

Diminishing the Difference through the Pupil Premium at Torpoint Community College

Pupil Premium Action Plan 2017-18: Overview of proposed spending and actions

Objective: to diminish the differences between pupil-premium and non pupil-premium students.

Priority areas to address in 2017 – 18

Potential barriers to learning of Pupil Premium students have been investigated by carrying out learning walks, student shadowing, student voice, analysis of achievement, attendance and behavior concerns, and through parents' views, CLT, staff and governor views. From our robust evaluation of the impact of previous years, strategies used and the fact we know our students well, we have identified the following priority areas as potential barriers to learning for disadvantaged students in our College:

1. Lower confidence in ability which impact on learning skills, achievement and attainment
2. High social and emotional needs which manifest in lack of confidence in risk taking
3. Higher level of Child protection and Care (safeguarding, emotional, physical, social and mental health needs) needs across the population
4. Unrealistic aspirations for self and lack of awareness of career and life chances
5. Lack of parental knowledge and at times experience of the qualifications framework
6. Low literacy skills for some Pupil Premium eligible students limiting access not only to English but also to the curriculum
7. Low levels of confidence with Maths and numeracy skills across the curriculum for some Pupil Premium eligible students
8. A lack of awareness of the big picture due to our location in a rural and coastal area and lack of facilities and range of employers

Pupil Premium funding has allowed us to introduce a range of interventions and strategies to support these students and to help address these barriers. The College's self-review cycle means that interventions are monitored, reviewed, evaluated and adapted as necessary.

As a small College and after discussion with CLT and staff we have decided not to tell students if they are picked for interventions due to being in receipt of Pupil Premium funding as this would be divisive in our small community and it is better not to label students. We introduced cashless catering so that there is no way for students to discriminate between FSM and non-FSM students and reduce any possible stigma. Many of the interventions and strategies used are aimed at all students as it is vital to raise the attainment of all students in order to then close the gap between our pupil-premium eligible students and the national attainment of non-pupil premium eligible students. We also acknowledge that some non-pupil premium students face disadvantage as some students are from wards high on the deprivation index and therefore they too benefit from universal interventions aimed at helping all students to achieve. This action plan is reviewed yearly.

The detailed Action Plan that follows show how Pupil Premium funding will be designated in 2017-18 to address the priority areas and is broken into three sections.

Universal – Actions for all students, raising achievement for all as we are a small school, helping to close the gap and diminish the difference for Pupil Premium student versus all other pupils nationally.

Focused – Actions for smaller identified groups of Pupil Premium students.

Targeted – Actions for individual Pupil Premium students – personalised and focused interventions.

Evaluations showing what worked well in previous years and research such as the Sutton Trust Education Endowment Foundation Toolkit have been used to inform and update the action plan.

The Pupil Premium

The Pupil Premium was introduced by the Coalition government in April 2011 to provide additional funding for disadvantaged students. The amount provided has grown over the years to total £935 for secondary students. The premium is paid for students who have been eligible for free school meals over the previous six years or who have been in care. Schools also receive £1,900 for pupils who have been in care but are now adopted or left care under guardianship orders. A separate grant of £300 is paid to schools to enable them to support the emotional and social well-being of service children.

Definition of 'Disadvantaged' Pupils

In the 2015 performance tables, the definition of a disadvantaged pupil changed to reflect changes to the conditions of funding for the pupil premium in 2014/15. The main changes to these conditions were:

- In 2013/14, children looked after continuously for at least six months were eligible for the pupil premium. In 2014/15, this changed so that children looked after continuously for 1 day or more are eligible for the pupil premium
- In 2014/15, the pupil premium also included those pupils recorded on the School Census as being adopted from care.

Since 2015 a pupil will therefore be defined as disadvantaged in the primary performance tables if they are recorded as:

- o **Eligible for Free Schools Meals (FSM) in the last six years; or**
- o **Looked after continuously for 1 day or more; or**
- o **Adopted from care**

This information can be found in the DfE Statement of Intent.

Applying for Free School Meals (FSM)

Torpoint Community College relies on individual parents to apply for free school meals for their child, which means that we only receive the Pupil Premium funding for students once parents and carers have applied. We would therefore encourage parents and carers to apply for FSM where applicable. Application forms are available during Parent Consultations on Academic Review Days or at any time from the College Reception and College website (search for Pupil Premium).

