

# Pupil Premium Strategy Statement 2020-21: Overview of proposed spending and actions

**Objective: to close the attainment gap between pupil-premium and non pupil-premium students**

## School overview

School name	Torpoint Community College	
Pupils in school	623 years 7-11	
Proportion of disadvantaged pupils	30% PP Dep/FSM years 7-11, 8% Service students in years 7-11	
Pupil premium allocation this academic year		
	<b>Financial Year</b>	<b>Amount of Pupil Premium Funding</b>
	2017-18	£146,185
	2018-19	£142,419
	2019-20	£173,997
2020-21	£184,000 (to be confirmed at year-end)	
Academic year or years covered by statement	2020-21	
Publish date	Jan 2021	
Last Pupil Premium Review date	1 <sup>st</sup> May 2018	
Statement authorised by	Dr Jeremy Plumb – Head Teacher	
Pupil premium lead	Davina Bray, CLT links: Cheryl Lockett, Martine Blandin-Neaves	
Governor lead	Colin Parton	

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.09 (Centre Assessed Grades due to the Covid-19 pandemic)
Ebacc entry	-0.03
Attainment 8	37.97
Percentage of Grade 5+ in English and maths	23.08%



## Priority areas to address in 2020-21



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 behaviour concerns, and through parents' views, CLT, staff and governor views over recent years. 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 qualification's 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 – "cultural capital".



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 could be divisive in our small community and we feel it is better not to 'label' students based on their needs. 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.



## Strategy aims for disadvantaged pupils



<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress 8	To move towards a Progress 8 of 0 and reduce the gap between pupil premium eligible students and non-pupil premium students.	August 2021
Attainment 8	To increase the Attainment 8 to narrow the gap with non-pupil premium eligible students from 37.76 in line with Cornwall LA	August 2021
Percentage of Grade 5+ in English and maths	To increase the percentage above 25% in line with Cornwall LA	August 2021
Other	To increase the cultural capital of pupil premium students and identify and reduce potential barriers to learning. Ensure all students participate in the Health and Wellbeing week.	July 2021
Ebacc entry	Increase the number of students following the Ebacc to 25%	August 2021



# Teaching priorities for current academic year

Initiative and the barriers to learning it targets	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?
<b>Curriculum: Additional Maths Practitioner Post 1, 2, 5, 7</b>	£53, 000	£30,000	To secure greater levels of progress for students in Maths. Increase engagement, continuity and intervention. Improved FSM progress and attainment in order to close the 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.
<b>Teaching Staff 1-8</b>	£55,000	£55,000	Funding towards teaching staff to maintain capability and capacity to deliver our STEAM curriculum and support the diverse range of needs, requirements and interventions.	Quality teaching and support for all students to help to diminish the difference between our Pupil Premium students and national non-Pupil Premium students. Ensure students in receipt of PPG are a clearly visible group of students e.g., identified on class seating plans in the PAG documents completed by cLOLs.	Lesson Observations Examination results Learning Walks

<p><b>Developing the intent and intended outcomes for the College curriculum, developing the assessment used across the curriculum</b></p>	<p>£3000</p>	<p>£1000</p>	<p>To improve teaching and learning for all categories of learners, taking into account recent research. A knowledge rich focus to curriculum planning – CloLs and teachers using “intelligent backward planning” to develop key stage 3 curriculum models that prioritise the teaching of concepts and knowledge that are fundamental to success in the subject.</p>	<p>High quality CPD organised by CLO, based on current research for all teaching staff focusing on improving the outcomes for all groups of students and removing barriers to learning due to disadvantage. Explicit instruction in terms of literacy, assessment practices, increasing cultural capital.</p> <p>Key principles: High challenge, low threat for all – expecting students to think hard but in an environment that is supportive</p> <p>Learning not tasks</p>	<p>CPD programme for 2020-21 Lesson observations Work scrutiny to show incorporation of key strategies e.g., regular retrieval of knowledge, spaced retrieval, self-quizzing. Performance Management</p> <p><b>Curriculum, teaching and learning strategy</b> A shared commitment to high standards – document produced by CLO for all staff.</p>
<p><b>Developing the role of assessment used across the curriculum 1, 2, 4, 6, 7</b></p>			<p>To think of assessment as a tool that creates a bridge between what is taught and what is learned.</p> <p>Creation of subject specific assessment policies</p> <p>Use of assessment as a tool to spot and fill knowledge gaps as they arise.</p> <p>Improve quality of questioning to focus on finding out what children don’t know as well as what they do</p>	<p>It is inevitable that there will always be a gap between what we teach the students and what they actually learn. All of the evidence from cognitive science shows that students forget the vast majority of what they learn because as they travel from lesson to lesson, what has been learned in one class is ejected from the working memory to make sufficient space to process the next lot of information that is coming their way.</p> <p>This is why effective assessment strategies are absolutely essential to effective teaching and learning. It is the only way that we can know which specific bits, from the vast amounts of knowledge children encounter, are being stored in long term memories and which bits need to be retaught or revisited. And as with so much of teaching and learning, effective assessment practices will yield greater gains for disadvantaged learners who are more likely to fall behind their peers.</p>	<p>Developing the role of assessment used across the curriculum</p>

