

The Compton School pupil premium strategy statement

School overview

Metric	Data
School name	The Compton School
Pupils in school	1337
Proportion of disadvantaged pupils	386
Pupil premium allocation this academic year	£376210
Academic year or years covered by statement	2019-20
Publish date	January 15 th 2020
Review date	October 30 th 2020
Statement authorised by	Ann Marie Mulkerins
Pupil premium lead	Jenifer Afghan
Governor lead	Karen Hand

Disadvantaged pupil performance overview for last academic year

Progress 8	0.29
Ebacc entry	21 (25%)
Attainment 8	46.54
Percentage of Grade 5+ in English and maths	25 (33%)

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	Develop students' vocabulary to address the vocabulary gap for disadvantaged students through ensuring that vocabulary is explicitly taught and planned for in lessons.
Priority 2	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 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.</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. £359.80 towards individual staff copies of Alex Quigley's 'The Vocabulary Gap' for members of the research group.

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, ie: 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	Absence from school and other external factors can

priorities address	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 £21,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Accelerated Reader
Priority 2	The Brilliant Club
Priority 3	Providing whole school student leadership and enrichment opportunities for PP students.
Barriers to learning these priorities address	There is a reading gap upon entry to the school between disadvantaged students and their peers. For some of our disadvantaged, more able students, aspirations and practice in resilience will help to move them forwards. Some of our disadvantaged students lack in confidence or may 'opt out' and become invisible in lessons.
Projected spending	Accelerated Reader - £5160.90 for all of Key Stage 3. The Brilliant Club - £1920 for 12 students. First Give £500. Contribution from PP budget for Jack Petchey Speakout Challenge Workshop £3000.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring enough time is given over to allow for staff professional development Ensuring that CPD translates into sustained change in practice at department level. 	<ul style="list-style-type: none"> Use of INSET days, including a work from home INSET day to embed T&L strategies for PP students into curriculum. A range of CPD sessions for staff to develop expertise, in

		<p>addition to T&L journals and Middle Leader development to drive improvements in departments.</p> <ul style="list-style-type: none"> • A research group dedicated to the study and implementation of strategies suggested in Alex Quigley's 'The Vocabulary Gap.' • A 'word of the week' shared with all staff, students and their parents through the newsletter. • Teaching and learning QA cycle picks up the impact of these strategies within lessons.
Targeted support	<ul style="list-style-type: none"> • Disadvantaged students nationally have poorer attendance than their peers. • Ensuring that all stakeholders continue to be heavily involved in the process of maximising PP students' potential. • Consistency of mentors and their roles for targeted support of GCSE Success Strategy students. 	<ul style="list-style-type: none"> • Continued effective use of attendance officer and non-teaching year managers to ensure PP attendance remains above the national average. • Inclusion of PP in appraisals and SIP so it remains a high priority. • Clear induction along with supporting booklets for mentees and mentors. Matching mentors with students with whom they have a good relationship.
Wider strategies	<ul style="list-style-type: none"> • Ensuring that the new Accelerated Reader lead is fully inducted in the role as they are taking on a maternity leave role. • 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. 	<ul style="list-style-type: none"> • Regular link meetings between acting Accelerated Reader lead and SLT link. • 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.

	<ul style="list-style-type: none"> Ensuring that PP students take advantage of the wide range of leadership and extracurricular opportunities available and monitoring this. 	<ul style="list-style-type: none"> Ensuring representation in registers for school trips and ensuring leadership roles within the school are representative of our student body. Termly hands up survey for extracurricular clubs attended and end of year survey completed by Form Tutors.
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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 2018-19?

- Revision classes taught by subject specialists across a range of subjects including English and Maths on weekends and during the holidays.
- 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 Challenge the Gap 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, and will instead be involved with the delivery of a new programme aimed at raising the achievement of disadvantaged students rather than Challenge the Gap: Excellence for Everyone.