The eligibility criterion to claim for free school meals is to be in receipt of one of the following:

Income Support

Income-based Jobseekers Allowance

Income-related Employment and Support Allowance

Support under Part VI of the Immigration and Asylum Act 1999

The guaranteed element of State Pension Credit

Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

Universal Credit

Children who get any of the above benefits in their own right (i.e. they get benefits payments directly, instead of through a parent or guardian) can also get free school meals.

Amount of Pupil Premium Funding at Torpoint Community College

| Financial Year | Amount of Pupil Premium Funding |
|----------------|---------------------------------|
| 2011-12 | £55,120 |
| 2012-13 | £129,855 |
| 2013-14 | £197,256 |
| 2014-15 | £192,540 |
| 2015-16 | £183,625 |
| 2016-17 | £165,185 |
| 2017-18 | £146,185 (indicative sum) |

Table showing the Pupil Premium grant allocation amount by year since the introduction of the Pupil Premium

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-------------------------------------|-----------|-----------|-----------|-----------------|-----------|-----------------|-----------|
| Percentage Pupil Premium years 7-11 | 23% | 27% | 30% | 36% | 42% | 39% | 37% |
| FSM | 90 | 176 | 186 | 176 | 158 | 143 (Oct'16) | 65 |
| Service Children | 56 | 67 | 72 | 66 | 63 | 55 | 57 |
| Looked After Children | 4 | 3 | 5 | 2 1 post LAC | 1 | 2 | 2 |

Table showing numbers of Pupil Premium Students by Year

3 year trend for Pupil Premium numbers:

2015-16 Pupil Premium Students by year group

| Type of Pupil Premium | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------------|------------|------------|------------|------------|------------|
| PP Dep | 35 | 22 | 33 | 31 | 37 |
| Service | 1 * | 24 | 9 | 15 | 14 |
| Looked After | 1 | 0 | 1 | 2 | 1 |
| Adopted From Care | 0 | 0 | 0 | 0 | 0 |
| Total Students in year | 91 | 112 | 106 | 114 | 113 |
| % of PP students | 41% | 39% | 40% | 42% | 46% |
| % of non PP | 59% | 61% | 60% | 58% | 54% |

Table showing breakdown of Pupil Premium Students in 2015-16 Overall % PP students 42%

2016-17 Pupil Premium Students by year group

| Type of Pupil Premium | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------|------------|------------|------------|------------|------------|
| PP Dep | 29 | 32 | 18 | 39 | 25 |
| Service | * | 9 | 21 | 9 | 16 |
| Looked After | 0 | 2 | 0 | 0 | 2 |
| Adopted From Care | 0 | 0 | 0 | 0 | 0 |
| Total Students in year | 116 | 89 | 105 | 102 | 111 |
| % of PP students | 25% | 48% | 37% | 47% | 37% |
| % of non PP | 75% | 52% | 63% | 53% | 63% |

Table showing breakdown of Pupil Premium Students in 2016-17 Academic Year – overall average PP years 7-11 39% October 2016

2017-18 Pupil Premium Students by year group

| Type of Pupil Premium | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------------|------------|------------|------------|------------|------------|
| PP Dep (Last ever 6 and FSM) | 26 | 27 | 27 | 19 | 30 |
| Service | 4 | 16 | 12 | 20 | 9 |
| Looked After | 0 | 0 | 2 | 0 | 0 |
| Adopted From Care | 0 | 0 | 0 | 0 | 0 |
| Total Students in year | 112 | 116 | 90 | 103 | 100 |
| % of PP students | 27% | 37% | 46% | 38% | 39% |
| % of non PP | 73% | 63% | 54% | 62% | 61% |

Table showing breakdown of Pupil Premium Students in 2017-18 Current Academic Year – overall average PP years 7-11 37% October 2017

We receive more information on PP numbers in Year 7 after the January Census so year 7 numbers likely to rise – PP dep number based on last ever 6.

How will the impact of spending the Pupil Premium be measured?

To monitor progress on attainment at Torpoint Community College the usual cycle of data collection and the monitoring and tracking of cohorts attainments will be used to inform students' progress and enable early identification of need, support and appropriate intervention.

