

# Compass Primary Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 – 2023 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 Primary Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	31.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jo Fallowell Principal
Pupil premium lead	Nicole Andrews Vice Principal
Governor / Trustee lead	Kat Drinkwater

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,775
Recovery premium funding allocation this academic year	£17,145
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	£190,920

# Part A: Pupil premium strategy plan

## Statement of intent

The Compass Primary Academy is a community school located in Kettering, in the county of Northamptonshire. We are a two form entry 3-11 through school consisting of a preschool. According to our latest IDSR, our school location deprivation indicator was well above average compared to other schools. The pupil base is above average compared to most schools in terms of deprivation.

Our intention at Compass Primary Academy is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. This is why we have established an ambitious and accessible curriculum for all. When making decisions about using Pupil Premium funding it is important that we consider the context of our school and the subsequent challenges faced. We will consider the challenges faced by all our pupils, alongside their individual barriers, and have designed our strategy to ensure all skills and knowledge that pupils need to know to ensure they can access EBACC at a later stage, and take advantage of opportunities, responsibilities and experiences of later life. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker or are a young carer. When deciding upon activities for our school, we use internal diagnostic assessments, alongside the DfE's menu of approaches to inform our decisions.

At our Academy, every teacher is a teacher of disadvantage and SEND, which is why we focus on specific, targeted CPD – putting staff first – to ensure that teachers are planning from a pupil's starting point and leaders have the understanding and knowledge to drive their subjects/aspects with this in mind.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected because we recognise we have been significantly impacted by the pandemic, including non-disadvantaged pupils.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our approach will be responsive to common challenges and individual needs and barriers, 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 that we embed a highly ambitious curriculum with clearly defined end points that ALL children can access
- ensure that high quality first teaching meets the needs of all of the pupils
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Findings of commissioned Pupil Premium Review:

**Key strengths were:**

- The school is strongly committed and determined to embed a positive culture and whole school approach to PP strategy and provision. The school have begun this journey and it is gaining momentum.
- Staff know the children and who they are and agree the profile has been raised. The knowledge of individual pupils is thorough and very personalised. There is a shift in culture and everybody is on board with the direction it is going.
- Staff – including Pupil Premium Governor - have passion and determination to improve for all the children. They are aware of the children and talk about strategies used to ensure PP children are priority.
- The appointment of the new governor is effective as they are keen to learn and make a difference.

- The wellbeing and pastoral curriculum/team is a real strength in the school. The provision in supporting all children and families is strong with a focus on nurture.
- There is a rigorous approach to raising parental engagement and their involvement within the school. Parents/Carers spoke very positively about the school commenting on how supportive and nurturing the school is.
- There are whole school strategies in place to focus and raise quality first teaching. Curriculum areas such as PE and Reading are strong within the school.

We were also inspected in April, 2023 and the full report can be accessed at <https://files.ofsted.gov.uk/v1/file/50221802>

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is impacting on early reading and fluency.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This is evident in KS1 and KS2 and is impacting early reading and fluency.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  Within our school, pupils are unable to self-regulate and manage emotions in an age-appropriate way.
4.	Internal and external assessments, evidence and observations indicate that many of our disadvantaged pupils have multiple vulnerabilities, in particular SEND – 39% And EAL – 18% with SEMH and Speech and Language being are highest level of need  These are in existence from Reception until end of KS2.  There are 25.5% of the whole school cohort on our SEND register, spanning all four areas of need within our school. However, the greatest area of need is Communication and Interaction at 35%. Speech and Language is the other area of need, along with SEMH that is creeping up in percentages.

