

**Pupil Premium:**  
**Diminishing the Difference at Torpoint Community College**  
**Evaluation and Report 2017-18**



**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. The funding has remained unchanged since 2016/17.

**Definition of 'Disadvantaged' Pupils Last updated: 20/09/16**

A pupil will be defined as disadvantaged in the 2015 onwards 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.

Schools will receive £2,300 for any pupil:

identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:

adoption

a special guardianship order

a child arrangements order (previously known as a residence order)

who has been in local authority care for 1 day or more

recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

**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 Pupil Premium funding for these students. We would therefore encourage parents to apply for FSM where applicable for their child and we will send out Facebook statuses and requests in the College Newsletter.

*Your child may be able to get free school meals if you get any 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.

Parents can apply online at <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/school-meals/application-for-free-school-meals-and-pupil-premium/> or use the paper form available on the College website; search for 'Pupil Premium', or ask for one from Pip Stephens in the Admin Office.

### **Pupil Premium Funding at Torpoint Community College in 2017/18**

**Total Pupil Premium Funding 2017/18 was £146,185**

<b>Financial Year</b>	<b>Amount of Pupil Premium Funding</b>
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
2018-19	£141,345 indicative sum

**Table showing Pupil Premium Funding by Year**

	2011-2012	2012-2013	2013-2014	2014-15	2015-16	2016-17	2017-2018	2018-19
Percentage Pupil Premium years 7-11	23%	27%	30%	36%	34%	39%	37%	36%
FSM	90	176	186	176	158	143 (Oct'16)	65	74
Service Children	56	67	72	66	63	55	57	62
Looked After Children	4	3	5	2, 1 post LAC	1	2	2	0

**Table showing numbers of Pupil Premium Students by Year**

Past 3 years – numbers of pupil premium students

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
<b>% of PP students</b>	<b>41%</b>	<b>39%</b>	<b>40%</b>	<b>42%</b>	<b>46%</b>
<b>% of non PP</b>	<b>59%</b>	<b>61%</b>	<b>60%</b>	<b>58%</b>	<b>54%</b>

*Table showing breakdown of Pupil Premium Students in 2015-16*

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
<b>% of PP students</b>	<b>25%</b>	<b>48%</b>	<b>37%</b>	<b>47%</b>	<b>37%</b>
<b>% of non PP</b>	<b>75%</b>	<b>52%</b>	<b>63%</b>	<b>53%</b>	<b>63%</b>

*Table showing breakdown of Pupil Premium Students in 2016-17*

2017-18 Pupil Premium Students by year group

Type of Pupil Premium	Year 7	Year 8	Year 9	Year 10	Year 11
PP Dep	11	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
<b>% of PP students</b>	<b>13%</b>	<b>37%</b>	<b>46%</b>	<b>38%</b>	<b>39%</b>
<b>% of non PP</b>	<b>87%</b>	<b>63%</b>	<b>54%</b>	<b>62%</b>	<b>61%</b>

*Table showing breakdown of Pupil Premium Students in 2017-18*

## Pupil Premium Headline Attainment Data at Torpoint Community College.

The following table shows key indicators for the attainment of students for the last 3 years of the Pupil Premium grant.