Pupil Premium Action Plan 2017 – 2018

| All Students Universal | Total Budgeted cost | Pupil Premium Fund | Outcomes that are desired | Description of Activity / Intervention / Strategy *Where identified by Sutton Trust | How impact is to be measured i.e. what are our success criteria? |
|---|---------------------|--------------------|--|---|---|
| Pupil Premium Champion 1-8 (Numbers indicate the potential barriers to learning being addressed) | £4,650 | £4, 650 | Ensuring Pupil Premium students are a highly visible group of students across the Curriculum and planning interventions to support these students, investigating barriers to learning, monitoring Pupil Premium students to identify and help reduce barriers to learning and raise aspirations for these students. Advocate for students in receipt of Pupil Premium funding. | Pupil Premium Champion Davina Bray started role in September 2015. Identifying and raising staff awareness of Pupil Premium Students e.g. Venn Diagrams showing the different types of PP students in years 7 to 11 to ensure these students have high visibility across the College for staff. Meeting Pupil Premium students to identify barriers to learning – student voice. Meeting with Pupil Premium students and Governors. Raising aspirations through the careers programme e.g. PP targeted career trips, raising aspiration talks, Exeter University Easter Residential for selected year 10 PP Dep students. Preparing statutory information for the College Website. A source of contact for all staff with issues regarding Pupil Premium. To establish a mentoring system to identify and act on barriers to learning with Parental involvement e.g. tracking extracurricular participation at ARD meetings. Overview of Pupil Premium interventions across the College. Investigate barriers to learning in the priority areas through student voice – meetings and questionnaires. Trial new initiatives e.g. Escape Room visits. | High visibility of Pupil Premium eligible students for all staff – e.g. student place sheets in blue folders. Inclusion of data of PP sub-set in all relevant documentation such as policies, PADs. Pupil Premium category columns on SIMS mark sheets. Student and staff survey in Spring Term is both positive and identifies raised awareness KS3 – KS5. Increased awareness of barriers to learning for Pupil Premium students at the College e.g. in Teachers’ blue folders and actions to reduce these barriers for individuals – we know students well and build on strong relationships. Increased Parental Engagement at Parents Evenings and at ARDs. Diminishing the differences to help close any attainment gap. |
| Curriculum: Additional Maths Practitioner Post 1, 2, 5, 7 | £51,520 | £30000 | To secure greater levels of progress for students in Maths. Increase engagement, continuity and intervention. Improved FSM progress and attainment in order to close any attainment gap. | Continuation of additional staffing to increase the quality of teaching and learning in Maths in KS3 and KS4, enabling greater progress of FSM students regardless of ability. This allows for smaller class sizes and increased intervention and enables curriculum changes. E.g. 5 classes for Maths per year group at KS4. <i>Sutton Trust: feedback +18 months / Learning Styles +2 months / Reduced class size +3 months Feedback has very strong evidence for improving learning and progress.</i> | Greater rates of progress in Maths KS3 + KS4. Increase in Attainment and Achievement of identified FSM students. Closing the gap for Pupil Premium students compared to non-Pupil Premium students in Maths. |

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| <p>Teaching Staff</p> | <p>£50,000</p> | <p>£50,000</p> | <p>Funding towards teaching staff to maintain capability and capacity to support the diverse range of needs, requirements and interventions.</p> | <p>Quality teaching and support for all students to help to diminish the difference between our Pupil Premium students and national non-Pupil Premium students.</p> | <p>Lesson Observation grade Examination results.</p> |
| <p>Curriculum and whole college: Literacy across the Curriculum 1, 2, 5, 6</p> | <p>£2,000</p> | <p>£2,000 inc resources</p> | <p>Raise SPAG awareness across curriculum areas and with students and staff in light of new specifications during the tutor programme, INSET, reading age data monitoring and interventions, and through reading events.</p> | <p>LAC coordinator lead: 5th year of role. Championing Literacy and language use in all Curriculum areas .CPE leading. Focus on further developing Accelerated Reader for students in years 7 and 8, students not achieving at least 3 levels of progress, Reading Age data on SIMS and auditing areas linked to new NC developments. SPAG activities tutor programme such as reading in KS3 tutor groups. Staff INSET to promote consistency in using literacy across the curriculum. Reading events in the library to promote enjoyment of reading. Literacy rep meetings with staff from across the curriculum leading to cross curricular dissemination of good practice.</p> <p><i>Sutton Trust: feedback +18 months / Learning Styles +2 months</i></p> | <p>Improved student and staff engagement and understanding of SPAG Student and staff voice surveys following SPAG/reading tutor programme Pupil Premium students participation in reading events – reading calendar. Annual Literacy Survey. Statistics for reading age progress for pupil premium students</p> |