<p><b>Teaching and Learning (CPD) 1-8</b></p>	<p>£10,000</p>	<p>£1,000</p>	<p>Classes with higher proportion of Pupil Premium students focus on developing strategies to engage and accelerate learning.</p>	<p>Staff INSET organised by CLO: weekly blog on teaching techniques to support subject teachers, consistency of teaching strategies. Identifying knowledge gaps, knowledge schemas and deliberate practice such as retrieval activities. Focus on teaching vocabulary and developing reading skills across the curriculum. Briefing Shorts. Development of new curriculum model.</p> <p>Development of Remote Learning provision -Remote Learning Portal developed for self-isolating students from September 2020. Remote Learning Protocols developed by CLO to develop our asynchronous blended remote learning provision.</p> <p><i>C4EO research: the quality of teaching makes the biggest difference to learning outcomes, pedagogy matters.</i></p>	<p>Lesson observations / learning walks with FSM students as focus. Observing evidence of research informed pedagogy. Increasing number of peer observations.</p> <p>All teachers know who their disadvantaged learners are and ensure that they have what they need to participate fully in home learning, including printed materials if they don't have internet access. We maintain up to date records of students who do not have access to the ICT that supports remote learning, ensuring that these students have high quality printed materials.</p>
<p><b>Curriculum and whole college: Literacy across the Curriculum 1, 2, 5, 6</b></p>	<p>£2,000</p>	<p>£2,000 including resources</p>	<p>Raise SPAG awareness across curriculum areas, INSET, reading age data monitoring and interventions, and through reading events.</p>	<p>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>

<p><b>Literacy and reading</b> <b>1, 2, 4, 6</b></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 groups. Literacy extraction work: Students disappplied from MFL for literacy mentoring/ phonics.</p>	<p>From September 2014 use of Renaissance Learning / Accelerated Reader to close the gap between pupil premium and non-pupil premium students. Dedicated Learning Mentor (JHA) to support underachieving students and Focused Librarian time (THO) during AR sessions. 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. Starbooks café in library at lunch once a week. Interventions for students with low reading ages such as Phonic decoding using Piper books aimed at students in year 7/8 with RAs below 9. Delivered daily during tutor time. Students will be taught to read and spell the most frequently used 100 words in the English language Handwriting: Teachers to identify students with illegible handwriting.</p> <p><i>Digital technology Moderate impact for high cost, based on extensive evidence. +4 months Peer tutoring Moderate impact for very low cost, based on extensive evidence. +5 months</i></p>	<p>All teachers follow the College approach to teaching reading in every subject. Again, this will benefit all students, but disadvantaged children will benefit the most. Improvement in reading ages.</p>
<p><b>Disciplinary literacy – subject specific plans.</b></p> <p><b>Focus on introducing academic/ real world reading in every subject</b> <b>1, 6</b></p>			<p>Improve effectiveness of disciplinary literacy in all subjects Teachers have a better understanding of the literacy demands of their subjects and how these can create barriers to student attainment Teachers actively thinking about teaching children to read alongside teaching content A shared approach to teaching reading and writing</p>	<p>CLO delivered initial CPD to all staff to launch “A Common Framework for Teaching Reading and Writing” – a collection of techniques used by the English team. Subject teams to have time to discuss their disciplinary literacy priorities meet with subject specific literacy representatives and create action plans. Ensure all subject areas (apart from MFL) have mapped tier 2 and 3 vocabulary prioritized for explicit instruction Provide materials to support non specialists to use high quality academic/ real world texts to teach children to read. Keyword Etymology.</p>	<p>Improvement in students' ability to apply their literacy knowledge to other subject disciplines. A child who can read well in English will not necessarily do so in other subjects unless the teachers make it explicit that the same approaches are needed. All teachers prioritise explicit vocabulary instruction. Research suggests that this will particularly benefit children eligible for PP.</p>

