

## 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 2019/20 the DfE allocated PPG to schools and local authorities 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 or in receipt of a child pension from the Ministry of Defence.



## Applying for Free School Meals (FSM)

Torpoint Community College relies on 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 regular requests via the College Newsletter, College social media and SIMS Parent App to remind parents to apply so that their child can benefit. Your child is able to claim free school meals if you receive any of the following:

Income Support (IS)

Job Seekers' Allowance (Income-Based) and equal based Job Seekers Allowance

Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance

Child Tax Credit (CTC) with an annual income of less than £16,190

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

Guarantee Element of Pension Credit (GPC)

Immigration and Asylum Act 1999 (IAA) Support

Universal Credit - Your household income must be less than £7,400 a year (after tax and not including any benefits you get) as assessed by earnings from up to three of your most recent assessment periods

If you are claiming the benefits listed below you are NOT eligible for free school meals, regardless of what other benefits/credits are being claimed

Working Tax Credit

Contribution-Based Job Seeker's Allowance and/or Contribution-Based Employment and Support Allowance

However, you will be temporarily eligible to claim free school meals if you receive a Working Tax Credit run-on, which is the payment you may receive for a further four weeks after you stop qualifying for Working Tax Credit.



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 a form from Pip Stephens in the Admin Office.



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

## 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	26	21	10	12	19
Looked After	0	0	0	2	0
Adopted From Care	0	0	0	0	0
<b>Total Students in year</b>	<b>144</b>	<b>117</b>	<b>112</b>	<b>87</b>	<b>102</b>
<b>% of all PP students</b>	<b>53%</b>	<b>37%</b>	<b>33%</b>	<b>41%</b>	<b>36%</b>
<b>% of non PP</b>	<b>47%</b>	<b>63%</b>	<b>67%</b>	<b>59%</b>	<b>64%</b>

out of cohort  
out of cohort

Overall % in years 7-11:  
PP dep 25%  
PP services 16%  
PP all 41%

## 2019-20 Pupil Premium Students by year group

(based on 16th January census and DfE official list of PP April 2020 to March 2021)

Type of Pupil Premium	Year 7	Year 8	Year 9	Year 10	Year 11
PP Dep	45	44	22	27	25
Service	24	21	18	9	11
Looked After	0	1	0	0	2
Adopted From Care	0	1	0	0	0
<b>Total Students in year</b>	<b>146</b>	<b>139</b>	<b>106</b>	<b>101</b>	<b>85</b>
<b>Total PP students</b>	<b>60</b>	<b>60</b>	<b>38</b>	<b>34</b>	<b>35</b>
<b>% of all PP students</b>	<b>41.10%</b>	<b>46.17%</b>	<b>35.85%</b>	<b>33.66%</b>	<b>41.18%</b>
<b>% of non PP</b>	<b>58.90%</b>	<b>56.83%</b>	<b>64.15%</b>	<b>66.34%</b>	<b>58.82%</b>

out of cohort  
out of cohort

Overall % in years 7-11:  
PP dep 28%  
PP services 14%  
PP all 43%

## 2020-2021 Pupil Premium Students by year group

numbers based on those on roll on 15th October census (the DfE official are using this census to measure PP for April 2021 - March 2022 payments)

Type of Pupil Premium	Year 7	Year 8	Year 9	Year 10	Year 11
PP Dep and FSM	41	52	44	20	28
Service	12	13	7	11	6
Looked After	1	1	2	0	0
Adopted From Care	0	0	1	0	0
<b>Total Students in year</b>	<b>135</b>	<b>149</b>	<b>133</b>	<b>101</b>	<b>105</b>
<b>Total PP students</b>	<b>52</b>	<b>60</b>	<b>53</b>	<b>28</b>	<b>34</b>
<b>% of all PP students</b>	<b>38.52%</b>	<b>40.27%</b>	<b>39.85%</b>	<b>27.72%</b>	<b>32.38%</b>
<b>% of non PP</b>	<b>61.48%</b>	<b>59.73%</b>	<b>60.15%</b>	<b>72.28%</b>	<b>67.62%</b>