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| <p>Study Skills 1, 5</p> | <p>£1,000</p> | <p>£1,000</p> | <p>Study skills – revision skills for year 10 and 11 students.</p> | <p>Study Skills coordinator JHO, goodie bag given out to year 11 at Parents Evening. Revision Organiser to be used by year 10 and 11 students during tutor time in key stage 4 tutor groups and discussed with parents at ARDs to increase parental engagement with their child’s revision strategies.</p> <p>Further support in the curriculum in Year 10 PSHE lessons, Sixth Form study skills sessions. Key Stage 4 tutor time revision sessions with JGO to support each KS4 tutor group.</p> <p>Study Café for Key Stage 4 students in Sixth Form Common Room Wednesdays 3.30-5.30pm providing an extra study space, access to IT, free coffee and tea for students and students gain a stamp on their intervention passport.</p> <p><i>Sutton Trust. Parental involvement Moderate impact for moderate cost, based on moderate evidence. +3 months</i></p> | <p>Year 10 and 11 revision organiser in tutor time. Student Revision Organiser - showing evidence of student’s revision and independent work Parental feedback at ARDs</p> |
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| <p>Literacy and reading 1, 2, 4, 6</p> | <p>£15,000</p> | <p>£8,000 Reflect PP / FSM need</p> | <p>Promotion of literacy and reading for all students including Pupil Premium through displays, such as word of the week, and greater awareness of reading for pleasure through displays such as author of the month and AR programme. Targeted reading levels and reading age progress. Rewards programme and displays to celebrate students' progress. Increased focus on reading during tutor time for KS3 tutor group.</p> | <p>From September 2014 use of Renaissance Learning / Accelerated Reader to close the gap between pupil premium and non-pupil premium students in years 7 and 8. Further Development of reading strategies such as reading time in English lessons. Dedicated Learning Mentor (JHA) to support underachieving students and Focused Librarian time (THO) during AR sessions. Parental engagement developed as part of this action plan in 2015-16 using bolt-on AR software that parents can access at home. Displays to promote reading and language acquisition e.g. word of the week, desert island reads, author of the month, book recommendations, word of the year. Continuation of peer mentoring - Book Buddies peer reading programme to intervene with low ability readers. English rewards system – Lockett Dollars and displays. <i>Sutton Trust: Teaching assistants</i> <i>Low impact for high cost, based on limited evidence. +1month</i> <i>Digital technology</i> <i>Moderate impact for high cost, based on extensive evidence. +4 months</i> <i>Peer tutoring Moderate impact for very low cost,</i></p> | <p>Improvement in STAR reading levels to allow students to access curriculum Specific focus for PP students. Use of Parental Bolt-On to facilitate parental involvement Displays to promote reading and word of the week to promote language acquisition Book Buddies participation. Reading survey.</p> |
| <p>Behaviour and Rewards KS4 Year 11 Raising Achievement Coordinator 1-7</p> | <p>£2,000</p> | <p>£2,000</p> | <p>Increased focus on identified students in KS4, mentoring by key stage 4 tutors with collated input from subject staff, accelerated focus and celebration of success through year 11 rewards. Behaviour for learning interventions.</p> | <p>Developed over five years, this role has evolved to focus on identifying and then coordinating revision, rewards and celebrations for Year 11 linked to HLoL post (JHO). Tutor mentoring to take place for all key stage 4 students by tutors at ARDs with collated input from subject teachers. KS4 bulletin each week to focus students on the support and interventions they can attend and important deadline dates for exams and coursework. Identifying students needing additional support e.g. from Pastoral team, external agencies, SSC. Year 11 rewards programme. Working with Pupil Premium Advocate DBR e.g. checking that all year 11 Pupil Premium Dep students have revision guides – leading to individual focused intervention where necessary to provide resources. Year 11 revision passport. <i>Sutton Trust: Mentoring</i> <i>Low impact for moderate cost, based on moderate evidence. +1 month</i> <i>Behaviour interventions</i> <i>Moderate impact for moderate cost, based on extensive</i></p> | <p>Student voice – increased confidence levels and awareness of study skills techniques in Year 10 and 11 PP students. Increase communication between subject teachers and tutors in order to support students to meet deadlines throughout year 11. E.g. year 11 bulletin.</p> |

