

Overview

The Pupil Premium was introduced by the Coalition government in April 2011 to provide additional funding for disadvantaged 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 or adopted from care. A separate grant is paid to schools to enable them to support the emotional and social well-being of service children.

In 2018/19 the DfE allocated PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2018 school census, at each school they maintain) in the following amounts:

£935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium

£2,300 per pupil for each post-LAC in year groups reception to year 11

£300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).



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 additional Pupil Premium funding for students after a successful application. 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 to remind parents to apply so that their child can benefit. 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.

Proportion of Students in receipt of Pupil Premium Funding – last 3 years

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 all PP students	27%	37%	46%	38%	39%
% of non PP	73%	63%	54%	62%	61%

PP dep 23.4%

PP services 12%

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

2018-19 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)	50	22	27	24	19
Service	0 at present	21	10	12	19
Looked After	0	0	0	2	0
Adopted From Care	0	0	0	0	0
Total Students in year	144	117	112	87	102
% of all PP students	35%	37%	33%	41%	36%
% of non PP	65%	63%	67%	59%	64%

PP dep 26%

PP services 11%

Table showing breakdown of Pupil Premium Students in 2018-19 – overall average PP years 7-11 36% October 2018

2019-20 Pupil Premium Students by year group

Type of Pupil Premium	Year 7	Year 8	Year 9	Year 10	Year 11
PP Dep	46	49	21	26	26
Service	0	26	18	8	12
Looked After	0	0	0	0	2
Adopted From Care	0	0	0	0	0
Total Students in year	146	146	108	102	85
% of all PP students	32%	51%	36%	33%	45%
% of non PP	68%	49%	64%	67%	55%

PP Dep 27%

PP Services 11%

Table showing breakdown of Pupil Premium Students in 2019-20 – overall average PP years 7-11 – 40% October 2019

(data for year 7 to be confirmed after the January census)

Pupil Premium Headline Attainment Data at Torpoint Community College

Key indicators for the attainment of students for the last 3 years of the Pupil Premium grant



Key Stage 4 2016 to 2019 Disadvantaged Data					
Number of disadvantaged pupils in the Progress 8 score	27	27	→	19	↓
Progress 8 score	-0.55	-0.84	↓	-0.55	↑
Progress 8 score - English element	-0.25	-0.69	↓	-0.32	↑
Progress 8 score - maths element	-0.61	-0.82	↓	-0.58	↑
Progress 8 score - Ebacc element	-0.47	-0.68	↓	-0.54	↑
Progress 8 score - open element	-0.8	-1.1	↓	-0.68	↑
Average Attainment 8 score	41.3	33.73	↓	37.76	↑
Average Attainment 8 score - English element	9.63	7.79	↓	8.7	↑
Average Attainment 8 score - mathematics element	7.78	6.29	↓	7.2	↑
Average Attainment 8 score - EBacc element	11.15	9.86	↓	10.6	↑
Average Attainment 8 score - Open element	12.74	9.8	↓	11.26	↑
% of pupils entering the English Baccalaureate	0%	3.57%	↑	10.00%	↑
Average EBacc APS score per pupil	3.36	2.73	↓	2.92	↑
Average EBacc APS score per pupil - low prior attainment	2.83	1.14	↓	1.42	↑
Average EBacc APS score per pupil - middle prior attainment	3.77	2.90	↓	2.45	↓
Average EBacc APS score per pupil - high prior attainment	2.94	4.00	↑	4.28	↑
% of pupils achieving grade 5 or above in the English Baccalaureate	0.00%	0.00%	→	50%	↑
% of pupils achieving grade 5 or above in English and maths	25.93	14.29%	↓	25.00%	↑
% of pupils achieving English Baccalaureate	0%	0%	→	50%	↑
% of pupils achieving a good pass in English and maths	59%	35.71%	↓	47.37%	↑

The Impact of Pupil Premium Funding

The overarching aim of Pupil Premium funding is to close the attainment gap between students in receipt of 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 to ensure high quality teaching, **targeted academic support**; interventions to support small groups of students and **wider pastoral support**; 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 impact by collecting feedback after events, through focussed interviews, student questionnaires, feedback from other stakeholders and staff. The full range of interventions to help close the attainment gap for Pupil Premium students may be found on the Pupil Premium action plan published on the College website.

