Pupil Premium Strategy Statement 2026-27

Compass Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Compass Academy
Number of pupils in school	54 pupils (PP) On roll: 59 (September, 26) *as an Alternative Provision, the Academy's roll number can fluctuate in response to referrals made.
Proportion (%) of pupil premium eligible pupils	91.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/6 to 2028/9
Date this statement was originally published	September 2025
Date this statement was reviewed	September 2026
Date on which it will be next be reviewed	September 2027
Statement authorised by	Mrs C Horne (Principal)
Pupil premium lead	Holly Lockyer (VP)
Governor / Trustee lead	Mrs L Benton (LGC) Karen Osborne (Trustee for PP)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46, 200 (projected)
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	£46, 200

Part A: Pupil premium strategy plan

Statement of intent

Trust vision
Heartwood Learning Trust is committed to enabling our communities to thrive. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.

Our approach
Here at 'Compass Academy' our intention is for all pupils, irrespective of their backgrounds or the challenges that they face, to be supported to make good progress and achieve across all subject areas from individual starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal; this includes promoting educational engagement and encouraging accelerated rates of progress for those pupils who are often disengaged from learning and as a result, underachieving.

In forming this strategy, we have considered the many challenges faced by all of our pupils who by the nature of our setting are identified as vulnerable; many pupils have experienced a number of adverse childhood experiences and are supported by external agencies. In addition, an increasing number of our cohort have identified and unidentified SEND needs. The activity that we have outlined within this strategy, is intended to support all pupils' needs, regardless of whether they are identified as disadvantaged or not.

Within the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside improved progress for those that are identified as being disadvantaged peers.

As a key priority, all pupils are supported to improve their attendance levels from their baseline starting points. Improving attendance rates is the first stage in supporting pupils' sense of belonging and engagement at school.

High-quality teaching is at the heart of our teaching and learning approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap, and at the same time will benefit the small number of non-disadvantaged pupils in our school.

Integral to our strategy is the need to support the holistic development of all of our pupils, this is central to our whole school approach in developing the whole child and ensuring that our pupils feel safe within school, ready to learn and build life long aspirations.

Through our carefully structured environment, routines and approaches to behaviour management, we promote pupils to develop the skills of emotional regulation and stability to establish a readiness

for academic learning. This approach includes addressing an increase in the number of pupils who present with complex social, emotional and mental health concerns, largely as a result of experiencing a range of adverse childhood experiences.

Our Pupil Premium strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches).

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to enable all pupils to excel.

We will:

- support and encourage all pupils to improve their attendance rates from on entry baselines.
- ensure that disadvantaged pupils are challenged in the work that they are set.
- act early to intervene/respond to pupils' needs.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations in relation to what our pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Supporting pupils' social, emotional and mental health development.** Our assessments, observations and discussions with relevant stakeholders indicate that pupil's emotional regulation and stability in readiness for academic learning has been severely affected due to adverse childhood traumas which many of our cohort have experienced. There is an increasing need for intensive levels of pastoral and targeted SEND support, to develop the social, emotional and mental health needs of our pupils and plug the gaps in our pupils' emotional development.
2	**Preparing our pupils for future adulthood experiences/opportunities** Many of our pupils have not benefited from wider experiences that are supportive of pupil's learning and character development. As part of the academy's Personal Development curriculum, learning experiences are extended beyond the classroom, which is critical for all of our pupils to 'grow throughout life' as recognised by the CDI framework.
3	**Supporting pupils to re engage in education and improving standards in foundational skills** Many pupils that attend our academy have experienced extended periods of lost learning and disengagement from education arising from previous exclusions/suspensions, episodes of school refusal and transitions between different schools. It is recognised that there are significant knowledge and skills gaps, particularly in reading, which has resulted in many pupils falling further behind their age related expectations and limiting pupils' ability to access the whole curriculum. ● Reading assessments indicate that many pupils have the ability to decode texts but have little understanding of comprehension strategies to aid them in understanding the meaning of texts. ● Prior to attending Compass, many pupils do not read on a regular basis and have little confidence and motivation to read. ● A large number of pupils do not understand the value of reading and the benefits of reading. ● Pupils do not read fluently on entry. ● Many pupils have a limited vocabulary on entry. This results in dysregulation from previous learning on entry, low levels of resilience and poor attendance at previous settings.
4.	**Supporting pupils to improve their attendance and reduce severe/persistent rates of absence.**

