points. * Pupils are able to complete the KS2 SATs paper * Pupils receive good outcomes in our first GCSE results at the end of our strategy in 2026/2027 * Pupils choose to read for pleasure * Pupils speak enthusiastically about what they are reading. * Pupil outcomes across subjects are positive in all areas of curriculum because of reading |
| 1. Disadvantaged pupils are able to grow in confidence and self-esteem so that they are able to regulate emotions confidently. | * Pupils will be able to access intervention to help develop their confidence and self-esteem, such as ELSA * Pupils will have access to our in-school counsellor and play therapist * Our school will become a Thrive school and at least two members of staff will become qualified Thrive practitioners in school * We will develop a culture of pupils becoming wellness mentors so that they can support each other * Pupils vocabulary grows so that they can express themselves more fully, including when talking about how they feel |
| 1. Disadvantaged pupils are able to access a range of enrichment activities regularly to enhance their learning and social development. | * We will provide a range of enrichment experiences both in school and outside of school * Pupils will access at least a termly trip * The end of each school year will be celebrated by all pupils attending a whole school trip * The school will have a mini-bus so that enrichment experiences can be more easily accessible * Our pupils will access sports provision from qualified sports coaches each day * Enrichment afternoons will be developed in school by us providing a range of activities led by all staff members for pupils to experiences. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *whole school strategy universal offer*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Outstanding Teaching CPD day with Martin Morgan* | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:  [Metacognition and self-regulation | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) | 1, 2, 3 and 4 |
| *MeLSA Training to support teaching and learning throughout the school* | A Mediating Learning Support Assistant (MeLSA) is a trained, school-based learning support assistant. Their role is to support pupils’ learning.  They’re trained by a team of educational psychologists and get ongoing group supervision.  MeLSAs are trained in how to help a child or young person become an independent learner. MeLSAs learn mediating learning skills to help them work with children and young people.  <https://www.bristol.gov.uk/bristol-local-offer/professionals/school-age/mediating-learning-support-approach-melsa> | 1, 2, 3 and 4 |
| *Books for the library* | Choosing new exciting books for the school library to ignite pupils love of reading.  Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) guidance. | 2, 3 |
| *Purchasing Times Tables Rock Stars to support pupils knowledge of times tables to enable pupils to develop a rich network of mathematical knowledge.* | Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 1, 2 and 4 |
| *Purchasing on online subscription for Sparks to support the learning of mathematics.* | Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 1, 2 and 4 |

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

Budgeted cost: £ *16562*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *ELSA Intervention* | Individualised support programmes to meet the emotional needs of pupils delivered by trained staff.  <https://www.elsanetwork.org/about/> | 1 and 4 |
| *One to one tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. For some pupils this is instead of learning in normal lessons.*  *Tutoring will be implemented with the help of DfE’s guide:*  [*Tutoring: guidance for education settings*](https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf)*.* | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  [One to one tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3 and 4 |
| *Providing pupils in need with alternative provision to build self esteem and attendance into education* | <https://www.gov.uk/government/publications/alternative-provision> | 1, 2, 3 and 4 |
| *Therapeutic intervention training including Drawing and Talking intervention for one member of staff.* | <https://drawingandtalking.com/> | 1, 2, 3 and 4 |

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

Budgeted cost: £ *12370*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *EWO service bought in from Havering to support attendance across the school.* | <https://www.havering.gov.uk/schools-education/school-support/5>  This is to help us to embed good practice set out in DfE’s guidance on  [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | 1 and 2 |
| *Therapeutic intervention bought in 2 days a week to support pupil’s social, emotional and mental health* | In line with the DfE’s guidance on good mental health and wellbeing in schools and college states that good mental health supports young people to;   * Develop * Attend school * Engage in learning * Achieve and thrive   <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>. | 1, 2, 3 and 4 |
| *Enrichment trip at the end of the school year to support pupils’ emotional development* | It is important for us to develop pupil’s personal development and give them experiences that they will not normally have access to.  This aligns with the Department for Education’s template for creating a Pupil Premium strategy as well as its ‘menu of approaches’. As with the tiered approach we are supporting the wider strategies of supporting attendance, pupil’s social emotional development as well as extracurricular activities.  <https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>  <https://www.gov.uk/government/publications/youth-enrichment-discovery-phase/youth-enrichment-discovery-phase-executive-summary> | 1, 2, 3 and 5. |
| *Attendance rewards to celebrate the classes with the best attendance each half term.* |
| *Purchasing school uniform for pupils in need to foster a sense of belonging* |
| *Music lessons for pupils to enhance their enrichment experience* |
| *Supporting pupils with school based emotional avoidance, Anna Freud Centre training for the Attendance Lead.* | In line with the DfE’s guidance on good mental health and wellbeing in schools and college states that good mental health supports young people to;   * Develop * Attend school * Engage in learning * Achieve and thrive   <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>. | 1, 2, 3 and 4 |

**Total budgeted cost: £** *28,932.00*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *The academic year September 2023 to July 2024 was our first year of operation, so there is no previous data to review.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:   * Embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) on feedback demonstrates significant benefits, particularly for disadvantaged pupils. * Utilising support from our local [Mental Health Support Team](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. * Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. |