out of cohort  
out of cohort

Overall % in years 7-11:  
PP dep 30%  
PP services 8%  
PP all 38%

# 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

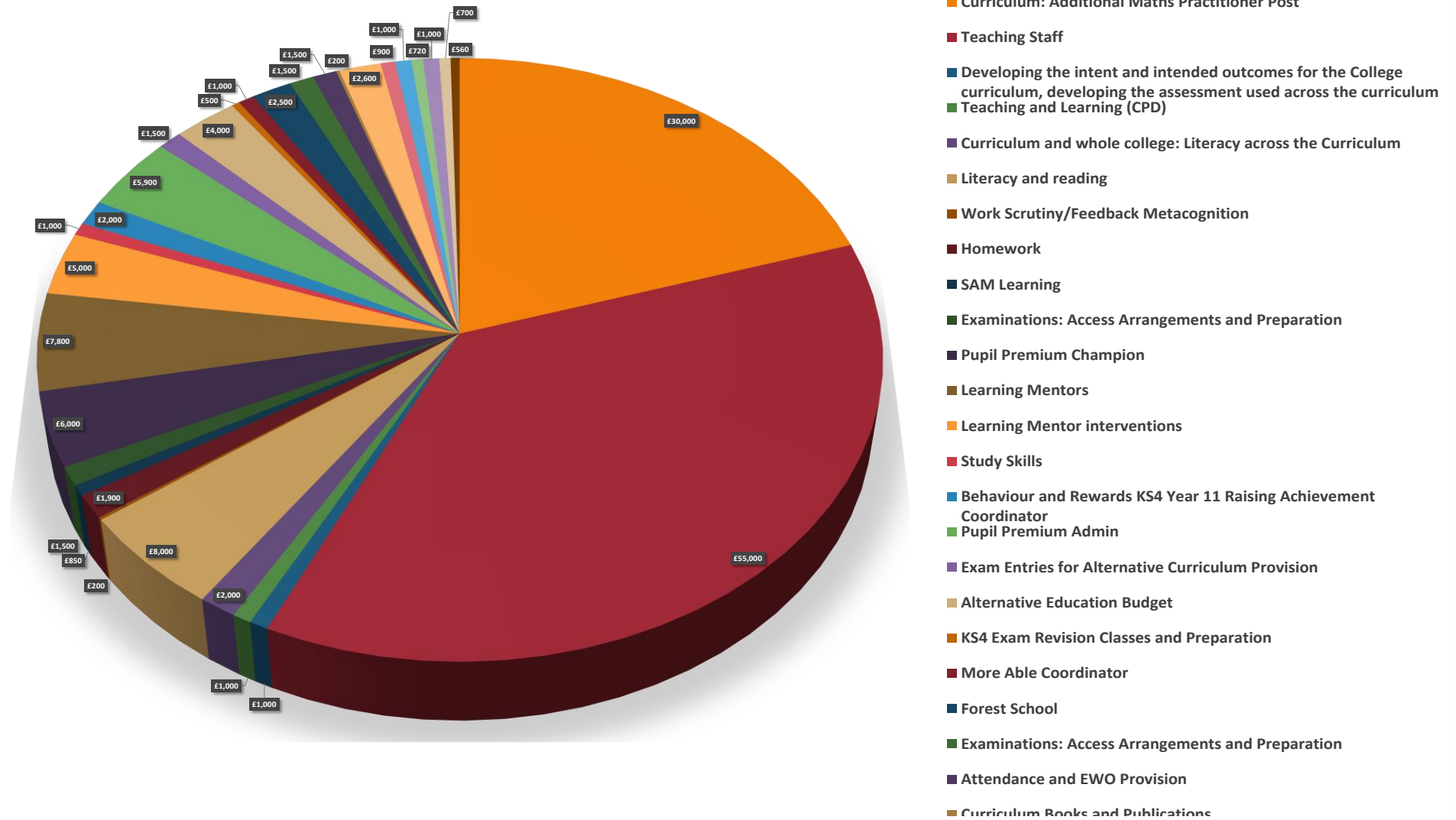


<b>Key Stage 4 2017 to 2020 Disadvantaged Data</b>					
<b>Progress 8 Score</b>					
Number of disadvantaged pupils in the Progress 8 score	27	19	↓	26	↑
Progress 8 score	-0.84	-0.56	↑	-0.09	↑
Progress 8 score - English element	-0.69	-0.33	↑	-0.05	↑
Progress 8 score - maths element	-0.82	-0.59	↑	0.06	↑
Progress 8 score - Ebacc element	-0.68	-0.55	↑	0.03	↑
Progress 8 score - open element	-1.1	-0.7	↑	-0.33	↑
<b>Attainment 8 Score</b>					
Average Attainment 8 score	33.73	37.76	↑	37.97	↑
Average Attainment 8 score - English element	7.79	8.7	↑	8.46	↓
Average Attainment 8 score - mathematics element	6.29	7.2	↑	7.31	↑
Average Attainment 8 score - EBacc element	9.86	10.6	↑	10.9	↑
Average Attainment 8 score - Open element	9.8	11.26	↑	11.3	↑
Average Attainment 8 score per disadvantaged pupil - Open element - GCSE only	8.89	9.08	↑	9.08	→
Average Attainment 8 score per disadvantaged pupil -Open element - non-GCSE only	0.91	1.46	↑	1.46	→
<b>Average Point Score</b>					
Average EBacc APS score per pupil	2.73	2.92	↑	3.17	↑
Average EBacc APS score per pupil - low prior attainment	1.14	1.42	↑	2.36	↑
Average EBacc APS score per pupil - middle prior attainment	2.90	2.45	↓	3.58	↑
Average EBacc APS score per pupil - high prior attainment	4.00	4.28	↑	3.42	↓
<b>Baccalaureate</b>					
Number of disadvantaged entered the Baccalaureate	1	2	↑	6	↑
% of pupils entering the English Baccalaureate	3.57%	10.00%	↑	23.08%	↑
% of pupils achieving grade 5 or above in the English Baccalaureate	0.00%	50%	↑	0%	↓
% of pupils achieving English Baccalaureate	0%	50%	↑	33.3%	↓



# Breakdown of Pupil Premium Funding 2019-20

Allocation of PPG funding in 2019-20





# 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 are our most vulnerable. Our interventions are therefore either

- **universal:** targeted at all students including pupil premium students to ensure high quality teaching,