Challenge number	Detail of challenge
	Our attendance data demonstrates that attendance among our pupils was at 69.97% (July, 26) which is significantly above national data for APs (58%). A large number of our cohort are identified as PA or SA. On entry baseline data for 25-26 demonstrated that the Academy's average baseline data was 56.8%. Our assessments, observations and internal QA monitoring systems indicate that absenteeism is negatively impacting pupils' progress for a select number of pupils. The vast majority of our pupils have low aspirations and are disengaged in education. Many of our pupils do not live within close proximity of the school and can struggle to navigate the journey across the city which requires 2 buses or the offer of home to school transport. Despite attempts, engagement from parents/carers to improve rates of attendance can be variable.

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. To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● Qualitative data from pupil voice, pupil and parent/carer surveys and teacher voice. ● Observations and results of wellbeing and attitude surveys. ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing. ● Evidence of improvement in pupils physical and emotional health, wellbeing, approach to learning and enjoyment of school. ● Pupils are emotionally healthy and understand how to maintain positive wellbeing. ● Progress in 'Motional' assessment scores from initial baseline data.

Intended outcome	Success criteria
1.Ensure that all pupils have full access to a varied enrichment offer which is suitably resourced to support pupils in 'preparing for adulthood'.	● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Suitable resources are in place to ensure that health and safety expectations are fulfilled in the completion of enrichment activities.
2.Improved reading outcomes amongst all of our pupils, including disadvantaged pupils.	● Assessments and observations indicate significantly improved reading skills ensuring the foundations of reading are embedded. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment including reading age assessment data and fluency trackers.
3.To improve the attendance of our pupils and reduce severe/persistent absence.	● Sustained rates of high attendance from 2026/27 demonstrated by: ● attendance at and above AP national for all pupil groups. ● Pupils to make progress from on entry baseline attendance rates. ● Reduced rates of PA and SA. -increased engagement and parent/carer support as recognised through increased rates of attendance.

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: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed

Trauma Informed Practice delivered to all staff and Mental Health Awareness training for identified staff.	EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)	1,3
CPD focus on: (a) Positive meet/greet (b) Learning cycle routines (c) Reading skills	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium strategy to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium". The EEF guide to the Pupil Premium: Education Endowment Foundation | EEF	3
Weekly Teaching and Learning briefing sessions.		3
Increase provision of laptops for all pupils.		3
Subject knowledge development for, through subject networks and professional association support	EEF Effective Professional Development	3
High quality internal CPD form the wider Trust to ensure specific expertise are drawn on	EEF Teaching and Learning Toolkit - +4	3
Development of Feedback Policy, with specific focus on foundational skills.	EEF: feedback (+ 6 months) https://educationendowmentfo unda tion.org.uk/education- evi dence/teaching-learning-toolkit	3
Access to a wider curriculum homework offer: Including access to Sparx Maths, Sparx Science and Reading Plus.	EEF: homework (+ 5 months) https://educationendowmentfo unda tion.org.uk/education- evi dence/teaching-learning-toolkit	3

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional adults to facilitate learning and responsive interventions for phonics, reading and SALT.	EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition) +1 (Teaching Assistants) Making Best Use of Teaching Assistants | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2

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

Budgeted cost: £26,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of pastoral staff to re-engage pupils in education and build safe and healthy relationships through the use of ELSA as an intervention.	EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4
Employment of Education Welfare Officer to support families in promoting regular attendance for pupils	EEF Parental Engagement EEF Working with Parents	1,2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
including facilitating attendance support plans and supporting transportation costs. Embedding principles of good practice set out in DfE's Improving School Attendance advice.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
Parental engagement through tutor support and parental engagement events.	EEF – Working with parents to support children's learning +4months Parental engagement | EEF	1,4
Careers • Full-time PD Lead • Widening Participation Programme	SYM873648_Careers-Education-Infographic	1,2,3,4
Provision of sensory items to equip safe spaces throughout the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4
Provision of uniform items and additional resources required for enrichment (e.g. fleeces/outerwear).	Our own school context suggests that pride in our uniform forms part of a broader system of school improvement processes such as the ethos, vision, culture and behaviour.	1,2
Fund costs of visits/ in school activities. PP funded 100% of the visit cost.	EEF Teaching and Learning Toolkit - +4 (Experiences / Outdoor Adventure Learning)	1,2
Personalised reading material provided for all pupils including disadvantaged pupils.	EEF Reading Programmes for Secondary Students: Evidence Review.	1,2,3