<p><b>Change in curriculum time for some subjects – EBAC route 1, 7</b></p>	N/A	N/A	<p>Students have more lesson time in Maths as well as other EBAC subjects.</p>	<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. Encouraging more students to pick separate Sciences to raise aspirations.</p>	<p>Lesson observations Examination results % of PP students entered and achieving Ebacc.</p>
<p><b>Work Scrutiny / Feedback Metacognition</b></p> <p><b>1, 2, 3, 4, 5</b></p>	£500	£200	<p>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>	<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. Essential focus on using assessment findings to design future learning episodes that fill knowledge gaps and address misconceptions</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>
<p><b>Block scheduling of Option Subjects in the timetable</b></p>	£0	£0	<p>We block timetable for English, Maths and Science in year 7, 8, 9, 10 and 11.</p> <p>We engineer an Eng Bac block in year 9 in order to increase the curriculum times for the core subjects English, Math and Science.</p>	<p>To allow increased curriculum time for English, Maths and Science.</p> <p><i>Sutton Trust Block scheduling Very low or no impact for very low or no cost, based on limited evidence. 0 months</i></p>	<p>Timetabled time for English and Maths is 10 hours per fortnight each.</p>



<b>Homework</b>	£4,650	£1,900	Staff use the Satchel One 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 – now after college, with each year group bubble on a different day in their teaching zone.	Pupil Premium students are able to access the Satchel website – vital for homework and during Remote Learning. Homework Club after the college day staffed by LWA- each bubble on a separate day to support all students to access IT facilities and support completion of homework.  <i>Sutton Trust: Homework (Secondary)</i> <i>Moderate impact for very low or no cost, based on moderate evidence. +5months</i>	Student and staff activity on Show My Homework. Attendance at Homework Club.
<b>SAM Learning 5</b>	£2,500	£850	SAM learning subscription	To support students with an online revision programme for all subjects. Can support absent students and be used as a resource to support Remote Learning.	Examination Results. Statistics from SAM Learning showing time spent revising by each student. Use of SAM Learning to be reviewed as other websites such as Seneca available.
<b>Examinations: Access Arrangements and Preparation 1, 2, 3</b>	£ <del>13,530</del> 0	£ <del>1,500</del>	To prepare students for examinations so that they can complete them confidently, with the correct access arrangements in place.	Students' individual needs in examinations are catered for with access arrangements and concessions –BLE lead, mock exams to trial arrangements for all students in order to iron out any issues. <u>Exam pens – 10 purchased.</u>	Excellent behavior of students in exams. Students prepared well for formal examinations.

# Targeted academic support for current academic year



<p><b>Pupil Premium Champion 1-8</b> (Numbers indicate the potential barriers to learning being addressed)</p>	<p>£6000</p>	<p>£6000</p>	<p>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.</p>	<p>Pupil Premium Champion Davina Bray started role in September 2015. Identifying and raising staff awareness of Pupil Premium Students 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, facilitating Exeter University Easter Residential for selected year 10 PP Dep students and Exeter Scholars programme. 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. Meet with Pupil Premium students as the College’s Careers Leader and Qualified Careers Advisor and prioritise them for support with their transition to their next steps.</p>	<p>High visibility of Pupil Premium eligible students for all staff – e.g., on seating plans. 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 -we know students well and build on strong relationships. Increased Parental Engagement at Parents Evenings and at ARDs. Diminishing the differences to help close the attainment gap. Contact point -when a barrier is identified and a student may need a support to access resources.</p>
<p><b>Learning Mentors 1-7</b></p>	<p>£11,000</p>	<p>£7,800</p>	<p>Specifically targeted at vulnerable groups to develop social skills and self-esteem and supporting positive behavior.</p>	<p>Support Groups: Specialist programme developed, including friendship and breakfast club, skills and rewards. HLTA led. THRIVE programme. TIS trained Learning Mentors</p> <p><i>Sutton Trust: Social and Emotional Learning+4 months</i></p>	<p>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.</p>