- **targeted academic support:** interventions to support small groups of students
- **wider pastoral support:** to support individual students.

To monitor progress and attainment at Torpoint Community College, a cycle of data collection and tracking cohort attainment is used to monitor students' progress and enable early identification of need, facilitating 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.

Progress 8 scores of students in receipt of the pupil premium grant for disadvantage have increased over the last 3 years to -0.09 in 2020. The progress 8 score for non-pupil premium students in 2020 was 0.47 and students in receipt of the PPG for Services 0.43 based on 4Matrix validated estimates.

Result in 2020 were Centre Assessed Grades. The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020 due to the Covid-19 pandemic.



# The Impact of Pupil Premium Funding

(Targets unchanged from 2019/20)

Aim	Target	Target date
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
	<b>Pupil premium achieved Progress 8 of -0.09</b>	
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
	<b>Pupil premium students achieved 37.97</b>	
Percentage of Grade 5+ in English and maths	To increase the percentage above 25% in line with Cornwall LA	August 2021
	23.08% of Pupil Premium disadvantaged students achieved this	
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
	<b>Whole college CPD, implementation of remote learning, identifying and supporting students to address barriers of learning such as access to devices and internet. Health and Being week consisted of virtual events with videos from alumni with fitness challenge for each day.</b>	
Ebacc entry	Increase the number of students following the Ebacc to 25%	August 2021
	<b>More students took Ebacc – 33.3% of PP disadvantaged students achieved this in 2020.</b>	

