

Pupil premium strategy statement 2024-25 & Review of 2023-2024

This statement details our school's use of pupil premium 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	1865
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25- Annually reviewed.
Date this statement was published	Dec 2024
Date on which it will be reviewed	30/09/2025
Statement authorised by	S Hegarty
Pupil premium lead	Mr Danyel Dunkley
Governor / Trustee lead	Mr Paul Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306425
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£306425

Part A: Pupil premium strategy plan

Statement of intent

At Crompton House, we are dedicated to ensuring that all Pupil Premium students have access to the same opportunities and learning experiences as their peers, regardless of disadvantage or personal circumstances. Our aim is to create a comprehensive and inclusive support strategy that places the needs of each child at the heart of our approach. We will provide a broad and rich curriculum that develops personal and social skills, builds confidence in learning, and enhances cultural capital, ensuring that every student has the opportunity to thrive.

Through the promotion of Pupil Premium students' profiles, we aim to foster and support the development of proactive relationships between staff and students. This approach helps to build a deeper understanding of their needs and strengths, ensuring that every student is fully supported in their learning journey and can thrive. Our teaching pedagogy will be designed to inspire motivation, promote high aspirations, and accelerate learning, fostering an environment where all students can reach their full potential. For students facing financial hardship, we will offer funding to ensure they can participate fully in trips, extracurricular activities, the Duke of Edinburgh Award scheme, and access essential resources. By doing so, we aim to offer equitable opportunities that enrich learning, build resilience, and foster confidence, while empowering students to embrace life-changing experiences.

To meet individual learner needs, we will deliver tailored interventions that are carefully planned, regularly reviewed, and adapted to achieve the best outcomes. We will also enhance our Independent Advice and Guidance Service, ensuring that every student has access to high-quality support as they navigate post-16 pathways, whether applying to sixth forms, colleges, apprenticeships, or training. Our approach will include high-level tracking and monitoring to address all aspects of each student's school experience, including academic progress, emotional well-being, and social development. Attendance will remain a key focus, with a commitment to understanding and addressing individual barriers to ensure students are fully engaged in their education.

Through this inclusive and holistic strategy, we strive to nurture and empower Pupil Premium students, helping them to overcome barriers, achieve success, and access enriching life experiences that prepare them for a bright future.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	The gap in attainment between PP and NPP students is largely due to varying levels of support needed, particularly among PP students with SEMH (Social, Emotional, and Mental Health) complexities.
2. Literacy	Literacy and cognitive ability. We are aware that the reading age profile based on in school data shows that those of a disadvantaged background, PP, PP+ is significantly lower than their NPP peers. We aim to support the individual learners' needs by effective intervention and review.
3. Enrichment	Enrichment & Aspirations: Students' aspirations are lower than peers, and their educational enrichment and opportunities to participate in the wider curriculum is low. Access to further education and post 16 pathways is often a barrier to social mobility. Our plan aims to give the disadvantaged students a 'positive action' in supporting them.
4. Emotional Support	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 and disruptive behaviour in lesson. The plan is to ensure that staff are aware of these issues on a day-to-day basis, and create a culture of support rather than sanction, creating an environment that is nurturing and caring and an advocacy for these students through the use of the PP champion, Family Liaison Officer as well as positive relationships with tutors.
5. Attendance	Rates of attendance for the PP cohort is lower than NPP, a high level of students not attending school will impact on progress and attainment and access to cultural capital on offer. The plan is aimed at ensuring that by being in school students, will have access to academic, and emotional support in line with those who are not disadvantaged.

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
1. PP students will achieve progress and attainment outcomes comparable to their NPP peers across all key stages. This will ensure that any gaps in achievement are minimised, enabling equitable academic success and opportunities.	Progress measures such as KS3, GCSE data and A level results will demonstrate parity in performance across PP and NPP Students.
2. To improve the literacy and cognitive skills of PP students, enabling better	Data will demonstrate that students accessing Intervention support show measurable progress in literacy, with

access to the curriculum and fostering improved overall academic outcomes.	evidence of positive gains reflected in CATS data, progress tests, and summative assessments, aligning with age-expected standards.
3. PP students will have access to and actively engage in extracurricular activities and trips at levels comparable to their NPP peers.	Attendance data will show that PP students participate in extracurricular opportunities at rates comparable to their NPP peers.
4. Elevated staff awareness of PP student profiles, including those with a history of trauma (CLA/PCLA).	Increased positive interactions with staff fostering the opportunities for the development of a supportive school environment which address the emotional wellbeing and mental health needs of PP students. Positive student feedback on relationships with staff and their sense of support within the school environment, gathered through surveys or focus groups.
5. To improve the attendance of PP students and reduce the Persistent Absence rates to match those of NPP.	To continue to track and monitor attendance levels to ensure that PA amongst PP students is identified swiftly, and support measures implemented raising overall attendance percentages.