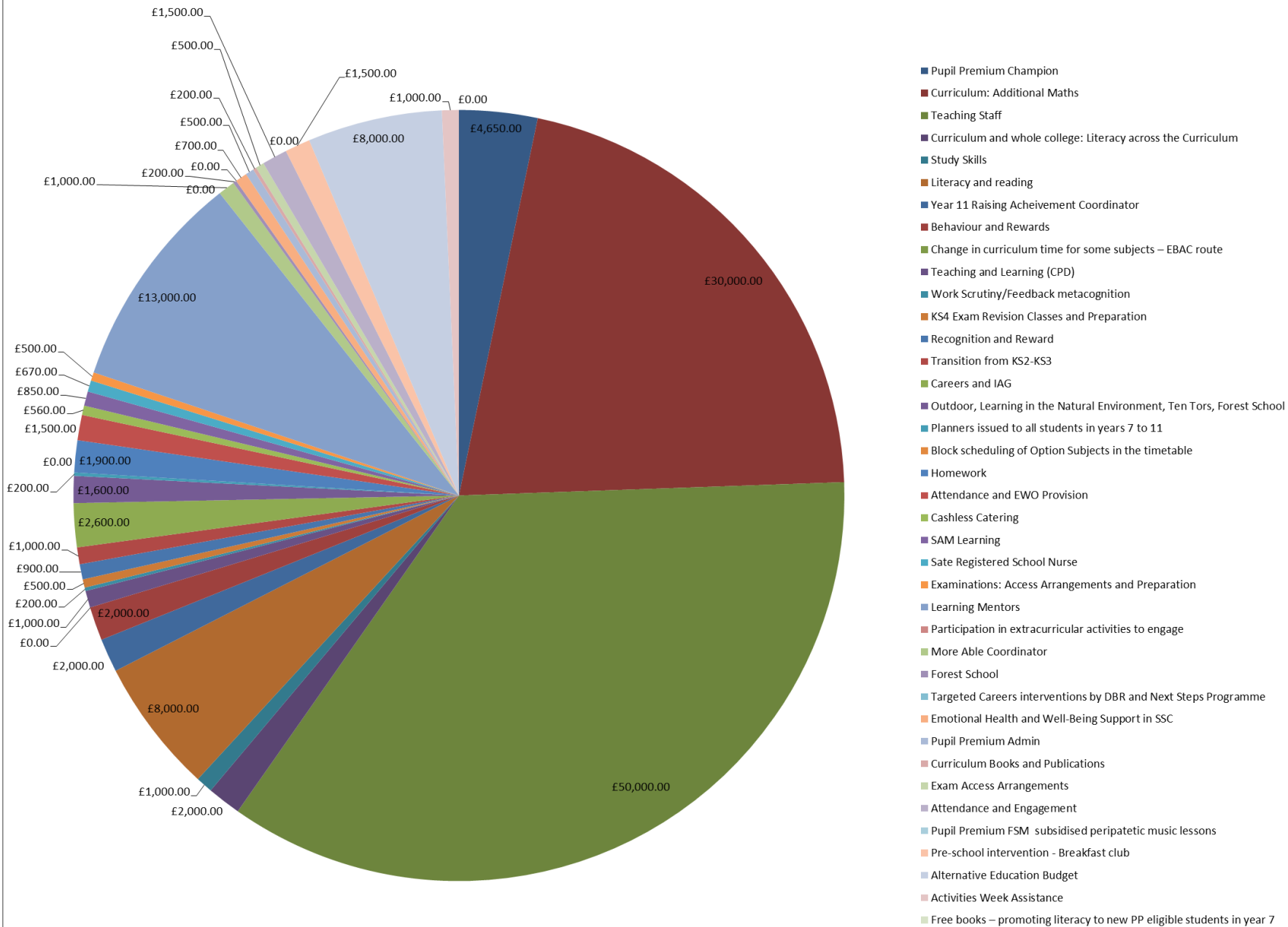
### Cohort information for pupils at the end of key stage 4

	2015-2016 Validated	2016-2017 Validated	Difference between 15-16 and 16-17	2017-2018 Unadjusted	Difference between 16-17 and 17-18
Number of pupils at the end of key stage 4	112	111	▼ -1	100	▼ -11
Number of key stage 4 pupils who are non-mobile	108	109	▲ 1	98	▼ -11
% of key stage 4 pupils who are non-mobile	96%	98%	▲ 0.02	98%	▲ 0
Number of disadvantaged pupils	35	27	▼ -8	28	▲ 1
% of disadvantaged pupils	31%	24%	▼ -0.07	28%	▲ 0.04