5.	Internal and external assessments and writing evidence demonstrate that pupils do not meet national expectations for writing.
6.	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. This has also come through in PiXL assessments where KS2 are significantly below the PiXL Average, especially in arithmetic.</p>
7.	Our assessments (including early intervention trackers), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to increased safeguarding, mental health amongst parents and lack of enrichment during school closures. These challenges particularly affected disadvantaged pupils, including their attainment – with 20% on our SEND register for SEMH too.
8.	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils. Over the last 3 years, our attendance among disadvantaged has decreased from 98.82% in 2019 to 91.33% at present.</p> <p>Current 'persistently absent' amongst disadvantaged currently stands at 28.8% which is negatively impacting disadvantaged pupils' progress.</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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Internal QA indicates the curriculum has embedded CPA approach to spoken language across the Academy.</p> <p>Pupil Voice demonstrates that children are able to articulate their learning, drawing on the core knowledge learned in lessons.</p> <p>Writing outcomes are in line with national at the end of key stages.</p>

<p>Improved reading attainment among disadvantaged pupils by embedding a whole school approach to reading.</p>	<p>Phonics screening results are in line or above national and all pupils – without other complicating factors – pass the phonics screener check.</p> <p>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>All reading assessments across school show that all pupils – without other complicating factors – are fluent readers.</p> <p>All pupils – without other complicating factors – are reading at their chronological reading age.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>Arithmetic scores are in line or above the PiXL Average.</p> <p>Times Tables check demonstrate 100% know their multiplications.</p>
<p>Improved provision for disadvantaged pupils with SEND</p>	<p>Pupils with SEND have specific individual strategies to use and personalised support is in place, so that pupils are making progress in line with their starting points.</p> <p>Ongoing assessments state that pupils are making progress against their individual targets.</p> <p>Assessments and observations indicate significantly improved provision for SEND pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent questionnaires and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>All pupils can self-regulate and manage their emotions in an age-appropriate way. All pupils are able to talk confidently about how to keep themselves safe and have positive mental health.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• attendance figures being at 98% amongst disadvantaged, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 5%.</li> </ul>
<p>To ensure all pupils attend trips and experiences, and</p>	<p>Pupils are aspirational in their future planning and have high expectations of themselves.</p>

<p>extend their exposure to alternative cultural experiences including attending extracurricular clubs throughout the academic year.</p>	<p>By 2024/25, analysis shows pupils have attended trips and experiences, and there is a significant increase on participation in enrichment activities and representing the school in a wide range of opportunities.</p>
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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: £87,074.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide focused support for staff to enhance their practice in line with our pedagogical identity and continue to embed dialogic activities across the school curriculum and within our pedagogy. This will support pupils to access the curriculum and articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Continue to provide high quality CPD around quality first teaching and subject leadership.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children’s outcomes especially children with SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1, 2, 3, 4, 5, 6 and 7</p>
<p>Enhancement of our phonics teaching and curriculum delivery in line with DfE and EEF guidance to secure stronger phonics teaching for all pupils, and make closer links with the CPA spelling strategy.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>1, 2 and 5</p>
<p>Enhancement of our English teaching and curriculum in line with DfE guidance and</p>	<p>The EEF guidance for EYFS preparing for literacy is based on a range of the best available evidence research and</p>	<p>1, 2,4 and 5</p>



<p>external research – such as Christopher Such, Reading for Pleasure and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access internal and external support, resources and CPD.</p>	<p>outlines the importance of focusing on early language and vocabulary development:</p> <p><a href="https://educationendowmentfoundation.org.uk">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF guidance for KS1 Improving literacy is based on a range of the best available evidence research and outlines the importance of focusing on children’s speaking and listening skills and phonics development to improve reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children’s language capabilities and teaching reading comprehension strategies to improve reading.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	
<p>Enhancement of our Maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the</p>	<p>6</p>

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of social and emotional (SEL) learning through CPD for all staff members.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3 and 7
<p>Enhance our arts participation by commissioning a consultant to support with curriculum design and delivery</p>	<p>Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3, 4 and 5

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

Budgeted cost: £31,093.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through Fast Track Tutoring using RWI and dovetailed with targeted</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 2

fluency sessions and Fresh Start.		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2 and 6
KS1 TAs to deliver SALT to targeted children.  Commission CPD for key phases to provide Communication & Language support to children with poor spoken language.  We will purchase the resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  The EEF guidance for EYFS preparing for literacy is based on a range of the best available evidence research and outlines the importance of focusing on early language and vocabulary development: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	1, 2, 4 and 5