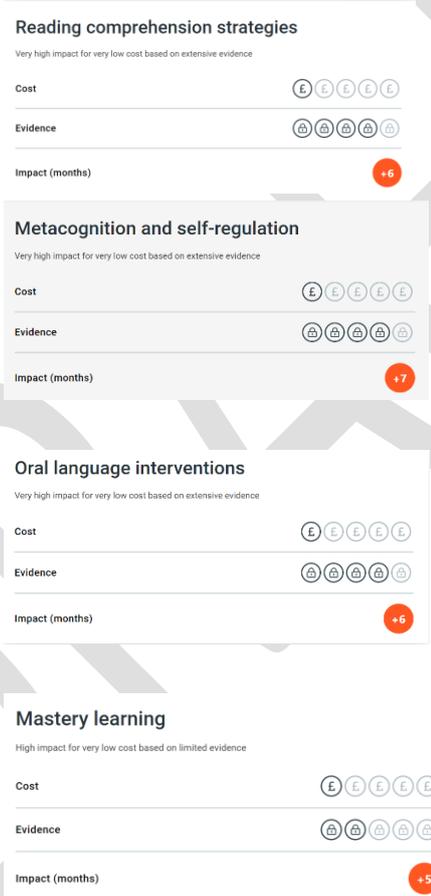
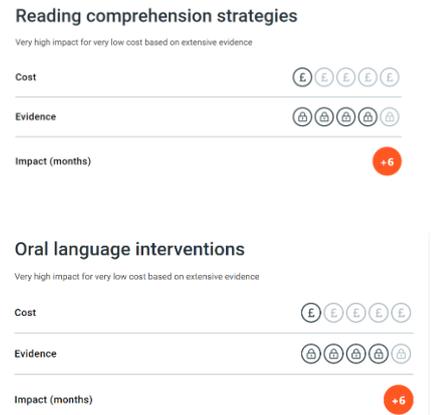
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Activity in this academic year

This details how we intend to spend our pupil premium this **academic year** to address the challenges listed above. These follow the EEF and DFE ‘Menu of Approaches’

High Quality Teaching (for example, CPD, recruitment and retention)

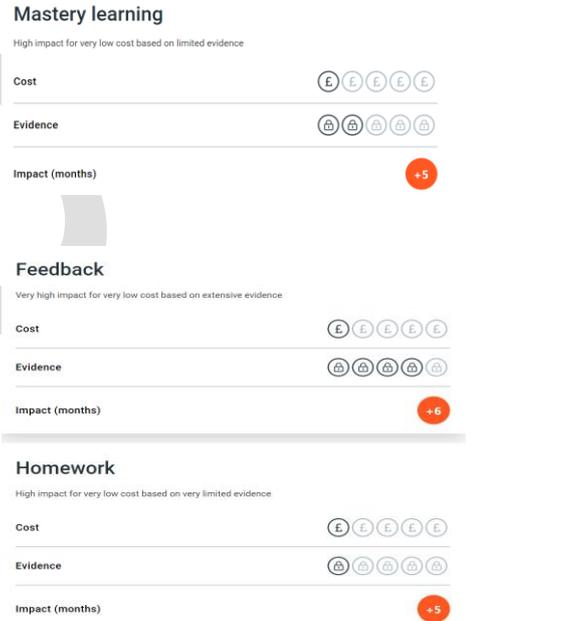
Budgeted cost: £ 20391

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD and development of pedagogy that is focussed on raising potential.</p> <p>A curriculum that is broad, rigorous, equality of opportunity and has progress and achievement at its core.</p> <p>The curriculum is also accessible and appropriate for PP students.</p>	 <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence Cost: £ £ £ £ £ £ Evidence: (A) (A) (A) (A) (A) (A) Impact (months): +6</p> <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence Cost: £ £ £ £ £ £ Evidence: (A) (A) (A) (A) (A) (A) Impact (months): +7</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence Cost: £ £ £ £ £ £ Evidence: (A) (A) (A) (A) (A) (A) Impact (months): +6</p> <p>Mastery learning High impact for very low cost based on limited evidence Cost: £ £ £ £ £ £ Evidence: (A) (A) (A) (A) (A) (A) Impact (months): +5</p>	1,2
<p>Staff CPD and the development teaching and learning with a focus on modelling (2024-25,) and continuing to focus on subject literacy that will aim to increase in progress and attainment in lessons.</p>	 <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence Cost: £ £ £ £ £ £ Evidence: (A) (A) (A) (A) (A) (A) Impact (months): +6</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence Cost: £ £ £ £ £ £ Evidence: (A) (A) (A) (A) (A) (A) Impact (months): +6</p>	1,2

<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. • Recruitment of high-quality subject qualified subject specialist teachers to ensure QFT is at the forefront of every lesson in every department 		1,2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 159889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for all underachieving PP students within curriculum areas.</p> <p>Rigorous monitoring of data across all Key Stages.</p> <p>Use of Progress tracking tool to complete subject Level analysis to support therapy and tracked intervention and peer support.</p>		1,2