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| Change in curriculum time for some subjects – EBAC route 1, 7 | N/A | N/A | Students have more lesson time in Maths as well as other EBAC subjects. | <p>Continued timetabled focus is on increased Maths and English lessons from 8 x 1 hour per 2 weeks to 10 x 1 hour per 2 weeks. Also extra time in Science curriculum for separate Science students. Increase in Science curriculum time for year 7 and 8.</p> <p>More time for MFL in KS3. More time for EBAC subjects while maintaining access to creative curriculum. Have encourages more students to pick separate Sciences to raise aspirations.</p> | <p>Lesson observations Student Voice Parent Voice Examination results e.g. %A*-C including English and Maths</p> |
| Teaching and Learning (CPD) 1-8 | £5,000 | £1,000 | Classes with higher proportion of Pupil Premium students focus on developing strategies to engage and accelerate learning. | <p>6th Year of specialist Assistant Headteacher JGO Leading staff INSET and CPD, lesson observation cycles, staff support programmes, teach meets and skill sets ensuring teaching is good to outstanding. Staff INSET: homework, skills sets. Torpoint Ten – CPD newsletter and ten areas to focus on. Focus for 2017-18 teaching skills with CLA and expertise gained as a Holocaust Beacon School in using questioning.</p> <p><i>C4EO research: the quality of teaching makes the biggest difference to learning outcomes, pedagogy matters.</i></p> | Increased good and outstanding judgement for all lesson observations with specific lesson observations / learning walks with FSM students as focus. Support in place for staff if teaching is not graded as good or outstanding. |
| Work Scrutiny / Feedback Metacognition on DIRT 1, 2, 3, 4, 5 | £500 | £200 | Greater and clearer understanding of learning and progress as well as next steps for all students – understanding ownership of learning gains and students know how to make further progress. | <p>Start September 2014: Specific focus on feedback and Assessment for Learning for Pupil Premium students. CDP priority specific focus on feedback between subject teachers and students to improve learning and identification of next steps to make progress; Dedicated Improvement and Reflection Time across the curriculum INSET to show how different departments complete DIRT with students, curriculum areas improving and refining DIRT techniques. Purple pens issued to all staff for DIRT to ensure consistency across curriculum areas.</p> <p><i>Sutton Trust: Feedback High impact for low cost, based on moderate evidence. Average impact: + 8 months' progress</i></p> | <p>Learning Walks Work Scrutiny monitoring reports Lesson observations Student voice</p> |

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| <p>KS4 Exam Revision Classes and Preparation 1, 4</p> | <p>£2,000</p> | <p>£500</p> | <p>Pupil Premium students and other students supported to attend sessions in the holidays to revise and prepare for forthcoming exams.</p> | <p>Focused sessions during College holidays (February half term, Easter and May half term) creating the opportunity for concentrated efforts towards identified students in specific subject areas. Costs of opening TCC and staffing.</p> <p><i>Sutton Trust: Extending school time Low impact for moderate cost, based on moderate evidence. Sutton Trust: Evidence rating: Moderate. Two or more rigorous meta-analyses. +2months</i></p> | <p>Number of students attending extra revision sessions and their performance in exams</p> |
| <p>Recognition and Reward 1, 2, 4</p> | <p>£2,000</p> | <p>£900</p> | <p>Students motivated to succeed by clarity of rewards system and wide range of awards</p> | <p>Continuation of the new rewards programme including attendance cup, tutee of the fortnight and merit monkeys presented every fortnight in house assemblies. Student certificates to award good attendance, attainment, effort, progress and participation at end of term assemblies. Merits given consistently to award attendance, no lates, having equipment and correct uniform. Monthly Head Teacher's Award – displayed in hall. Merit shop at end of academic year. Awards such as tickets for free items from canteen to award good attendance as well as rewards from local businesses. Golden Time for good attendance and no behavior points once a term. All staff have a Merit Stamp. Lead GLA.</p> <p><i>Rewards to motivate and inspire and celebrate success</i></p> | <p>Increased student confidence in ability, increased take up and achievement across the College i.e. part of the developing community. Displays celebrating students success e.g. in main hall. Less behavior concerns for Pupil Premium students.</p> |