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

Budgeted cost: £66,791.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on new behaviour management approach and policy, self-regulation, resilience and anti-bullying approaches with the aim of developing our school	According to the EEF, pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches.	3, 4 and 7

<p>ethos and improving behaviour across school.</p> <p>Commission of external agencies to compliment CPA therapeutic approach to behaviour by providing support for targeted cohorts/individual children.</p>	<p>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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):  <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Continuation of employment of a Pupil Champion to support children with SEMH and wellbeing.</p> <p>Pupil Champion – 5x days a week (increased from 3x days a week)</p> <p>Employment of an additional TA to provide pastoral and wellbeing support for 4x afternoon sessions weekly.</p>	<p>According to the EEF, pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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,</p>	<p>3, 4 and 7</p>

	attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Targeted SEND and intervention workshops and CPD for all staff to ensure all children, in particular those with SEND have access to high quality teaching and support.	According to the EEF, two key recommendations for supporting children with SEND are: <ul style="list-style-type: none"> <li>- Ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.</li> <li>- Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special</a>	1, 4, 5 and 6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and continue to fund attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues such as hardship and uniform	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Embed enrichment and purposeful extra-curricular opportunities through the CPA Curriculum which includes	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged	1, 5 and 7

<p>the 50B4YR7 initiative and purposeful experiences will develop cultural capital for all children across the Academy.</p>	<p>backgrounds, deserve a well-rounded, culturally rich, education. The EEF follow the research which states that enrichment approaches can directly improve pupils' attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrichment</a></p>	
<p>Provide funded wrap around care for our most vulnerable families in the form of Breakfast Club and After School Club, where applicable.</p>	<p>According to a Government study, wrap around care can support children with concentration, social skills and attention by having a breakfast/after school meal. It also supports families with their child's attendance and their own employment.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of Breakfast Clubs - School briefing.pdf</a></p>	<p>8</p>

**Total budgeted cost: £190,920**

## 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 have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Below is the data for Compass Primary Academy which compares PP vs non PP for 2022/23:

	PP data at CPA (EXS+)	Non PP (EXS+)	Difference
GLD	45%	65%	-20%
Y1 Phonics	69%	74%	-5%
Y2 Phonics	89%	93%	-4%
KS1 Reading	56%	72%	-16%
KS1 Writing	39%	64%	-25%
KS1 Maths	56%	77%	-21%
KS1 Combined	33%	64%	-31%
Y4 MTC (average 20.2 marks)	71%	78%	-7%
KS2 Reading	58%	62%	-4%
KS2 Writing	63%	67%	-4%
KS2 Maths	67%	69%	-2%
KS2 Combined	46%	55%	-9%

The data demonstrated that there was a 20% difference between PP and non PP for GLD. The limiting factors were literacy and numeracy, in particular with those children with SEND/EAL and/or those children who had not attended our Preschool. As an action for this year, we implemented our SSP from day one in September, 2023 and our new calculation policy too. At Compass Primary, the vast majority of children start our school with poor literacy and numeracy knowledge. However, the data shows that the longer they stay at our school – and experience the full CPA curriculum diet – the difference between PP and non PP data significantly reduces, and the gap closes. We know that a proportion of spend this year now needs to continue to impact on EYFS and KS1.

When we compare our PP data to National data, our PP children are making better progress across most areas in comparison to other schools – see below:

	Pupil achieving the expected standard	National for PP pupils achieving the expected standard	Difference	Pupils achieving above the expected standard	National for PP pupils achieving above the expected standard	Difference
GLD	45%					
Y1 Phonics	69%	67%	+2%			
Y2 Phonics	89%	81%	+8%			
KS1 Reading	56%	54%	+2%	11%	9%	+2%
KS1 Writing	39%	44%	-5%	6%	3%	+3%
KS1 Maths	56%	56%	=	6%	8%	-2%
KS1 Combined	33%			6%		
Y4 MTC (average 20.2 marks)	71%					
KS2 Reading	58%	60%	-2%	21%	17%	+4%
KS2 Writing	63%	58%	+5%	17%	7%	+10%



KS2 Maths	67%	59%	+8%	8%	13%	-5%
KS2 Combined	46%	44%	+2%	8%	3%	+5%

Our areas of focus are KS1 writing, to which we have already allocated some of our spend towards this year to support with planning, pedagogy and assessment. From our diagnostic assessments of last year around KS2 Reading, we have already adapted our reading strategy to with across the school to ensure PP children are in line with non PP.