<p>Literacy support for those students identified as SEND & PP (reading recovery and LEXIA programmes).</p> <p>Use of Accelerated Reader programme.</p> <p>PEER support and targeted support in and out of lesson.</p>	<div data-bbox="507 174 1085 936"> <h3>Individualised instruction</h3> <p>Moderate impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +4</p> <hr/> <h3>One to one tuition</h3> <p>High impact for moderate cost based on moderate evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p> <hr/> <h3>Peer tutoring</h3> <p>High impact for very low cost based on extensive evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p> </div>	<p>1,2</p>
<p>Small group tuition in Maths and English after school.</p> <p>To support CLA students by giving them additional targeted support.</p> <p>Funding to support smaller class sizes in English and Maths.</p>	<div data-bbox="507 1084 1085 1675"> <h3>Small group tuition</h3> <p>Moderate impact for low cost based on moderate evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +4</p> <hr/> <h3>Extending school time</h3> <p>Moderate impact for moderate cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +3</p> </div>	<p>1,2</p>

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

Budgeted cost: £ 126,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Tracking support and intervention via attendance and welfare officers and pastoral team. Improved communication with parental partners to signpost support and offer strategies for parent partnership.</p> <p>Links to Early Help to support families in need.</p> <p>Meet and greet for improved Parental Engagement and understanding. (2024-25)</p>	<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>Collaborative learning approaches High impact for very low cost based on limited evidence.</p> <p>Cost  </p> <p>Impact (months) </p>	1,4
<p>Pastoral support and mentoring Via Pupil Champion.</p> <p>Work with family liaison worker for 360 overviews of the young person and their family.</p> <p>Referrals to school counselling service.</p> <p>A review of the role of the tutor in understanding the background of their form groups.</p>	<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>Trauma based CPD and practise.</p> <p>Training for targeted pastoral work and key staff involved in behaviour management.</p> <p>Training for all members of staff into the barriers that occur for disadvantaged students.</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>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence.</p> <p>  </p>	<p>2,3</p>
<p>Funding for extracurricular activities: DofE, Music, revision guides, materials for learning (also individual needs based around learners needs).</p> <p>Support those students to access the ARTs and increase participation.</p> <p>Funding of curriculum courses such as Art, Music Drama.</p> <p>Funding the wider curriculum to allow widespread access to activities such as</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> <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> <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>	<p>2</p>

theatre, cultural capital experiences.		
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Total budgeted cost: £ 306,716

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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 2023 to 2024 academic year.

The Plan is currently in year 1 after a review of the initial plan:

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

	2021-22 (Open GCSE)		2022-23 (Return to normal GCSE) ISDR		2023-2024		National Provisional Data 2023-2024 Disadvantaged	
	Att 8	P8	Att 8	P8	Att 8	P8	Att 8	P8
All students	53.10	-0.17	50.00	-0.12	48.6	-0.02		
Disadvantaged Students	40.15	-1.14	41.00	-0.44	39.5	-0.38	34.5	-0.57
other students	54.64	-0.06	52.00	-0.06	50.4	0.05		

Analysis of the 23-24 data highlights that PP progress demonstrates a slight drop in the Attainment 8 however an improvement in Progress 8 is noted.

The data shows that on average PP students obtain 1 grade below the NPP comparable peers.

It is important to recognise the ongoing impacts of the Covid-19 pandemic—particularly in terms of mental health and lost learning—this should be considered when evaluating overall progress and attainment.

Despite the challenges, the school's approach is having a positive impact. There is evidence of progress, particularly in Progress 8, where Disadvantaged students at CHS are making gains. The strategy of personalised support, coupled with a nurturing environment, has contributed to these improvements. Moving forward, it will be crucial to maintain these efforts, adapt to the

ongoing needs of students, and ensure that every disadvantaged student is supported to achieve their full potential.

On analysis of the 23-24 attendance data, a gap of 4.3% is recorded when comparing PP to NPP attendance. There is a slight decrease in attendance (0.8%) for PP students from 22-23. However, PP students at CHS maintain above national average attendance by 4% for 23-24.

PP attendance is tracked fortnightly, with support directed by the attendance officer to the PP champion and Family liaison officer. This approach provides a wider capacity to support and establish positive communication with PP families to mitigate the percentage increase in persistent absence.

Contextually the 2023-24 cohort had a small number of students who due to many reasons including care, trauma and unidentified learning need had limited attendance/ no attendance in the academic year. Examination entries of this cohort; whom due to SEMH based need, were significantly reduced. This therefore statistically skews the headlines figures of the students who did have a positive 8 score overall (41.2%).

Attendance

	2019-2020 * Covid	2020-21 * Covid	2021-22 * Part Covid reporting (FFT Aspire) (+/- vrs National	2022-23 (FFT Aspire) +/- vrs National	2023-24 FFT Aspire +/- vrs National
All Pupils	94.85%	93.43%	92.3% (+2.6%)	93.3% (+2.6%)	93% (+2.2%)
Disadvantaged	93.50%	92.37%	89.9% (+5%)	90.3% (+5%)	89.5% (+4%)
Other pupils	95.15%	93.70%	92.8% (+1.5%)	93.9% (+1.3%)	93.8% (+1%)