

Closing the gap through the Pupil Premium at Torpoint Community College

While all students are achieving better outcomes, the rate of improvement for disadvantaged students has been more rapid due to the support and intervention strategies that the additional funding enables, and the gap has narrowed significantly in the past three years since the Pupil Premium was introduced. The college recognizes that 'disadvantage' indicates a range of factors that the Pupil Premium may not include. 'Disadvantage' may refer to child protection issues as well as social, financial and emotional disadvantage.

Everything we do at TCC is about giving each of our students an excellent education which will transform their lives. We know our students well. This is the result of careful attention to detail and paying great emphasis to the social and emotional needs of every young person. As a consequence of our approach, we have a well-established structure of pastoral and academic support. The list below outlines both the specific roles, the management structure across the College and the specific remit of these staff relevant to the Student Premium allocation.

- A Pupil Premium Champion in the College and a link to senior leadership team
- Four vertically structured Houses with approximately 630 students from Years 7 to 10. The move from a traditional horizontal year group model to the vertical structure that we have today was strategically planned in 2009, and provides a strong family of support and challenge in each mixed age tutor group.
- Students in Year 11 are horizontally arranged to aid support.
- The incidents of poor behaviour choices have significantly reduced over this time and this House system continues to be central to the positive ethos across the College.
- Each House is managed by a middle level leader, a House Leader of Learning, responsible for both student progress both academic and wellbeing. These HLoL liaise with other leads in the College.
- Each House consists of small mixed aged tutor groups (c 150 of students) from Years 7 – 10. The move away from a traditional horizontal year group model to the vertical structure that we have today was strategically planned in 2009 and provides a strong family of support and challenge in each mixed age tutor group.
- Year 11 students (for the last two years) whilst belonging to one of the four Houses are placed in dedicated Year 11 tutor groups. The tutors who lead these are specialists in the needs of Year 11
- These tutors and HLoL work alongside a A dedicated non-teaching Assistant House Leader of Learning,
- A Careers, Information and Guidance Team of staff tailor support and provision for students
- A Behaviour Support or Student Support Centre Team Manager responsible for liaising directly with all relevant external and multi agencies to promote and ensure the protection and wellbeing of all vulnerable students.
- An extended Student Support Centre Team
 - Nb. This team have remitted time to provide specific pastoral support to all students who could benefit from the positive use of the additional funding provided by the Student Premium.
- Learning Mentors who work closely with identified students, often as mentor on a 1:1 basis looking to remove barriers to learning. They offer targeted intervention including 1-to-1 subject support, focused group work, support for students with emotional health difficulties, communication skills or behaviours that affect progress.
- Along with the specialist safeguarding Admissions and Attendance Officer who is charged specifically with monitoring the progress of vulnerable students.

In all decisions about intervention, priority is given to students who experience disadvantage. Our primary use of the Pupil Premium funding is to provide mechanisms which, whilst offering support for the named students, does so by supporting everyone across the College.

- **Partnership Working**

The College's leadership and development of integrated support extends provision within the College for children and families. We work in partnership with external agencies including Social Care, Local Authority, NHS as well as working closely with parents.

A booklet documenting the support and services at the College is available from the Student Support Centre

Inevitably the largest cost is in the provision of staff and staff time to support teaching and learning and improve outcomes for those identified as vulnerable or disadvantaged students.

- **Safeguarding**

South East Cornwall has a significant and high proportion of issues related to safeguarding. South East Cornwall has the highest number and proportion of safeguarding related issues per population density. This impacts on the College and a larger than usual number of resources are needed. The College has five Designated Child Protection Officers including a Senior Officer and details of our safeguarding arrangements can be found in our Safeguarding Policy.

- **Learning outside the classroom**

We are committed to personal growth through adventure and offer a rich variety of enrichment activities through our Learning for Life programme which includes our Activities Week. We weave our approach throughout the curriculum. For a small school the range and volume of activities and experiences our students participate in is unsurpassed. Our motivated staff not only work to provide high quality teaching and learning experiences for our students but have a 'can do' and 'will do' attitude; they 'go the extra mile' leading activities outside their specialist subject area.

Examples of targeted support for vulnerable students include the establishment of the **Outreach Challenge** project where KS3 students are selected and this programme of day courses and residential aims to build self-esteem and reduce anti-social behaviour. The students are identified students who are vulnerable to underachievement in the College. The College works now with several other schools across South West and is recognised as a lead school with the ACF. In 2013 we accredited as an **Adventure Learning School**. We became a **Learning in the Natural Environment (LINE) hub school** working with other schools. We also encourage students to participate on the nationally recognised **Duke of Edinburgh Award programme**. Our hard work has been recognised and we were awarded accredited centre status in 2012.

- **Accessing the curriculum**

The College's individual and focused approach to supporting learning means that from time to time we will offer subsidised transport and visits support, engage external support programmes including therapy and provide equipment and software where this is of particular benefit to a needy student. These many, small interventions are met from curriculum budgets which are in turn supported by the overall funding including a small portion of the Student Premium.

This excludes other one off support for students identified on an individual basis, transition programmes, subsidised transport and additional support and mentoring costs in Mathematics, English and by the Leadership Team

As well as interventions and strategies relevant to all students are numerous. For example:

- Year 11 Live and Learn / Positively MAD
- Year 11 'goodie bag' and revision guide
- Year 10 TCC personalised USB memory stick with revision and work strategies
- SAM learning
- Maths online resources
- Renaissance Learning