The results for 2018-19 show that the gap between students eligible for Pupil Premium funding and the results for non-Pupil Premium eligible students is still there but it must be recognised that the interventions that took place to support students universally, in targeted groups and at individual level in 2018-19 and these interventions 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.

Universal Interventions – High Quality Teaching for all Students 2018-19



Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Additional Maths Practitioner Post - to allow for smaller classes in Maths	Smaller KS4 Maths groups – improving the attainment for all students in Maths	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. In 2017-18 the progress 8 score for	Continued contribution from Pupil Premium funding for staffing – high quality teaching for all.
Dedicated English Learning Mentor	JHA works closely with English Department – knows subject and resources well to support staff and students.		Accelerated Reading to continue during English lesson for year 7 and 8 – used to be used in year 9 as well.
Accelerated Reader	To improve and monitor reading levels in years 7 and 8 and comprehension of texts.		Mock exams moved to before Christmas for 2019/20 so that mock results evening occurs before the year 11 parents evening so that tiers of entry can be discussed with parents
Year 11 Raising Achievement Coordinator – year 11 mentoring programme and rewards	Post to lead on raising achievement of the whole year 11 cohort on journey through mocks and exams.		Good attendance at Study Café in 2018/19 – MBL and JHO. Study Café to continue in 2019/20.
Study Skills for year 11 including Key Stage 4 Study Café	Year 11 Raising Achievement – study skills sessions in tutor, mock exam results evening with parents and talks from subject		

	leads, 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. Study Café is staffed and run on a Wednesday from 3.30-5.30pm to encourage year 11 students to revise and ensure they can access resources they need such as revision guides and ICT facilities.	pupils in receipt of the Pupil Premium due to disadvantage was -0.84 and this has decreased to -0.55 in 2018/19.	
Attendance Coordinator role to improve attendance for all categories of learner	To sustain the drive to promote good attendance to all students – as we need them in College to achieve well.	Attendance monitoring, extra assemblies held throughout the year, focus on attendance during RAP sessions in tutor time with AIR spreadsheet, work with EWO – whole school attendance in 2018/19 was 94.2%, attendance of Pupil Premium FSM was 90.3%	Attendance role to continue along with monitoring by HLOL. Absences not authorised unless there are exceptional circumstances.
Cashless Catering installed to remove any stigma for FSM students.	To remove any stigma of having FSM.	Student feedback about the canteen is good and the cashless catering system works well	
Teaching and Learning CPD for staff	Consistency in teaching methods – retrieval, self-quizzing, knowledge schema, identifying knowledge gaps, part of performance management targets for teaching staff. Focus on latest research.	CLO delivered the CPD programme in 2018/19. It was impactful as all teaching staff chose an area of deliberate practice to demonstrate.	Highly impactful as demonstrated by lesson observations by CLT and CLOLs. Focus for 2019-20 to be closing the advantage gap for all students, spotting and filling knowledge gaps, whole school focus on explicit vocabulary instruction, further development of curriculum and assessment methods.
Work scrutiny of student books	To monitor teaching and learning	Work scrutiny by JGO, by LA – to ensure	