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| <p>Transition from KS2-KS3 1, 2, 3,6, 7</p> | <p>£9,700</p> | <p>£1,000</p> | <p>Improved transition between Key Stage 2 and Key Stage 3</p> | <p>JCH leading on transition. Staff visits to lead workshops at Feeder Primaries. This will help to identify Pupil Premium students and any existing gaps in attainment. It is important we know our new students well so that we can diminish any potential differences.</p> <p>Information relayed to staff in September about new cohort.</p> | <p>Improved transition and awareness of new PP students in year 7 and strategies to support them.</p> |
| <p>Careers and IAG 1, 4, 5, 8</p> | <p>£7,800</p> | <p>£2,600</p> | <p>All students have a positive work experience placement at end of year 10. Careful placement of Pupil Premium students using AHLLOL who knows students well.</p> | <p>Continuation of Coordinator role for work experience and EBP support. Liaison with employers, identification and specialist knowledge of students, coordinating placement of Pupil Premium students to make work experience useful and a positive experience (PMA)</p> <p>Individual Year 9 Options Interviews to support students to choose their key stage 4 options, linked to their career aspirations. (JPL)</p> <p>Career lessons in PSHEe and career trips and events (DBR) Aim to take PP students to targeted careers events and organise employer talks, assemblies and visits. Careers fair to be organised with help from the EBP. Participation of PP students in events such as Exeter University Easter residential. Mentoring Pupil Premium students helping with next steps such as application forms. All year 11 students have a destination interview with BLE.</p> <p>Links with Next Steps initiative in 2017-18 –many of the targeted students are PP eligible and will benefit from the further interventions on offer.</p> <p><i>Sutton Trust: Aspiration interventions Very low or no impact for moderate cost based on very limited evidence. 0 months</i></p> | <p>Records of 1-1 interviews with year 9 and year 11 students. JPL and BLE</p> <p>Student voice about options process. JPL</p> <p>Careers Week in March</p> <p>Careers Events and Trips. DBR</p> <p>Attendance of students including Pupil Premium Students at Skills Shows meeting a range of employers and further study opportunities. DBR</p> <p>Range of placements for Pupil Premium students on work experience, student log books.</p> <p>PMA</p> |

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| <p>Outdoor, Learning in the Natural Environment, Ten Tors, Forest School 1, 2, 4</p> | <p>£4,000</p> | <p>£1,600</p> | <p>Participation in outdoor adventure learning by Pupil Premium students in ten tors. Outdoor learning in the curriculum including LINE lessons and Forest School</p> | <p>Continuation of research into the impact on achievement, attitude and progress of students. Empty classrooms project. Tutor trips to Anthony House in Forest School.</p> <p>Ten tors running at TCC with regular meetings and events- JPO.</p> <p><i>Sutton Trust: Outdoor adventure learning Moderate impact for moderate cost, based on limited evidence. +3 months</i></p> | <p>PP students participation in Ten Tors Pupil Premium students taking part in Forest School activities.</p> |
| <p>Planners issued to all students in years 7 to 11</p> | <p>£600</p> | <p>£200</p> | <p>Planners issued to all students to help their personal organization in addition to the Show My Homework website. The planners include information about the college as well as key information from each subject area.</p> | <p>Planners issued to all students by tutors to help with personal organization, to highlight key dates and information.</p> | <p>Use of planners by students</p> |

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| Block scheduling of Option Subjects in the timetable | £0 | £0 | We block timetable for English, Maths and Science in year 7, 8, 9, 10 and 11. We engineer a Eng Bac block in year 9 in order to increase the curriculum times for the core subjects English, Math and Science. | To allow increased curriculum time for English, Maths and Science. <i>Sutton Trust Block scheduling</i> <i>Very low or no impact for very low or no cost, based on limited evidence.</i> <i>0 months</i> | Timetabled time for English and Maths is 10 hours per fortnight each. |
| Homework | £4,650 | £1,900 | Staff use the Show my homework website to record homework so that all students including Pupil Premium students can access this online homework planner. Homework has been a key priority on the College improvement plan. All students including Pupil Premium students can attend Homework Club at lunchtime. Held in a Computer Suite - ICT Access for all students. | Pupil Premium students are able to access the Show My Homework website, an online planner in and out of college online including from apps on smartphones and tablets. Parents can also access this online record. <i>Sutton Trust: Homework (Secondary)</i> <i>Moderate impact for very low or no cost, based on moderate evidence.</i> <i>+5months</i> | Student and staff activity on Show My Homework. INSET about homework – curriculum meeting time to discuss, improve homework set to students to close attainment gaps. |
| Attendance and EWO Provision 2,3 | £4,500 | £1,500 | Attendance Coordinator role monitoring attendance of all students including subsets such as Pupil Premium students. EWO Support. | Monitoring of student attendance, AIR spreadsheet so that tutors can monitor and record attendance and interventions on a fortnightly bases. Attendance interventions by GLA include assemblies to target students with falling attendance. Informs HLOL for further interventions. <i>Behaviour interventions</i> <i>Moderate impact for moderate cost, based on extensive evidence.</i> <i>+4 months</i> | Positive Attendance data. Closing the gap between Pupil Premium and Non-Pupil Premium attendance data. |
| Cashless Catering 2 | £1,700 | £560 | To remove the stigma of having Free School Meals and to better monitor students' eating habits and the potential impact they have on behavior and learning. | Regularly review the take up of FSM and follow up students registered for FSM not taking them. Identify correlation between diets and behavior and learning. Take action where required to improve/educate student decisions on diet. Cashless system has removed the need for cash, which may have been spent in the Spar on junk food/sweets. | Take up of FSM. Attendance/ progress and behavior of students. |