### Disadvantaged pupils

Number of disadvantaged pupils in the Progress 8 score	34	27	▼ -7	27 (28)	▲ 0
% of disadvantaged pupils	31%	24%	▼ -0.07	28%	▲ 0.04
<b>Progress 8 - Disadvantaged</b>					
Progress 8 score for disadvantaged pupils	-0.12	-0.55	▼ -0.43	-0.82	▼ -0.27
Progress 8 score for disadvantaged pupils - English	0.04	-0.25	▼ -0.29	-0.68	▼ -0.43
Progress 8 score for disadvantaged pupils - Maths	-0.05	-0.61	▼ -0.56	-0.81	▼ -0.2
Progress 8 score for disadvantaged pupils - English Baccalaureate slots	-0.61	-0.47	▲ 0.14	-0.68	▼ -0.21
Progress 8 score for disadvantaged pupils - Open slots	0.20	-0.80	▼ -1	-1.06	▼ -0.26
<b>Attainment 8 - Disadvantaged</b>					
Average Attainment 8 score per disadvantaged pupil	45.83	41.30	▼ -4.53	33.73	▼ -7.57
Average Attainment 8 score per disadvantaged pupil - English	10.29	9.63	▼ -0.66	7.79	▼ -1.84
Average Attainment 8 score per disadvantaged pupil - Maths	8.97	7.78	▼ -1.19	6.29	▼ -1.49
Average Attainment 8 score per disadvantaged pupil - English Baccalaureate slots	10.77	11.15	▲ 0.38	9.86	▼ -1.29
Average Attainment 8 score per disadvantaged pupil - Open slots	15.80	12.74	▼ -3.06	9.80	▼ -2.94
Average Attainment 8 score per disadvantaged pupil - Open slots - GCSE only	13.66	12.74	▼ -0.92	8.89	▼ -3.85
Average Attainment 8 score per disadvantaged pupil - Open slots - non GCSE	2.14	0	▼ -2.14	0.91	▲ 0.91
<b>GCSE and equivalent achievements of pupils at the end of key stage 4 - Disadvantaged</b>					
% of disadvantaged pupils entering the English Baccalaureate	0%	0%	▲ 0	3.57%	▲ 0.0357
% of disadvantaged pupils achieving English Baccalaureate	0%	0%	▲ 0	0%	▲ 0
Average Ebacc APS score per disadvantaged pupil		3.36	▲ 0	2.73	▼ -0.63
Average Ebacc APS score per disadvantaged pupil - low prior attainment		2.83	▲ 0	1.14	▼ -1.69
Average Ebacc APS score per disadvantaged pupil - middle prior attainment		3.77	▲ 0	2.90	▼ -0.87
Average Ebacc APS score per disadvantaged pupil - high prior attainment		2.94	▲ 0	4.00	▲ 1.06
% of disadvantaged pupils achieving a strong pass in English and maths		25.93	▲ 0	14.29	▼ -11.64
% of disadvantaged pupils achieving a standard pass in English and maths	57%	59%	▲ 0.02	35.71	▲ 35.12

### Allocation of Pupil Premium Funding 2017-18



## The Impact of Pupil Premium Funding

It is vital that the Pupil Premium funding is spent in order to close the attainment gap between Pupil-Premium and Non-Pupil Premium students. We have used the Sutton Trust Education Endowment Foundation Toolkit to implement interventions and initiatives that research has shown work well to make a difference. The toolkit makes it clear that **high quality, effective whole class pedagogies** can lead to success for all children and young people, including those that our are most vulnerable. Our interventions are therefore either **universal**; targeted at all student including pupil premium students, **focused**; interventions to support small groups of students and **targeted**; to support individual students. To monitor progress on attainment at Torpoint Community College the usual cycle of data collection and the monitoring and tracking of cohort's attainments is used to inform students' progress and enable early identification of need, support and appropriate intervention. We evaluate specific evets through a student evaluation form. The full range of interventions to help close the attainment gap for Pupil Premium students may be found on the Pupil Premium action plan.

### Universal Interventions

- Additional Maths Practitioner Post - to allow for smaller classes in Maths
- Numeracy across the Curriculum Coordinator Post – weekly programme of Maths activities in tutor time, ensuring consistency in the teaching of Maths across the curriculum, promoting numeracy skills to students e.g. in assemblies.
- Literacy across the Curriculum Coordinator Post – to promote literacy, through reading events, Book buddies and other interventions
- Dedicated English Learning Mentor
- Accelerated Reader
- Year 11 Raising Achievement Coordinator – year 11 mentoring programme and rewards
- Study Skills for year 11
- Teaching and Learning CPD for staff
- Work scrutiny of student books
- DIRT- Dedicated Improvement and Reflection Time across the curriculum to feedback to students on how to make progress
- KS4 Exam Classes Revision Sessions during holidays and interventions at lunchtimes and after college
- Recognition and Rewards Programme to engage and motivate students
- Careers and IAG – Work Experience Coordinator to ensure all year 10 students complete a week of work experience in July
- Outdoor Learning – LINE – Ten Tors and Forest School
- Block scheduling of option subjects in the timetable
- Show My Homework to allow homework to be reviewed and accessed easily by students

- Attendance Coordinator role to improve attendance for all categories of learner
- Cashless Catering installed to remove any stigma for FSM students.

### **Focussed Interventions**

- Learning Mentors support - Breakfast Club, Mentoring for groups of students with low self-esteem
- Small group literacy intervention
- Numeracy workshop to support Pupil Premium students who are identified as underachieving
- Forest school sessions to promote teamwork and social skills

### **Targeted Interventions**

- Emotional Health and Well-being Support in SSC
- Pupil Premium Admin – phoning parents to ensure attendance at open evenings and ARDs
- Curriculum books and publications such as revision guides for Pupil Premium students if needed
- Exam Entries for alternative curriculum provision
- Alternative Education budget for alternative placements
- Individual attendance support
- Assistance with Activities Week
- Pupil Premium subsidised music lessons by the Cornwall Music Service

The results for 2017-18 show that the gap between students eligible for Pupil Premium funding and the results for non-Pupil Premium eligible students has increased but it must be recognised that the interventions that took place to support students universally, in targeted groups and at individual level in 2017-18 have prevented certain students from being excluded. They remained on roll and were able to take their GCSE exams even when their individual circumstances left them at risk of exclusion. The College tries to not off roll students even though this negatively impacts our headline data; in this instance the attainment gap between Pupil Premium eligible and non-Pupil Premium eligible students.

