

# The Compton School pupil premium strategy statement

## School overview

Metric	Data
School name	The Compton School
Pupils in school	1348 (plus four dual role students)
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£316,498
Academic year or years covered by statement	2020 - 21
Publish date	December 4 <sup>th</sup> 2020
Review date	October 30 <sup>th</sup> 2021
Statement authorised by	Ann Marie Mulkerins
Pupil premium lead	Zoe Merritt
Governor lead	Karen Hand

## Disadvantaged pupil performance overview for last academic year

Ebacc entry	20 (29.4%)
Attainment 8	53.86
Percentage of Grade 5+ in English and maths	33 (48.53%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve at least top quintile for progress made by disadvantaged pupils amongst similar schools.	Sept 21
Attainment 8	Achieve at least top quintile for attainment made by disadvantaged pupils amongst similar schools	Sept 21
Percentage of Grade 5+ in English and maths	Achieve 40% grade 5+ in English and maths for disadvantaged students	Sept 21

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Identify gaps in knowledge and understanding as a result of lockdown and address these through adapting the curriculum, frequent low stakes testing/retrieval practice and after school interventions.
Priority 2	Continue to develop students' vocabulary to address to vocabulary gap for disadvantaged students through ensuring that vocabulary is explicitly taught and planned for in lessons.
Priority 3	To ensure longer term learning for our disadvantaged students by employing a range of strategies to help 'making learning stick.'
Barriers to learning these priorities address	<p>Exam analysis meetings in 2019 suggested that many students, particularly disadvantaged students, were tripped up by some of the vocabulary used in the papers, meaning that they were unable to access parts of the paper. Vocabulary continues to be a barrier this year and a review will take place in September 2021 after the next exam series.</p> <p>Some of our students lack the discipline/ do not have the support at home to help them structure their revision; as such, quality first teaching in the first instance and enabling opportunities for retrieval practice within the curriculum are of paramount importance.</p>
Projected spending	Difficult to quantify as it is staff time and resources.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Monitoring PP attendance and PA figures for these students to ensure PP students are in line with whole school, i.e.: above the national average.
Priority 2	Personalised intervention strategies for PP students who are vulnerable and at risk of underachieving.
Priority 3	Overhaul of GCSE Success Strategy to enable more personalised support, including more effective targeted strategies for the three vulnerable groups, of which one is disadvantaged students.

Barriers to learning these priorities address	Absence from school and other external factors can impact academic achievement. Involving parents in their child's academic progress.
Projected spending	Non-Teaching Year Managers – salaries partially covered through PP. External support from CAMHS, Impact Barnet and EWO at a total cost of £20,995.

### Wider strategies for current academic year

Measure	Activity
Priority 1	Accelerated Reader
Priority 2	The Brilliant Club
Priority 3	Enhance access to technology
Barriers to learning these priorities address	<p>There is a reading gap upon entry to the school between disadvantaged students and their peers.</p> <p>For some of our disadvantaged, more able students, aspirations and practice in resilience will help to move them forwards.</p> <p>Some of our disadvantaged students have barriers in accessing technology which will hinder their progress in the 'blended learning model' for this academic year.</p>
Projected spending	<p>Accelerated Reader - £5,292 for all of Key Stage 3.</p> <p>The Brilliant Club - £1920 for 12 students.</p> <p>Technology spend to support 'blended learning' - £10,000</p>

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Ensuring enough time is given over to allow for staff professional development</li> <li>Ensuring that CPD translates into sustained change in practice at department level.</li> </ul>	<ul style="list-style-type: none"> <li>Use of INSET days to embed T&amp;L strategies for PP students into curriculum.</li> <li>A range of CPD sessions for staff to develop expertise, in addition to T&amp;L journals and Middle Leader development to drive improvements in departments.</li> <li>A 'word of the week' shared with all staff, students and their parents through the newsletter.</li> </ul>

		<ul style="list-style-type: none"> <li>Teaching and learning QA cycle picks up the impact of these strategies within lessons.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>Disadvantaged students nationally have poorer attendance than their peers.</li> <li>Ensuring that all stakeholders continue to be heavily involved in the process of maximising PP students' potential.</li> <li>Consistency of mentors and their roles for targeted support of GCSE Success Strategy students.</li> </ul>	<ul style="list-style-type: none"> <li>Continued effective use of attendance officer and non-teaching year managers to ensure PP attendance remains above the national average.</li> <li>Inclusion of PP in appraisals and SIP so it remains a high priority.</li> <li>Clear induction along with supporting booklets for mentees and mentors. Matching mentors with students with whom they have a good relationship.</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>Ensuring that Accelerated Reader is used to its full potential in spite of limited access to the Learning Resource Centre as a result of Covid-19.</li> <li>Ensuring that all Brilliant Club participants complete their assignments in addition to their usual homework. If a session is missed, then it can also be incredibly difficult for students to catch up.</li> <li>Ensuring that PP students have access to technology to avoid learning being hindered if a blended</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that all Year 7s and their parents are fully engaging with the programme e.g. signing up with Home Connect.</li> <li>Celebrating the diverse literature that is new in the LRC and encouraging students to explore and quiz on the new content.</li> <li>Ensuring that our systems are safe, usable and successful under Covid-19 restrictions, for example book and quiz access.</li> <li>Select students who are academically able so they are able to meet the rigour of this academic programme. Emphasise the selection process so students feel pride and take it seriously. Regular drop-ins with in-school link and contact in between tutorials will also help students to organise their time.</li> <li>Pastoral teams to contact home to check access to technology, laptops provided for disadvantaged students without access,</li> </ul>

	learning approach is employed.	Office 365 provided for all students to enable them to access the programmes required.
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## Review: last year's aims and outcomes

