

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	The Crompton House C of E School
Number of pupils in school	1838
Proportion (%) of pupil premium eligible pupils	20.30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23- Annually reviewed (Oct 22)
Date this statement was published (first)	(09/12/2022) reviewed Oct 22
Date on which it will be reviewed	30/09/2023
Statement authorised by	
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	£272,835
Recovery premium funding allocation this academic year	£69,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£341,835

# 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 6<sup>th</sup> form, college or apprenticeships.
- Mentoring to provide additional support to those students who need greater intervention to achieve their full potential.

## 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

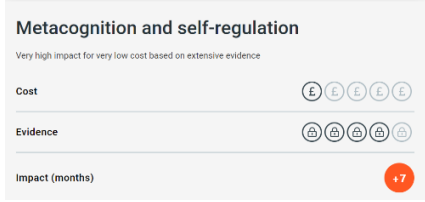
## Activity in this academic year

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: £ 16525

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 data-bbox="534 725 943 750"> <p><b>Reading comprehension strategies</b></p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> </div> <div data-bbox="534 790 943 815"> <p>Cost <span>£ £ £ £ £</span></p> </div> <div data-bbox="534 831 943 855"> <p>Evidence <span>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</span></p> </div> <div data-bbox="534 873 943 898"> <p>Impact (months) <span>+6</span></p> </div> <div data-bbox="534 927 943 952"> <p><b>Metacognition and self-regulation</b></p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> </div> <div data-bbox="534 992 943 1016"> <p>Cost <span>£ £ £ £ £</span></p> </div> <div data-bbox="534 1032 943 1057"> <p>Evidence <span>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</span></p> </div> <div data-bbox="534 1075 943 1099"> <p>Impact (months) <span>+7</span></p> </div> <div data-bbox="534 1171 943 1196"> <p><b>Oral language interventions</b></p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> </div> <div data-bbox="534 1236 943 1261"> <p>Cost <span>£ £ £ £ £</span></p> </div> <div data-bbox="534 1276 943 1301"> <p>Evidence <span>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</span></p> </div> <div data-bbox="534 1319 943 1344"> <p>Impact (months) <span>+6</span></p> </div> <div data-bbox="534 1415 943 1440"> <p><b>Mastery learning</b></p> <p><small>High impact for very low cost based on limited evidence</small></p> </div> <div data-bbox="534 1480 943 1505"> <p>Cost <span>£ £ £ £ £</span></p> </div> <div data-bbox="534 1520 943 1545"> <p>Evidence <span>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</span></p> </div> <div data-bbox="534 1563 943 1588"> <p>Impact (months) <span>+5</span></p> </div>	<p>1,2</p>
<p>Staff CPD and development of pedagogy that is focussed on vocabulary and literacy that will enhance teaching and learning to develop reading and writing.</p>	<div data-bbox="534 1644 943 1668"> <p><b>Reading comprehension strategies</b></p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> </div> <div data-bbox="534 1709 943 1733"> <p>Cost <span>£ £ £ £ £</span></p> </div> <div data-bbox="534 1749 943 1774"> <p>Evidence <span>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</span></p> </div> <div data-bbox="534 1792 943 1816"> <p>Impact (months) <span>+6</span></p> </div> <div data-bbox="534 1888 943 1912"> <p><b>Oral language interventions</b></p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> </div> <div data-bbox="534 1953 943 1977"> <p>Cost <span>£ £ £ £ £</span></p> </div> <div data-bbox="534 1993 943 2018"> <p>Evidence <span>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</span></p> </div> <div data-bbox="534 2036 943 2060"> <p>Impact (months) <span>+6</span></p> </div>	<p>1,2</p>

<p><b>Learning &amp; Progress:</b></p> <ul style="list-style-type: none"> <li>• High Quality teaching and learning engages students and raises aspirations and encompasses metacognition</li> <li>• Robust tracking and monitoring with high quality feedback and support</li> </ul>		<p>1,2</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 183,317













Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for all underachieving PP students within curriculum area's</p> <p>Rigorous monitoring</p>	<p><b>Mastery learning</b></p> <p>High impact for very low cost based on limited evidence</p> <p>Cost: 5 coins</p> <p>Evidence: 4 icons</p> <p>Impact (months): +5</p> <p><b>Feedback</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: 5 coins</p> <p>Evidence: 4 icons</p> <p>Impact (months): +6</p> <p><b>Homework</b></p> <p>High impact for very low cost based on very limited evidence</p> <p>Cost: 5 coins</p> <p>Evidence: 4 icons</p> <p>Impact (months): +5</p>	<p>1,2</p>

<p><i>Literacy support for those students identified as SEND &amp; PP (reading recovery and LEXIA programmes)</i></p>	<p><b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: [lock] [lock] [lock] [lock] [lock]</p> <p>Impact (months): +4</p> <hr/> <p><b>One to one tuition</b> High impact for moderate cost based on moderate evidence</p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: [lock] [lock] [lock] [lock] [lock]</p> <p>Impact (months): +5</p>	<p>1,2</p>
<p><i>Small group tuition in Maths and English after school.</i></p>	<p><b>Small group tuition</b> Moderate impact for low cost based on moderate evidence</p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: [lock] [lock] [lock] [lock] [lock]</p> <p>Impact (months): +4</p> <hr/> <p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence</p> <p>Cost: £ £ £ £ £ £</p> <p>Evidence: [lock] [lock] [lock] [lock] [lock]</p> <p>Impact (months): +3</p>	<p>1,2</p>