### **WWW (What went/works well) and impact on progressing Student Learning**

Closing the gap at 5A\*-C including English and Maths from 33% in 2012-13 to 8% in 2013-14. In 2014-15, the gap was 28% but this was also due to changes regarding first entry of students and exam changes, making it difficult to compare 2015 to 2014. In 2015-16, the attainment gap between the 39 Pupil Premium Deprivation students and all other non-pupil premium students (73 students) was 10% which is much smaller than the 28% gap at TCC in 2014-15. The attainment gap between our Pupil Premium Deprivation students (which includes FSM, last ever 6, CiC and AFC, 39 students in total) and all 112 students was 7%. In 2016-17 the gap was at 6%. In 2017-18 the gap has widened but there has been a considerable change to GCSEs which make it difficult to compare against previous years.

Attendance has risen by 2.7% from 92.3% in 2013-14 to 95% at end of 2014-15 and the attendance of Pupil Premium students has risen from 92.2% in 2012-13 to 94.8% in 2014-15 and has plateaued at 94.3% in 2015-16, to 94.1% in 2016-17 and was 94% in 2017-18 – so has remained stable. Impact of Attendance Coordinator role e.g. attendance monitoring, extra assemblies held throughout the year, focus on attendance during RAP sessions in tutor time.

SIMS has up to date Pupil Premium columns for all subject teachers and tutors to access. SIMS also shows the type of Pupil Premium grant the students are eligible for to help Pupil Premium students remain a highly visible group of students across the College.

All staff are more aware of Pupil Premium students as they are identified on all seating plans. This is checked by CLT and Line Managers during the Performance Management cycle and lesson observations. Blue teacher folders introduced in 2014-15 as a central record for all data for subject teachers. Pupil Premium Advocate sent out visual Venn diagrams to staff to raise awareness of the different categories of Pupil Premium and groups such as more able PP students across years 7-11. Pupil Premium students and categories including More Able remain a highly visible group of students and are included in the PAD monitoring paperwork produced by CLOL.

Percentage of good/outstanding teaching in lesson observations has increased – improving the quality of teaching and learning for all students. Funding for the Assistant Head teacher (JGO) for teaching and learning has helped to drive improvements to the quality of teaching and learning in all lessons for all students and the CPD offered to staff.

More curriculum time in English, Maths and Science and more staffing funded by the Pupil Premium has resulted in smaller class sizes in English and Maths. The funding has been used to increase contact time and improve the ratios of qualified teachers and specialist tutors to students in the key areas of English and Maths, This has enabled students to be taught in smaller classes and has provided more opportunities for one to one or small group support and intervention.

DIRT Feedback – Pupil Premium funding has supported the whole College focus on effective feedback and dedicated improvement time, including staff INSET. DIRT and use of purple pens is a consistent part of lessons across the curriculum – evidence from book scrutiny, lesson observations and student feedback.

Year 11 Raising Achievement – study skills sessions in tutor, special evening for year 11 students to receive mock exam results with parents, focus on revision activities in tutor, goodie bags at Parents Evening and year 11 intervention passports with rewards help to focus year 11 students on their exams.

Forest School – tutor trips with David Lumbard to Anthony House have received good feedback from students through questionnaires (student voice).

Continued reduction in number of behaviour points by Pupil Premium students.

Learning Mentors – One to one mentoring in SSC to support Pupil Premium students to access the curriculum and to help social and emotional needs.



KS4 revision classes to prepare students for the GCSE exams – extra lessons and revision sessions held during school holidays to support students.

CPD Teaching and Learning to improve the quality of teaching and learning, with plans to focus on student retention and knowledge acquisition following the curriculum changes at Key Stage 4 and the importance on knowledge acquisition and retrieval.

Rewards and recognition – Head teacher’s rewards, Merit Monkey and Attendance Cups, Year 11 rewards to promote an ethos and culture celebrating success and raising student motivation.