Aim	Outcome
Use of typicality reviews, along with other monitoring strategies, to review the effectiveness of PP provision in classrooms.	These reviews were helpful but systems could be more consistently used by all so that the information gleaned across the school can identify the barriers students face in classrooms. Ensuring learning 'sticks' through retrieval practice and strategies like reducing cognitive overload are areas of focus for the year ahead to improve quality first teaching further, along with explicit vocabulary instruction.
Targeted additional revision and intervention.	PP students were prioritised but the intervention offer for students did not start as early last year as it maybe should have done. There were fewer weekend and holiday sessions last year, so this will be encouraged at strategic points during the year. Closer monitoring of PP attendance at intervention next year.
Continue to close the gap for PP students.	PP students performed very well at GCSE last year, although we hope for this to improve next year as there was a -0.3 internal gap. Their Progress 8 score was 0.29. Analysis of the data indicates that middle ability PP students are a focus for us, as well as improving the amount of grade 5+ EM (33%).

## What else did The Compton School spend a proportion of the PP money on during the academic year 2019-20?

- Revision classes taught by subject specialists across a range of subjects including English and Maths.
- Additional staffing in Maths and English to provide 1:1, additional in-class support and smaller class sizes to enable higher quality written and oral feedback
- An additional teacher employed in Maths to facilitate smaller classes.
- Delivering the Excellence for Everyone programme and therefore being exposed to the very best practices in relation to PP students
- Showmyhomework
- 'Parent gateway' package on SIMS
- 'Outstanding Teaching Assistant Programme'
- Year managers
- Online platform for booking parents' evenings

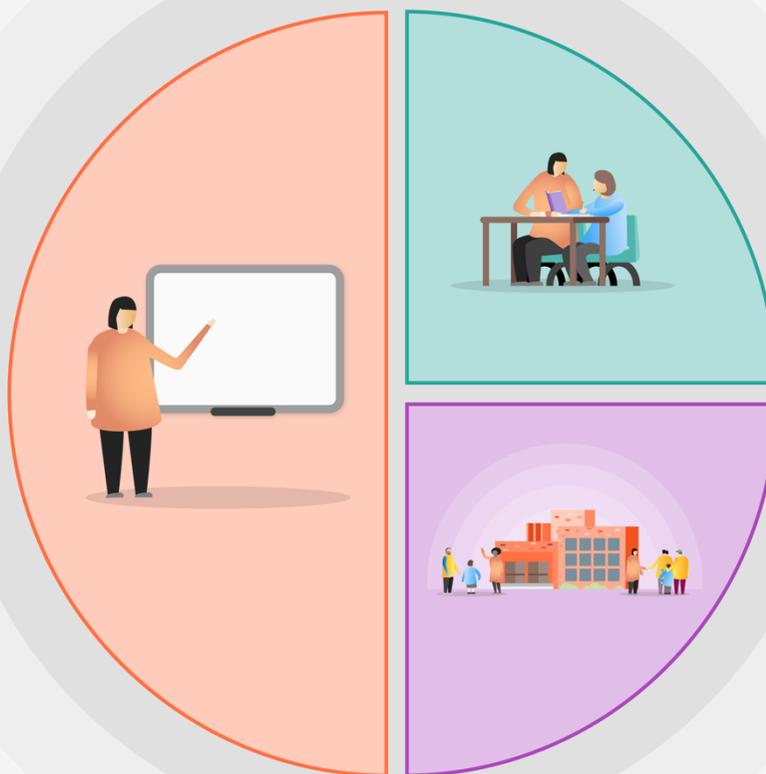
- Debate Mate – a debating programme led by university graduates and involving multiple debating competitions
- Financial support for educational trips, visits, revision packages, software packages.
- CAMHS – Emotional Health and Well Being
- EWO/ advice and guidance- half day per week.
- Year Manager – non-teaching staff dedicated to each year group to ensure swift communication with FSM families, with a special focus on monitoring attendance and punctuality of FSM students and ensuring parental attendance at student support evenings/ parents' evenings.
- The Brilliant Club – a mentoring programme that is designed to increase access to top universities for outstanding students from disadvantaged backgrounds.
- Playground coach/ sports equipment to help ensure a positive experience during break
- Additional Careers advice. (*Increased focus on this for potential NEETS/vulnerable students*)

**These strategies will continue into next year due to their success.**

## Appendix 1 EEF Tiered Planning Tool

### 1 Teaching

- Schemes of work are adapted to allow for **retrieval practice** and '**Making it Stick**' strategies and a chance to **recall knowledge** and engage with content previously taught.
- Support this approach with sustained **CPD**, ensuring this is subject-specific where necessary.
- Frequent **low-stakes testing** to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Ensure the **teaching of vocabulary** is explicit in lessons and is coherently planned throughout the curriculum.
- To promote and scaffold **high quality talk** in the classroom.
- To foster '**word consciousness**' in students and teach them word learning strategies.
- To identify and address **vocabulary gaps** through teaching and assessment



### 2 Targeted academic support

- Monitoring **PP attendance** and PA figures for these students to ensure PP students are in line with whole school.
- Provide high quality **literacy/vocabulary CPD** to ensure high-quality teaching.
- Overhaul of **GCSE Success Strategy** to enable more personalised support of disadvantaged students.

### 3 Wider strategies

- Deliver the **accelerated reader programme** for all KS3 students to address literacy gaps and nurture a love of reading.
- **Brilliant Club**
- To enable access to a **blended learning model** by providing on-going **technical support** and ensuring pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.