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| SAM Learning 5 | £2,500 | £850 | SAM learning subscription | To support students with an online revision programme for all subjects. | Examination Results. Statistics from SAM Learning showing time spent revising by each student. |
| Sate Registered School Nurse 2, 3 | £2,000 | £670 | School nurse drop in and medical room | School nurse drop in for students, held in the SSC – SFO. Updates EHCP and Medical Needs. Staffing medical room. | Students using the drop-in sessions and medical room. |
| Examinations: Access Arrangements and Preparation 1, 2, 3 | £1,500 | £500 | To prepare students for examinations so that they can complete the confidently, with the correct access arrangements in place. | Students' individual needs in examinations are catered for with access arrangements and concessions, mock exams to trial arrangements for all students in order to iron out any issues. | Excellent behavior of students in exams. Students prepared well for formal examinations. |
| Pastoral System changes | £0 | £0 | Changes to the pastoral system commencing September 2017 into new KS3 and KS4 groups to reflect ethos on preparing students for linear examinations at end of KS4. | Students have been grouped into new tutor Key Stage 3 and 4 tutor groups by tutors during Departmental Meetings and the tutor programme overhauled to reflect the changes to specifications and exam requirements with the new KS4 linear qualifications. | HLOL, Student and tutor feedback, voice on new pastoral system in 2017-18 |

| Focused i.e. small group strategies and interventions | Total Budgeted cost | Pupil Premium Fund | Identified Outcomes | Description of activity/ Intervention | How impact is to be measured |
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| Learning Mentors 1-7 | £11,000 | £7,800 | Specifically targeted at vulnerable groups to develop social skills and self esteem and supporting positive behavior. | Support Groups: Specialist programme developed, including friendship and breakfast club, skills and rewards. HLTA led. THRIVE programme. Time spent with students on alternative qualifications such as ASDAN. <i>Sutton Trust: Social and Emotional Learning+4 months</i> | Attendance of targeted students, reduction in poor behaviour choices, greater involvement in lessons, feedback after mentoring and improvement in confidence and self-esteem, attendance and behaviour, progress. |
| | £40,000 | £5,000 | Students underachieving on Mid Year data who have not yet had provisions are targeted with Learning Mentor interviews to identify needs. | Small targeted group sessions e.g. Literacy support with JHA. Numeracy Support from LBA – small group interventions. <i>Sutton Trust: Small Group tuition + 4 months / reduced class size</i> | Positive change in progress measures on next data input. |
| Participation in extracurricular activities to engage 1,2 | £0 | £0 | To engage Pupil Premium students due to their involvement in extracurricular activities. | Tutors asking Pupil Premium students to participate in extra-curricular activities such as Stage Band, Sports Teams. | More engaged PP students participating in extra-curricular clubs. |
| More Able Coordinator (BLO) 1, 4, 5 | £2,500 | £1,000 | To support the progress of more able students including more able pupil premium students. | Year 11 More Able Pupil Premium students – mentoring by year 12 boys for boys. High Ability Challenge Plans completed by year 11 tutor.s during Continuation of initiative to help more able girls to cope with the pressures of exams and aiming high, resilience, growth mindset, 'Brave Girls' set up with support from Di Lobbett. Escape Room trips – teamwork skills. | Student feedback and progress, attendance. Year 11 mentoring programme. Brave Girl initiative outcomes. Feedback from Escape Room trips |
| Forest School 1, 2 | £500 | £200 | Increased social skills of students and engagement in learning. | Forest School programme work with Antony House / local National Trust and Learning outdoors. All of year 7 take part in Forest School during DT- DLU leading. <i>Sutton Trust: Small group tuition +4 months</i> | Student voice and feedback, student progress, attendance and behavior. |