Literacy across the curriculum – interventions including reading events, promotion of authors and displays, a programme in tutor time organised by the Literacy across the Curriculum Coordinator to promote a passion for reading for all students, literacy support for low achieving students. Word of the week and library displays to promote the acquisition of language.

All students can access a homework club in room 19 staffed by a JGO at lunchtimes and use Show My Homework as an on-line planner.

Numeracy across the curriculum to promote numeracy to all students and staff, ensuring methods are taught consistently and to make students aware of the range of numeracy they complete across the curriculum.

Admin staff phoning Pupil Premium students’ parents to remind parents to attend Academic Review Days and Parents Evenings to increase Parental Engagement, sending out postcard reminders to improve attendance and parental involvement. The attendance of Pupil Premium students at Academic Review Days has increased from 72% attending in 2014-15.

**2017-2018**  
**All students**

ARD 1 13th-14th Nov	All	Disadvantaged	Non Disadvantaged
On Roll	520	123	397
Attended	461	102	359
% Attendance	88.6	82.9	90.4
	5%	3%	3%

**2016-2017**  
**All students**

ARD 1 7th-8th Nov	All	Disadvantaged	Non Disadvantaged
On Roll	518	139	379
Attended	452	102	350
% Attendance	87.2	73.3	92.3
	6%	8%	5%

**2015-2016**  
**All students**

ARD 1 9th-10th Nov	All	Disadvantaged	Non Disadvantaged
On Roll	529	157	372
Attended	477	128	349
% Attendance	90.1	81.5	93.8
	7%	3%	2%

ARD 2 not inc Y11 26th-27th Mar	All	Disadvantaged	Non Disadvantaged	ARD 2 not inc Y11 27th-28th Mar	All	Disadvantaged	Non Disadvantaged	ARD 2 not inc Y11 21st-22nd Mar	All	Disadvantaged	Non Disadvantaged
On Roll	417	96	321	On Roll	404	110	294	On Roll	416	113	303
Attended	363	71	292	Attended	374	101	273	Attended	359	88	271
% Attendance	87.0 5%	73.9 6%	90.9 7%	% Attendance	92.5 7%	91.8 2%	92.8 6%	% Attendance	86.3 0%	77.8 8%	89.4 4%

Strong support from the Chair of Governors, Colin Parton, who has met once a term with the Pupil Premium Advocate, DBR, and groups of Pupil Premium Deprivation eligible students to ask students for their views about barriers to learning, aspirations and how the College can support the students even more – Student Voice.

The Pupil Premium Advocate tracking and monitoring Pupil Premium students after the data drops by subject teachers to identify underachievement and help to focus interventions. The Pupil Premium Advocate writing Case Studies to show how the College supports Pupil Premium students and to analyse next steps in this process. Analysing specific test results e.g. the Year 9 Science Assessment in February to monitor the potential gap between PP and non-PP students in this cohort in Science – gap was insignificant.

Pupil Premium funding contributed to the College’s Activities Week and Learning for Life Programme aimed at raising the aspiration of learners.

Ten Tors schemes to promote learning in the outdoors – 2 PP students completed Ten Tors in 2014-15, 8 Pupil Premium students involved in 2015-16, 1 completed the challenge in 2016-17 and 2017-18, although many more took part in the training walks.

Career trips to raise the aspirations of year 10 Pupil Premium Dep students e.g. Year 10 Taster days at Duchy College, Cornwall and Plymouth Skills Shows 2017-18.

PP Dep year 11 students were given extra Careers mentoring to help them with their next steps by RKE in 2016-17. In 2017-18 many Pupil Premium students received extra careers impartial advice and guidance by having a Careers Interview with a Careers South West Advisor.

Mentoring of PP students by SSC, impact monitored by HWE.

Literacy intervention – LCO and CPA  
Numeracy interventions – Numeracy workshop LBA.

Removing barriers created by disadvantage, for example, in Art and Design we believe in ensuring that all of our students can access exciting and challenging creative work and are not being disadvantaged through financial reasons or lack of support/facilities at home. Our rooms are always open at lunchtimes and after college at least once or twice a week for intervention. We offer workshops during half terms and holidays throughout the year. We

source materials and ingredients for students and order in for them enabling more affordable options or we fund/part fund if required. We liaise closely with ISM and SEN to source funding if it is needed. We ask for contributions to cover costs at KS3 and students are usually happy to make these small payments but we would never stop a child retaining their work if it was a case of them not having the money. We bulk order fabrics and then split larger quantities up for students to make their exam work more affordable. In Catering students who cannot buy weekly ingredients may use up the demonstration ingredients that have been purchased.

**Author DBR Nov 2018**