Total budgeted cost: £ 46,200

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 2025 to 2026 academic year.

<u>Outcome 1:</u> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
At Compass, we have achieved and sustained improved wellbeing for all pupils, particularly our disadvantaged pupils, by creating a culture where wellbeing is embedded into every aspect of school life.

Over the course of the academic year, the Academy's pastoral team has been further expanded to ensure greater capacity in supporting pupils' wellbeing needs across the Academy. 100% of pupils benefited from support provided by both of the Academy's ELSAs, an additional member of staff is currently being 'ELSA' trained.

Internal pupil voice data (July 2026) identifies that 100% of pupils surveyed have someone that they can speak to in school.

<u>Outcome 2:</u> Ensure that all pupils have full access to a varied enrichment offer which is suitably resourced to support pupils in developing 'cultural capital'.
Pupils benefited from a range of off site visits to develop lifelong learning skills. Pupils attended a wide range of enrichment opportunities in addition to targeted intervention programmes including; Rewilding Youth, Boxclever and Noise Academy. Pupils also attended trips to Yorkshire Wildlife Park, bowling and a range of sporting activities. We removed financial and practical barriers to participation, ensuring disadvantaged pupils can access the same range of enrichment activities as their peers, including all trips offered.

Personal Development data indicates that 98.82% of pupils participated in the Academy's enrichment offer and the new opportunities that they were able to experience.

<u>Outcome 3:</u> Improved reading outcomes
Through the Reading Plus programme, pupils have improved their reading comprehension skills, vocabulary acquisition, and overall literacy proficiency. The interactive nature of the programme, coupled with the user-friendly interface of Chromebooks, has created a conducive environment for students to develop a love for reading.

At the end of the academic year, July 26, we had 65 active readers, who have engaged in Reading Plus lessons in addition to 4 pupils who engaged in phonics interventions. 31 pupils remained with us for the whole academic year.

	B1	B2	B3
Above	2	8	5
At Expected	1	5	3
Below 1	4	5	5
Below 2	3	2	2
Below 3	4	4	6
Below 4	6	7	4
Below 5+	42	17	2
Total pupils	48	41	26

Progress against benchmarks:

At Benchmark 1, 87.5% of the cohort were 3 years or more below their chronological reading age. By benchmark 2, this gap had reduced to 53%. By the end of the year, the remaining cohort reduced the gap to 42%.

Over the course of the academic year, the Academy has benefitted in additional IT resources to further support the Academy's reading offer.

100% of pupils graduated (4/4 pupils) from the Ruth Miskin Phonics programme.

Pupil voice data indicates that 92% of pupils that engaged in the Library 'read and feed' sessions enjoyed this learning experience. Read and feed sessions are now embedded within the school. Offering one session per half term for all students to participate in the reading of extracts, quizzes and reading based activities.

Overall, these have been successful events with pupils looking forward to having the time in the library and engaging in activities based around reading.

Outcome 4: To improve the attendance of our pupils and reduce persistent absence.

Supporting increasing rates of attendance for all of our pupils continues to be a focus at the Academy.

Last academic year 2025-26, the overall attendance rate was 69.97%, for PP pupils it was significantly above the overall attendance rate 77.32%, an increase of 6.88%.

Though attendance rates are below the National expected rates, attendance figures are significantly above local contextual data (PRU/Special school) at an average attendance of 58%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA	ELSA Lead
Reading Plus	Dreambox
BKSB	BKSB
Fresh Start Fast Track programme	Ruth Miskin
Amanita Woodland Skills	Rewilding Youth
Motional	Motional