# Universal Interventions – High Quality Teaching for all Students 2019-20



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 pupils in receipt of the Pupil Premium due to disadvantage was -0.84 and this has decreased to -0.55 in 2018/19. Progress 8 score for Pupil Premium disadvantage was -0.09 in 2019/20 (CAGs due to Covid and cancellation of exams).	Continued contribution from Pupil Premium funding for staffing – high quality teaching for all to raise attainment for all students.
Dedicated English Learning Mentor	JHA works closely with English Department – knows subject and resources well to support staff and students.		Accelerated Reading continues during English lessons 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.		Year 11 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 Continuing discussions with CLoLs and HLoL to coordinate the timing of assessments for benefit of student attainment.
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 continued in 2019/20 up until the school closures due to the pandemic in March 2020. Tea, coffee, biscuits, revision guides, computers and printing available for students after college for Key Stage 4 students.	
Study Skills including Key Stage 4 Study Café 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. Tutor Programme at Key Stage 4 teaches Study Skills and introduced Knowledge Organisers to help students organise their revision for each subject.	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.	Knowledge Organisers to be used across years 7-11 as part of the tutor programme to support retrieval of subject knowledge.	
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	Attendance monitoring, extra assemblies held throughout the year, focus on attendance during	Attendance role (GBA) to continue along with monitoring by HLoL. Absences not

	students to have good attendance in College to achieve well.	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 figures skewed due to Covid-19 in 2019/20.	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 – has also sped up service to students to manage the queue.	
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.	<p>CLO delivered the CPD programme in 2019/20. It was impactful as all teaching staff chose an area of deliberate practice to demonstrate. Focus for 2019-20 on 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. Building and securing students' ability to learn over time is developed around the key principles:</p> <p>attention – understanding - memory  Students must listen attentively in a distraction free environment in order to learn.  Teachers need to plan highly effective explanations, questions and tasks to develop and check understanding.  Teachers need to ensure that students are consistently required to recall previously taught content, ideally at the point at which they are likely to forget. This remembered knowledge should then be explicitly connected to new learning to develop flexible knowledge schema  Our CPD programme is therefore created to:  Develop an expert knowledge of research drawn from the fields of cognitive science and education that can improve teaching &amp; learning.</p>	<p>Highly impactful as demonstrated by lesson observations by CLT and CLOs. CPD continued with weekly virtual sessions for staff from March to discuss recent research such as ways to promote retrieval and spaced retrieval to develop students' knowledge schema.</p> <p>Support teachers with practical techniques and strategies that can be applied in a range of subjects and contexts.</p> <p>Ensure we are cognisant of the needs of all learners and how to adapt practice to meet their needs.</p>
Work scrutiny of student books	To monitor teaching and learning across the college, student presentation and attainment.	Work scrutiny by JGO – to ensure consistency across the curriculum e.g., presentation of student's work and consistency of application of techniques presented in the CPD programme.	Work scrutiny is a useful way to monitor a student's progress across the curriculum and ensure consistency in teaching approaches across the college.



KS4 Exam Classes Revision Sessions and interventions at lunchtimes and after college	Allows additional contact for students with staff – for Key Stage 4 exam groups.	Interventions were taking place to support students e.g., after school sessions to complete the DT NEA. The Covid-19 pandemic disrupted face to face teaching after the school closure in March.	Intervention sessions are a way to support students to revise curriculum content, prepare performances for music and drama and finish portfolio work for subjects such as art, DT and textiles.
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 moved to Kudos points logged on Satchel One in 2019/20. During lockdown period students were awarded Kudos points and badges and a virtual notice board was set up to recognise student achievement across the curriculum which was also praised in virtual assemblies.	Use of Kudos points by tutors and staff useful – virtual badges also awarded to students. Also helpful during school closure to reward students for good work submitted to staff.
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 Lucy Sissons. All students had a placement set up for July 2019 but work experience was cancelled due to Covid-19 pandemic. Available virtual work experience advertised by Careers Leader on Notice Board function of Show My Homework/Satchel One.	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. Training carried on this year until it stopped due to Covid-19.	The College has a great history of sending teams to complete the Ten Tors expedition and values the help of the wider community and JPO to achieve this when the Ten Tor Challenge resumes.
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. SMH – rebranded as Satchel One. Satchel One was used to set Remote Learning for students during the school closure from March. Students were able to submit work and have feedback from staff. Staff could share resources and set work, students could track their timetable and submission of work.	Tutor team in September 2020 to ensure all students can access Satchel One and submit work in case of school closure and period of remote learning. Tutors to identify students without access to devices and internet so that they can be supported with Remote Learning. Laptops and devices sent out to support PP students with remote learning.
Careers – Employer Encounters	All students take part in an Employer Encounter as part of our work to meet Gatsby Benchmark 5. All year 11 students took part in Mock Interviews with External Employers in Oct 2020.	Employer Encounters as part of Careers provision important for raising aspirations and making realistic goals, particularly effective when Alumni involved. Marines event Autumn term 2020.	Employer encounter events planned for March 2020 onwards did not happen. Virtual events advertised through the Satchel One notice board.