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| Targeted Careers interventions by DBR and Next Steps Programme 2, 4, 8 | £0 | £0 | Raising aspirations of Pupil Premium students to increase participation in higher education and improve lifelong career chances. | Participation of Pupil Premium eligible students in trips to universities, Skills Shows, Apprenticeship Show to raise aspirations and view of career chances. Participation of these students in the interventions offered as part of the Next Steps initiative with Plymouth University. <i>Sutton Trust: Aspirations interventions</i> | Participation of Pupil Premium students in trips and interventions and their feedback Improved destination data for Pupil Premium eligible students. |
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| Targeted: 1:1 | Total Budgeted cost | Pupil Premium Fund | Identified Outcomes | Description of activity/ Intervention | How impact is to be measured |
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| Emotional Health and Well-Being Support in SSC 1, 2, 3, 4 | £2000 | £700 | Identified students benefit from this targeted counseling support to remove barriers / disadvantage / complex issues. | Small group interventions for self-esteem, health and wellbeing in SSC – HWE Interventions by appropriate external agencies where appropriate. <i>Sutton Trust: Social + Emotional Learning +4 months</i> | Impact on individuals. Improved engagement in learning Targeted students' attendance, behavior and progress. |
| Pupil Premium Admin 5 | £500 | £500 | To increase parental involvement such as attendance at ARD and Parent Evenings. | Pupil Premium student, phone calls and post cards sent to invite parents to attend events, reminders. | Attendance at ARD and Parent Evenings |
| Curriculum Books and Publications 5 | £200 | £200 | Individual support programmes. | Purchase specialist books and publications for PP students to help facilitate progress. DBR to work with JHO to ensure year 11 students have the revision guides they require. | Staff requests to AHA/JPL |
| Exam Entries for Alternative Curriculum Provision | £2,500 | £1,500 | Use of Pupil Premium to pay for exam entries for Pupil- Premium students in Alternative Curriculum Providers | To facilitate Pupil Premium students in Alternative Provision taking BTEC/Asdan qualifications. Additional support for Pupil Premium students to access qualifications such as ASDAN where necessary. | Pupil Premium students in alternative provision gaining qualifications. |

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| Exam Access Arrangements | £1000 | £500 | Pupil Premium students have necessary access arrangements determined and in place for formal examinations. | Subject teachers identify students who may need additional support or access arrangements for the formal exams. Followed up by SENCO and alternative arrangements put in place to support the students during the examination period. E.g. separate seating, scribes, readers. | Examination results Students feedback after examinations. |
| Attendance and Engagement | £1,500 | £1,500 | Individual attendance support. | Start September 13 and specific lead appointed January 14: targeted interventions on individuals' attendance. Now lead by GLA with PST. <i>Sutton Trust: Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. +4 months</i> | Improved attendance. |
| Pupil Premium FSM subsidised peripatetic music lessons 1, 8 | £0 | £0 | For information- Pupil Premium FSM students have subsidised music lessons through the Schools Music Service. | Participation of Pupil Premium students in the arts; music lessons. | Closing the barriers for Pupil Premium students –facilitating access to music lessons. |
| Pre-school intervention - Breakfast club 3 | £1,980 | £1,500 | Breakfast Club open to targeted students to ensure they eat a healthy breakfast at the start of the school day. | Breakfast club opens at 7.50am in SSC for targeted students. Students receive a healthy breakfast. APA leads on this. | Students' progress; attendance and behavior. |
| Alternative Education Budget | £10,000 | £8,000 | In case an alternative pathway is required for a particular student. | To meet the costs required by an alternative education pathway. | Progress of students involved. |
| Activities Week Assistance 3 | £0 | £1,000 | To reduce barriers to participation in activities week for Pupil-Premium students | Enabling Pupil Premium to participate in activities. Funding support given in exceptional circumstances only. Any such requests need to be submitted to the Head teacher in writing for their consideration and approval. | Range of activities undertaken by Pupil-Premium students during Activities Week. |

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| <p>Free books – promoting literacy to new PP eligible students in year 7 1, 5,</p> | | | <p>To encourage a joy of reading in new Pupil Premium eligible students, and EAL students by giving them a free book with parents present – to encourage reading at home.</p> | <p>Pupil Premium eligible and EAL students to be given a free book to encourage reading at home. Organised by CLO.</p> | <p>Pupil-Premium and EAL students reading at home. Parental involvement.</p> |
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Author DBR September 2017

**Summary of Pupil Premium Interventions
planned for 2017-18**