	£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.
<b>Study Skills 1, 5</b>	£1,000	£1,000	Study skills – revision skills for year 10 and 11 students.	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. Each key stage 4 tutor group has a complete set of revision guides for students to use during the Revision sessions each week as part of the Key Stage 4 tutor programme.  <i>Sutton Trust. Parental involvement Moderate impact for moderate cost, based on moderate evidence. +3 months</i> Further support in the curriculum in Year 10 PSHEe lessons, Sixth Form study skills sessions. Key Stage 4 tutor time revision sessions with JGO to support each KS4 tutor group.  Study Café for Key Stage 4 students on 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. All key stage 4 tutor groups have a box of resources in addition to students’ revision organisers – the box includes all the relevant revision guides for the curriculum for key stage 4 students.	Year 10 and 11 revision techniques in tutor time. Student Revision Organiser - showing evidence of student’s revision and independent work Parental feedback at ARDs

<b>Behaviour and Rewards KS4 Year 11 Raising Achievement Coordinator 1-7</b>	£2,000	£2,000	Year 11 Awards programme coordinated by JHO.	<p>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. Identifying students needing additional support e.g. from Pastoral team, external agencies, SSC. Year 11 rewards programme.</p> <p>Working with Pupil Premium Champion 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.</p> <p>Personal development added to Key Stage 4 tutor programme for 2019-20 – CV writing and mock interviews for year 11.</p> <p><i>Sutton Trust: Mentoring</i> <i>Low impact for moderate cost, based on moderate evidence.</i> <i>+1 month</i></p> <p><i>Behaviour interventions</i> <i>Moderate impact for moderate cost, based on extensive evidence.</i>      <i>+4 months</i></p>	<p>Student voice – increased confidence levels and awareness of study skills techniques in Year 10 and 11 PP students.</p> <p>Increase communication between subject teachers and tutors in order to support students to meet deadlines throughout year 11. E.g. year 11 bulletin.</p>
<b>Pupil Premium Admin 5</b>	£5900	£5900	To increase parental involvement such as attendance at Parent Evenings, use of Call Parents text messaging to update on progress.	Pupil Premium student, phone calls and post cards sent to invite parents to attend events, reminders.	Attendance at Parent Evenings – when these events recommence.
<b>Exam Entries for Alternative Curriculum Provision</b>	£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.
<b>Alternative Education Budget</b>	£6,000	£84,000	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

<b>Participation in extracurricular activities to engage</b> 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 Sports Teams, Ten Tors.	More engaged PP students participating in extra-curricular clubs – when these events are allowed to continue.
<b>Forest School</b> 1, 2	£615	£250	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.
<b>Targeted Careers interventions by DBR and Next Steps Programme</b> 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. Exeter Scholars programme.  <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.
<b>Examinations: Access Arrangements and Preparation</b> 1, 2, 3	£ <del>43,530</del> 0	£ <del>1,500</del> 0	To prepare students for examinations so that they can complete the <u>m</u> confidently, with the correct access arrangements in place.	Students' individual needs in examinations are catered for with access arrangements and concessions –BLE lead, mock exams to trial arrangements for all students in order to iron out any issues. <u>Exam pens – 10 purchased</u> . 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.	Excellent behavior of students in exams. Students prepared well for formal examinations.
<b>Attendance and EWO Provision</b> 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 basis. Attendance interventions by GLA include assemblies to target students with falling attendance. Informs HLOL for further interventions.  <i>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. +4 months</i>	Positive Attendance data. Closing the gap between Pupil Premium and Non-Pupil Premium attendance data.