# Targeted Academic Support 2019-20

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.	Mental health a big issue for some students and lockdown has caused further anxiety and feelings of isolation for some students. Learning Mentors have undertaken TIS training to help them work even more effectively with students. Student Wellbeing lead RPI sending out positive messages to students, activities to promote positive mental health and signposting staff in College and organisations out of College that can support students further.	TIS training for Learning Mentors to continue. Small, group and individual support even more important due to effects of Covid-19 and increased focus on mental health and wellbeing.
Small group and individual literacy intervention – Literacy Coordinator post	CPE identifies students requiring additional support e.g., with handwriting, literacy and organises interventions.		
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.		
Pupil Premium students supported by additional impartial careers advice and guidance interviews – no cost, many also targeted by Next Steps South West and Exeter Scholars programmes and Real Ideas Organisation, RIO.	Year 11 PP dep students prioritised for support from Careers Leader to help transition to next steps and reduce number of NEETs.	Pupil Premium students received Career Interviews from Stuart Allen from CSW as part of Ambitions project. The others had support from RIO, Real Ideas Organisation. Both strategies meant that Pupil Premium students had discussed their next steps and had help with their transition to Sixth Form, Further Education, Apprenticeship and so on. Careers Leader completed Level 6 Career Guidance qualification and completed career interviews with the remaining year 11 students.	DBR to see PP dep students first for impartial Careers Guidance interviews in 2020-21 – to secure positive next steps. RIO mentoring to carry on. (No Ambitions project as EU funded).
Promoting Pupil Premium students to take part in interventions to increase their cultural capital.	SIMS has up to date Pupil Premium columns for all subject teachers and tutors to access. SIMS also shows the	Good proportion of PP dep students on trips/visits e.g. More Able STEM Showcase trip with BLO.	When Covid-19 situation improves to take part in activities such as University Campus visits and workshops. Trip to the Box in

	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.	Trips and interventions logged on SIMS. Focus on closing the attainment gap for all students in CPD programme 2019-20 and building cultural capital. CLO and JMI ran Latin Club on Friday lunch times with year 7 students.	2020-21 – fantastic new cultural capital in Plymouth. Link to Careers and realising aspirations.
Monitoring of PP student data by MBL and DBR during fortnightly meetings to target further support or pastoral intervention	Awareness of PP students' progress and progress 8 score if year 11. Prompts discussion with tutor or student to raise concerns.	Year 11 students supported, e.g., by letters sent home to encourage attendance at Study Café, to inform parents of strategies and support offered, extra Maths work supplied to support students and so on.	Monitoring PP data after each data point in the year helps to identify where students are underachieving – staff can identify if there is a barrier that can be addressed to support the student.



# Wider Pastoral Support 2019-20

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)
Pupil Premium Champion 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, Careers guidance, 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. Good attendance at Study Café.	DBR meeting with year 11s this year for impartial Career Interviews in Careers Leader role – this involves analysis of barriers to learning and support to students e.g., support to apply for college courses, Sixth Form and Apprenticeships.
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.	RPI promoting Wellbeing to students – displays around college, assemblies, Emotional Health and Wellbeing Board set up with regular meetings, Health and Wellbeing week in Summer term – took place virtually.	RPI to continue as Student Wellbeing lead.
Pupil Premium Admin – phoning parents to ensure attendance at parents’ 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 Evenings (that took place up to March).	To continue as it ensures parental engagement where possible.
Curriculum books and publications such as revision guides for Pupil Premium students if needed. Students also supported with uniform issues by HLOL and BST in Hub.	Copies of revision guides available to be loaned out to Pupil premium students that require one. Students with incorrect uniform identified and supported.	Books were loaned out and used by year 11 PP students to ensure all could access revision guides for their subjects. Tutors checked if PP students had the resources recommended for their subjects.	Books available to be used by students and some books purchased for individual students when a specific need has arisen. A couple of books not returned due to the school closure in March.
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.		To continue when trips and visits can recommence.