With regards to our wider strategies, attendance for PP at the end of last academic year was 91.33% versus 94.34% for non-PP children. PA at the end of last academic year for PP was 28.8% versus 15.7% for non-PP children. Attendance declined and PA increased during the period between October and December 2022, but from January 2023 until the end of the academic year, attendance increased and PA declined month-on-month.

- Fortnightly review of all PA cases where further actions agreed and implemented.
- Class trackers for attendance which also highlights all PP children and actions taken, in order for class teachers to have ongoing awareness.
- Implementation of EHAs whereby attendance has been included as an action/target.
- Attendance monitoring plans for key identified families and support accessed from EIPT where appropriate.
- Day-to-day support for key families in terms of transport; breakfast provided; food-bank support; uniform support; open-door policy for families to signpost and support.
- Termly attendance breakfast for key identified children whereby improvements in attendance have been made despite difficult circumstances for the children/families.
- Postcards sent to families to recognise and celebrate improved attendance.

The impact of Pupil Champion has contributed to improved outcomes and attendance figures because – as a school – we were able to implement:

- -Bespoke interventions which included Drawing and Talking; Protective Behaviours; and self-esteem activities to ensure that the emotional needs of key children
- Work with key vulnerable children (most of whom are PP) in response to their social care plans, which includes emotional literacy; Protective Behaviours; safety work through NSPCC Speak Out Stay Safe interventions.

- 1:1 classroom and playtime/lunchtime support for key PP children in relation to behaviour/emotional wellbeing. This has accounted to the majority of the Pupil Champion's workload and time during the academic year. This also includes the preparation of bespoke resources to be used within school and at home.
- Support with gathering regular VOC/conducting welfare checks for key vulnerable children (most of whom are PP).
- Provide additional capacity to Wellbeing Team to support with tasks such as distributing holiday meals to disadvantaged families; family support/liasing with disadvantaged/vulnerable families which also includes providing practical and emotional support for parents and carers when in distress; providing children with the opportunity to share worries and concerns and acting upon these which includes liaising with teachers/staff and parents.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategy is effective in having an impact of closing the gap.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year based on this review, and we have already started to implement from the start of the academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired a Pupil Champion dedicated to the emotional wellbeing and academic achievement of service children. They help pupils with emotional support.</p> <p>We also identified gaps with the child's learning and provided targeted interventions to support with early reading too.</p>

	<p>The attendance team have also worked with the family by</p> <ul style="list-style-type: none"> <li>- introducing an attendance monitoring plan and support was accessed from EIPT where appropriate.</li> <li>- day-to-day support in terms of transport; breakfast provided; foodbank support; uniform support; open-door policy for families to signpost and support.</li> <li>- providing a termly attendance breakfast whereby improvements in attendance have been made despite difficult circumstances for the children/families.</li> <li>- sending postcards to recognise and celebrate improved attendance.</li> </ul>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The attendance figures improved alongside parental engagement too. This will continue to be supported this academic year to sustain. The child has developed in confidence and self-esteem and is actively sharing their feelings in response to interventions and VOC work. Their progress academically is still improving and they are achieving the targets set by class teacher in regard to the intervention tracker.</p>

## Further information (optional)

### 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.
- working with BWT Director of School Improvement and Curriculum to support developing quality of education.
- raising the profile of reading for pleasure through the school's collaboration with the Reading for Pleasure Open University Project.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This will be funded through the Sports Premium too.
- developing a culture within the Academy that we are all teachers of SEND/Disadvantage.
- embedding a high-quality swimming provision to ensure all pupils leave the Academy being able to swim 25 metres using the Sports Premium.

### Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective back in 2020.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by all our pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. and

Northamptonshire County Council this academic year to ensure that are plan and implementation is fit for purpose and effective at powerfully addressing disadvantage.