<b>Curriculum Books and Publications</b> 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 JPL
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## Wider strategies for current academic year



<b>Careers and IAG</b> 1, 4, 5, 8	£7,800	£2,600	<p>All students have a positive work experience placement at end of year 10. (Not possible in 2019/20 and 2020/21 due to Covid Restrictions)</p> <p>Year 9 student to be supported in the options process.</p> <p>Careers programme with and work towards Gatsby benchmarks.</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 (LSI)</p> <p>Individual Year 9 Options events to support students to choose their key stage 4 options, linked to their career aspirations. (EBE)</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. Participation of PP students in events such as Exeter University Easter residential/virtual Exeter Scholars events in 2020_21. Mentoring Pupil Premium students helping with next steps such as application forms. All year 11 students have a destination interview with JGO and CPE.</p> <p>Programme of Employer Encounters planned for each year group as part of work for Gatsby benchmark 5.</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. LSI.</p> <p>Year 11 impartial careers advice and guidance – Gatsby benchmark 8.</p>
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<b>Realising Aspirations</b> <b>4, 8</b>	£500	£500		<p>We will deliver a year 9 project which includes students eligible for PP and students identified as G&amp;T working together. Depending on COVID-19 restrictions, we will plan a visit to the Box in Plymouth as part of the project – costs will cover transport. The project will link to careers e.g., employer encounter organised by our Employer Advisor, Julie Putman with a Project Manager who worked on the Construction of the Box.</p> <p>Weekly tutor session for year 9 on Realising Aspirations to show them information about working in different career sectors and how people got there e.g. using WOW Show, Step into NHS, Unifrog videos, Icould.</p>	Student feedback and attainment.
<b>Recognition and Reward</b> <b>1, 2, 4</b>	£2,000	£900	Students motivated to succeed by clarity of rewards system and wide range of awards	<p>Continuation of the rewards programme including attendance cup, tutee of the fortnight and merit monkeys presented every fortnight in house assemblies. (cannot happen due to current COVID restricted teaching model) 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. Rewards system revamped to Kudos points in 2019-20 so that students and parents can view total on SMH. Negative points for year 11 also added to Satchel One in 2020-21. Lockdown virtual notice board and kudos points and badges.</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</p> <p>Displays celebrating students’ success e.g., headteacher awards in main hall.</p> <p>Less behavior concerns for Pupil Premium students.</p>
<b>Transition from KS2-KS3</b> <b>1, 2, 3,6, 7</b>	£9,700	£1,000	Improved transition between Key Stage 2 and Key Stage 3.	<p>CLI 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>Improved transition and awareness of new PP students in year 7 and strategies to support them.</p> <p>Tours did happen for new year 7 students in July 2020 (socially distanced)</p>

				Information relayed to staff in September about new cohort.	
<b>Emotional Health and Well-Being Support in SSC 1, 2, 3, 4</b>	£2100	£720	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 e.g. Kooth Counselling, Penhaligon Friends.  <i>Sutton Trust: Social + Emotional Learning +4 months</i>	Impact on individuals. Improved engagement in learning Targeted students' attendance, behavior and progress.
<b>Pre-school intervention - Breakfast club 3</b>	£0	£0	Breakfast Club has been refurbished and runs on donations. Students identify breakfast club as a place to go to get breakfast and any extra support.	Refurbishment funded by Headstart programme, breakfast club recommenced from September 2019. Referral by students and by tutors.	Students' progress; attendance and behaviour.
<b>Health and Wellbeing Week Assistance 3</b>	£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. POSTPONED DUE TO COVID...	Range of activities undertaken by Pupil-Premium students during Activities Week.
<b>Free books – promoting literacy to new PP eligible students in year 7 1, 5, 6</b>	£0	£0	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.	Pupil Premium eligible and EAL students to be given a free book to encourage reading at home. Organised by CLO. Free books available on National Oak Academy.	Pupil-Premium and EAL students reading at home. Parental involvement.
<b>State Registered School Nurse 2, 3</b>	£2100	£700	School nurse drop in and medical room	School nurse drop in for students, held in the SSC – BLE Updates EHCP and Medical Needs. Staffing medical room.	Students using the drop-in sessions and medical room.
<b>Cashless Catering 2</b>	£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 behaviour of students.