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

Budgeted cost: £ 73751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance:</i> Tracking support and intervention via attendance and welfare officers</p>	<p>DfE - Improving school attendance: support for schools and local authorities</p>	<p>1,4</p>

<p>and pastoral team</p>	<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>Cost </p> <hr/> <p>Evidence </p> <hr/> <p>Impact (months) </p>	
<p><i>Pastoral support and mentoring Via Pupil Champion</i></p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <hr/> <p>Evidence </p> <hr/> <p>Impact (months) </p> <p><b>Mentoring</b></p> <p>Low impact for moderate cost based on moderate evidence</p> <p>Cost </p> <hr/> <p>Evidence </p> <hr/> <p>Impact (months) </p> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <hr/> <p>Evidence </p> <hr/> <p>Impact (months) </p>	<p>2,3</p>
<p><i>Trauma based CPD and practise</i></p>	<p><b>Mentoring</b></p> <p>Low impact for moderate cost based on moderate evidence</p> <p>Cost </p> <hr/> <p>Evidence </p> <hr/> <p>Impact (months) </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>	<div style="border: 1px solid #ccc; padding: 10px;"> <h3 style="margin: 0;">Social and emotional learning</h3> <p style="font-size: 0.8em; margin: 0;">Moderate impact for very low cost based on very limited evidence</p> <p>Cost <span style="float: right;">£ £ £ £ £</span></p> <p>Evidence <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span></p> <p>Impact (months) <span style="float: right; color: red; font-weight: bold;">+4</span></p> <hr/> <div style="background-color: #f9f9f9; padding: 5px;"> <h4 style="margin: 0;">Arts participation</h4> <p style="font-size: 0.8em; margin: 0;">Moderate impact for very low cost based on moderate evidence</p> <p>Cost <span style="float: right;">£ £ £ £ £</span></p> <p>Evidence <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span></p> <p>Impact (months) <span style="float: right; color: red; font-weight: bold;">+3</span></p> </div> <hr/> <h4 style="margin: 0;">Aspiration interventions</h4> <p style="font-size: 0.8em; margin: 0;">Unclear impact for very low cost based on insufficient evidence</p> <p>Cost <span style="float: right;">£ £ £ £ £</span></p> <p>Evidence <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span></p> <p>Impact (months) <span style="float: right;">●</span></p> </div>	<p>2</p>
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**Total budgeted cost: £ 273593**

**Recovery Premium 2021-2022**

Budgeted cost: £ 30921.25

<b>Funding Priorities</b>	
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>High quality teaching</li> <li>CPD: Investment in the professional development and improved practice of our staff.</li> <li>Assessment</li> <li>Online learning: Ensure we have a broad suite of online platforms to support catch -up.</li> </ul>
<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Appointment of Learning Support Assistants in English and Math's.</li> <li>Interventions – Funding to provide extra curricula or timetabled support.</li> <li>Small group tuition – Funding to provide intervention for small groups.</li> <li>One to one support – Funding for the national tutoring or academic mentoring programme.</li> <li>Reading interventions – Funding for Accelerated Reader/Phonics.</li> </ul>
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>Parental engagement – Supporting parents/carers.</li> <li>Social &amp; emotional – Additional support activities to support those vulnerable or in need.</li> <li>Reinforcing behaviour.</li> </ul>



## Recovery Premium 2022-2023

Budgeted cost: £ 69,000.00

<b>Funding Priorities</b>	
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• High quality teaching</li> <li>• CPD: Investment in the professional development and improved practice of our staff.</li> <li>• Assessment</li> <li>• Online learning: Ensure we have a broad suite of online platforms to support catch -up.</li> </ul>
<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>• Appointment of Learning Support Assistants in English and Math's.</li> <li>• Interventions – Funding to provide extra curricula or timetabled support.</li> <li>• Small group tuition – Funding to provide intervention for small groups.</li> <li>• One to one support – Funding for the national tutoring or academic mentoring programme.</li> <li>• Reading interventions – Funding for Accelerated Reader/Phonics.</li> </ul>
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• Parental engagement – Supporting parents/carers.</li> <li>• Social &amp; emotional – Additional support activities to support those vulnerable or in need.</li> <li>• Reinforcing behaviour.</li> </ul>

## 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 2021 to 2022 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. Data for the revised GCSE's post COVID-19 for 2021-22 & 21- have been included in this data table.*

*The Plan is currently in year 2 of the initial plan:*

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

	2019-20		2020-2021		2021-22	
	Att 8	P8	Att 8	P8	Att 8	P8
All students	54.06	0.07	54.19	0.15	53.10	-0.17
Disadvantaged Students	42.09	0.29	42.79	-0.08	40.15	-1.14
other students	55.45	0.05	55.26	0.17	54.64	-0.06

*Improvement in 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	2021-22 * Part Covid reporting (FFT Aspire) (+/- vrs National)
All Pupils	95.82%	94.85%	93.43%	92.3% (+2.6%)
Disadvantaged	94.31%	93.50%	92.37%	89.9% (+5%)
Other pupils	96.49%	95.15%	93.70%	92.8% (+1.5%)

