

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Crompton House C of E School
Number of pupils in school	1773
Proportion (%) of pupil premium eligible pupils	11.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22- Annually reviewed
Date this statement was published	16/12/2021
Date on which it will be reviewed	30/09/2022
Statement authorised by	Mr Karl. Newell
Pupil premium lead	Mr Danyel Dunkley
Governor / Trustee lead	Mr Paul Pritchard & Mrs Lindsey Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,765
Recovery premium funding allocation this academic year	£29,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6926
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	£210,836

Part A: Pupil premium strategy plan

Statement of intent

At Crompton House School, we have created an ethos to support life skills, resilience as well as improving academic attainment.

- Our aim is to use this grant to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:
- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital.
- A pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all.
- Providing funds for children suffering hardship to meet the cost of trips, activities, Duke of Edinburgh Award scheme or resources that allow students to participate in a wider curriculum and access opportunities to experience new and challenging activities.
- Targeted interventions including additional tutoring in English & Maths and tailored to meet student's individual needs and accelerate their progress.
- Enhancing the Independent Advice and Guidance Service to ensure students have access to good advice and support with post 16 pathways and applications to 6th form, college or apprenticeships.
- Mentoring to provide additional support to those students who need greater intervention to achieve their full potential.
- The strategies used are based on the EEF tiered approach to school improvement and EEF's teaching and learning tool kit. (Evidence that supports the approach)

Challenges

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

Challenge number	Detail of challenge
1	Literacy and cognitive ability, the reading age profile based on in school data shows that those of a disadvantaged background, PP, PP+ is significantly lower than their non-pp peers.
2	Enrichment & Aspirations: Student's aspirations are lower than peers, and their educational enrichment and opportunities to participation in the wider curriculum is low, access to further education and post 16 pathways often a barrier to social mobility
3	Trauma: A significant number of PP students who are CLA / PCLA present with a history of trauma, and their emotional wellbeing and mental health

	present in lack of engagement, low aspirations and lack of engagement in lessons, disruptive behaviour in lesson
4	Attendance, rates of attendance for the pp cohort is lower than non-PP, not attending will impact on progress and attainment

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
<i>1 PP students will make comparable progress and attainment in relation to NPP students</i>	GCSE & A level outcome data
2 Literacy and cognition for the PP cohort improves	Data shows that in year progress of students who access interventions show a positive increase in literacy and age expected progress (via CATS data and progress tests and summative)
3 PP students access and engagement in extra- curricular activities, trips will be in line with non PP	Evidence of participation across extracurricular opportunities. All PP students are able to access the opportunities

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: £ 13,826



















Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>• Staff CPD and development of pedagogy that is focussed on raising potential, A curriculum that is broad, rigorous, equality of opportunity and has progress and achievement at its core.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +7</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>Mastery learning <small>High impact for very low cost based on limited evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +5</p> </div> <p>The research base shows that staff training and application of these strategies applied across curriculum areas aid progression.</p>	1,2
<p>Staff CPD and development of pedagogy that is focussed on vocabulary and literacy that will enhance teaching and learning to</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div>	1,2

<p>develop reading and writing.</p>	<p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: ⊕ ⊕ ⊕ ⊕ ⊕</p> <p>Impact (months): +6</p> <p>Literacy development and strategies to focus on improving reading and oracy underpin our strategic development plan</p>	
<p>Learning & Progress:</p> <ul style="list-style-type: none"> • High Quality teaching and learning engages students and raises aspirations and encompasses metacognition • Robust tracking and monitoring with high quality feedback and support 	<p>Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: ⊕ ⊕ ⊕ ⊕ ⊕</p> <p>Impact (months): +7</p> <p>staff CPD and a whole school training to enhance metacognitive approaches in teaching and learnings in lesson planning and delivery</p>	<p>1,2</p>

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

Budgeted cost: £ 138,849










Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for all underachieving PP students within curriculum area's Rigorous monitoring</p>	<p>Mastery learning <small>High impact for very low cost based on limited evidence</small></p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: ⊕ ⊕ ⊕ ⊕ ⊕</p> <p>Impact (months): +5</p>	<p>1,2</p>
















	<p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <hr/> <p>Homework High impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Focussed work to support PP cohort with ensuring that targeted support occurs in lesson and the feedback to students work</p>	
<p><i>Literacy support for those students identified as SEND & PP (reading recovery and LEXIA programmes)</i></p>	<p>Individualised instruction Moderate impact for very low cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <hr/> <p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Strategies for enhancing support for those individuals who need bespoke support to allow them to access the curriculum</p>	<p>1,2</p>
<p><i>Small group tuition in Maths and English after school.</i></p>	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <hr/> <p>Extending school time Moderate impact for moderate cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1,2</p>

	Targeted support in addition to lessons to ensure gaps are closed and for those most able to challenge and enhance their learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 58,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance: Tracking support and intervention via attendance and welfare officers and pastoral team</i>	<p>DfE - Improving school attendance: support for schools and local authorities</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Ensuring that PP students are in school to access learning. Priority targeting of PP students who are PA</p>	1,4
<i>Pastoral support and mentoring Via Pupil Champion</i>	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Mentoring Low impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	2,3

	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>To support those children who emotionally dysregulate, those who have experienced trauma, a dedicated support system is in place for parents, carers and young people</p>	
<p><i>Trauma based CPD and practise</i></p>	<p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Staff have training in trauma / TISUK training practioners</p>	<p>2,3</p>
<p><i>Funding for extracurricular activities: DofE, Music, revision guides, materials for learning (also individual needs based around learners needs)</i></p>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <div data-bbox="443 1366 1015 1635" style="background-color: #f0f0f0; padding: 5px;"> <p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div data-bbox="443 1646 1015 1904" style="background-color: #f0f0f0; padding: 5px;"> <p>Aspiration interventions</p> <p>Unclear impact for very low cost based on insufficient evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <p>To allow enrichment and opportunity for social mobility</p>	<p>2</p>

Total budgeted cost: £ 210836

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

In summary the previous plan has shown an improving trend for disadvantaged students with an increase in attainment 8 and although a dip in P8 2020-21, the positive values in 2019-20 show that the general impact of the plan as have a positive gain.

Pupil Attainment over the last 3 years- Attainment 8 & Progress 8

	2018-19(Sisra)		2019-20 (Sisra)		2020-2021(Sisra)	
	Att8	P8	Att 8	P8	Att 8	P8
All students	48.57	-0.28	54.06	0.07	54.19	0.15
Disadvantaged Students	36.34	-0.62	42.09	0.29	42.79	-0.08
other students	50.93.44	-0.21	55.54	0.05	55.26	0.17

Note : the PP cohort 2020-21 also had learners who were CLA & EHCP, and had significant traumas effecting their learning

Improvement in PP progress and attainment data over the three year trend

Attendance, Note impacted by Covid, but 2019 showed a positive improvement in PP attendance

	2018-2019	2019-2020 * Covid	2020-21 * Covid
All Pupils	95.81%	95.06%	93.77%
Disadvantaged	92.88%	93.77%	92.49%
Other pupils	96.37%	95.34%	94.07%