

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1885
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24- Annually reviewed (Oct 22)
Date this statement was published (first)	(09/12/2022) reviewed Oct 23
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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,653
Recovery premium funding allocation this academic year	£77,418
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36534
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	£384605

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.

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

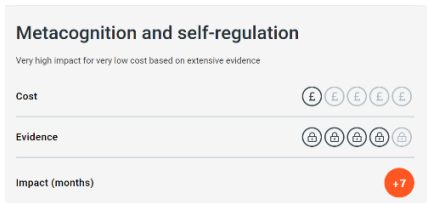
Activity in this academic year

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: £ 19420













Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Staff CPD and development of pedagogy that is focussed on raising potential, <p>A curriculum that is broad, rigorous, equality of opportunity and has progress and achievement at its core.</p>	<div> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div> <div> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +7</p> </div> <div> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div> <div> <p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +5</p> </div>	1,2
<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> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div> <div> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +6</p> </div>	1,2

Learning & Progress: <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 		1,2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 286160
















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










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

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

Budgeted cost: £ 79025

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>

and pastoral team	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	
Pastoral support and mentoring Via Pupil Champion	<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>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </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>	2,3
Trauma based CPD and practise	<p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	2,3

<p><i>Funding for extracurricular activities: DofE, Music, revision guides, materials for learning (also individual needs based around learners needs)</i></p>	<div> <h3>Social and emotional learning</h3> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div> <h3>Arts participation</h3> <p>Moderate impact for very low cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div> <h3>Aspiration interventions</h3> <p>Unclear impact for very low cost based on insufficient evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div>	<p>2</p>
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Total budgeted cost: £ 77418

Recovery Premium 2022-2023

Budgeted cost:

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

Recovery Premium 2023-2024

Budgeted cost: £ £77,418

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

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.

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 have been included in this data table.

The return to normal GCSEs 2022-23 are incorporated

The Plan is currently in year 3 of the initial plan:

Pupil Attainment over the last 4 years- Attainment 8 & Progress 8

	2019-20		2020-2021 (TAG)		2021-22 (Open GCSE)		2022-23(Return to normal GCSE) ISDR	
	Att 8	P8	Att 8	P8	Att 8	P8	Att 8	P8
All students	54.06	0.07	54.19	0.15	53.10	-0.17	50.00	-0.12
Disadvantaged Students	42.09	0.29	42.79	-0.08	40.15	-1.14	41.00	-0.44
other students	55.45	0.05	55.26	0.17	54.64	-0.06	52.00	-0.06

PP progress data has shown in improvement in attainment and Progress.

Attendance, Note the attendance data for disadvantaged students has risen and is above national attendance for this cohort

	2019-2020 * Covid	2020-21 * Covid	2021-22 * Part Covid reporting (FFT Aspire) (+/- vrs National	2022-23 (FFT Aspire) +/- vrs National
All Pupils	94.85%	93.43%	92.3% (+2.6%)	93.3% (+2.6%)
Disadvantaged	93.50%	92.37%	89.9% (+5%)	90.3% (+5%)
Other pupils	95.15%	93.70%	92.8% (+1.5%)	93.9% (+1.3%)