	across the college, student presentation and attainment.	consistency across the curriculum e.g. use of DIRT	
DIRT- Dedicated Improvement and Reflection Time across the curriculum to feedback to students on how to make progress	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.	
KS4 Exam Classes Revision Sessions during holidays and interventions at lunchtimes and after college	Allows additional contact for students with staff – for Key Stage 4 exam groups.		
Recognition and Rewards Programme to engage and motivate students	To motivate students to achieve well. Use of positive framing to show that hard work is the expectation.	Specific year 11 rewards, merit shop at end of year, rewards for 0 behaviour points and 100% attendance.	Merits system to be moved from SIMS to Kudos points on SMH in 2019/20 to increase student and parental engagement and praise positive achievements.
Careers and IAG – Work Experience Coordinator to ensure all year 10 students complete a week of work experience in July	To ensure all students in year 10 receive an appropriate and meaningful experience of the world of work.	Coordinated by Pip Mathews. All students had a placement. Good feedback from employers from staff visits.	To meet Gatsby benchmark 6, year 12 students also need to complete a placement.
Outdoor Learning – LINE – Ten Tors and Forest School	All students have the option to take part in Ten Tors – coordinated by JPO. Students in year 8 take part in Forest School with DLU.	Hard to measure but research shows the importance of being outside and active. Ten Tors is a real challenge for the students involved showing determination, team work and commitment.	
Show My Homework to allow homework to be reviewed and accessed easily by students	Students and parents can check homework that is set by teachers. All students can also access homework club in room 6 at lunchtimes.	Use of SMH embedded by students – often accessed using the smartphone app.	



Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Learning Mentors support, Mentoring for groups of students with low self-esteem – TIS.	Learning mentors work with individual and small groups of students as part of wider strategies to support emotional and academic wellbeing with funding from Head start.	TIS Level 5 Practitioner working with students including PP – hard to measure but has helped students to be in college and attend lessons.	
Small group and individual literacy intervention – Literacy Coordinator post	CPE identifies students requiring additional support e.g. with handwriting, literacy and organises interventions.	Literacy interventions have supported students and helped to improve their attainment.	
Numeracy workshop to support Pupil Premium students who are identified as underachieving	LTA runs numeracy workshop during tutor times to support students identified as underachieving in Maths.	Has helped to increase the confidence of those students taking part with extra time to focus on Maths as part of a small intervention group.	
Pupil Premium students often supported by additional impartial careers advice and guidance interviews – no cost, many also targeted by Next Steps South West and Exeter Scholars programmes	PP dep students prioritised for support from RIO and Ambitions project.	All PP students had impartial CEIAG.	DBR to see PP dep students first for impartial Careers Guidance interviews in 2019-20 – to secure positive next steps.

<p>Promoting Pupil Premium students to take part in interventions to increase their cultural capital.</p>	<p>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.</p>	<p>Good proportion of PP dep students on trips/visits e.g. More Able STEM Showcase trip with BLO. Trips and interventions logged on SIMS.</p>	<p>Focus on closing the attainment gap for all students in CPD programme 2019-20 and building cultural capital.</p>
<p>Monitoring of PP student data by MBL and DBR during fortnightly meetings to target further support or pastoral intervention,</p>	<p>Awareness of PP students' progress and progress 8 score if year 11. Prompts discussion with tutor or student to raise concerns.</p>	<p>Year 11 students supported, e.g. by letters sent home to encourage attendance at Study Café.</p>	



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Pupil Premium Advocate met with PP dep students in year 11 to identify and discuss possible barriers to learning, progress and support available in college such as revision sessions, resources and Study Café.	To ensure students eligible for PP due to FSM are supported throughout year 11, making sure that they have the resources they need to revise, identifying and breaking down barriers.	Positive feedback from students in year 11 – focussed interview with Colin Parton, chair of Governors July 2019.	DBR meeting with year 11s this year for impartial Career Interviews in Careers Leader role – this does involve analysis of barriers to learning.
Emotional Health and Well-being Support in SSC	As part of projects with Headstart Cornwall, RPI and MEV are College Leads to promote staff and student wellbeing.		To be continued – Health and Wellbeing week planned for 2019-20.
Pupil Premium Admin – phoning parents to ensure attendance at open evenings and ARDs	To increase parental engagement with the college so that parents/carers are informed and can support their child.	Good attendance at parents evening and ARD – MBL.	
Curriculum books and publications such as revision guides for Pupil Premium students if needed	Copies of revision guides available to be loaned out to Pupil premium students that require one.	The books were used by 4 year 11 students and returned to the college after exams so can be used with the next cohort of year 11s.	
Assistance with trips and resources for pupil premium students	Individuals can apply to the Headteacher in writing if they feel they have an individual need that Pupil Premium funding could support.	11	