Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Torpoint Community College
Number of pupils in school	Number on roll 717
Proportion (%) of pupil premium eligible pupils	26.64% The breakdown is as follows. • Deprivation - 18.27% • Service - 10.46% • Adopted from Care - 0.14% • Looked After - 0.42% (08.11.21)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dr Jeremy Plumb, Headteacher
Pupil premium lead	Mrs Davina Bray
Governor / Trustee lead	Mr Colin Parton, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,753
Recovery premium funding allocation this academic year	£24,333
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,535
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223,621

Part A: Pupil premium strategy plan

Statement of intent

TCC College Vision: *Inspiring optimistic learners.*

Torpoint Community College intends to empower students with the knowledge and understanding to become **"Inspired Optimistic Learners"**. The knowledge and skills achieved by students will equip them for their chosen lives ahead.

The overriding aim of the use of the Pupil Premium funding received by the College is to ensure that the attainment gap between students in receipt of Pupil Premium funding is reduced compared to all students not in receipt of the funding nationally. It is used to fund many universal interventions within the college; both academic and pastoral to support all students, as it is vital to close the gap between all students at TCC and all students nationally in order to achieve this.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We 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. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the College has legitimately identified as being socially disadvantaged.

As a small College and after discussion with the College Leadership Team 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 several years ago 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 ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed. All children matter at TCC, and we know that children from disadvantaged backgrounds require expert teaching to ensure that they have opportunities to excel. We ensure that all students are taught in ways that research suggests yield strong outcomes; CPD is research-based and focussed on how to enable

students to learn, and through the development of the College's well sequenced STEAM curriculum.

Pupil Premium funding has allowed us to introduce a range of interventions and strategies to support students and address the identified barriers to learning, aimed at accelerating progress; moving students to at least age-related expectations and in line with non-disadvantaged students nationally.

Universal interventions include funding for a Pupil Premium Champion, funding for teaching staff including an additional Maths teaching post to reduce class sizes at key stage 4, Literacy across the Curriculum and literacy and reading focus in the college tutor programme, Accelerated Reader for years 7 and 8 including a reading library lesson once every 2 weeks for year 7 English classes supported by the College Librarian, a key stage 4 Study Skills programme involving tutor sessions and Key Stage 4 Study Café, teaching and learning CPD including evidence based research and a CPD portal to ensure high quality teaching and learning for all students, work scrutiny and key stage 4 revision classes, the development of a remote learning portal, recognition and rewards coordinator role, transition programme into key stage 3 (lead CLI), Forest School Coordinator (DLU), Show My Homework (Satchel One) subscription, Attendance Coordinator role, Cashless Catering and use of Parent Pay, e-learning subscriptions, exam access arrangements and preparations.

Focussed small group strategies include use of Teaching Assistants to mentor and work with groups of students to help raise self-esteem and confidence and promote positive behaviour. Small group literacy and maths support (with our HLTA; LTA) and targeted careers interventions.

Targeted intervention includes emotional, health and well-being support in SSC, pupil premium admin such as phoning parents to improve parental attendance at parents' evenings and Academic Review Days, individual support programmes – such as use of hardship fund to buy books and uniform on a case-by-case basis or loan of revision guides, exam entries for alternative curriculum provisions for students at alternative placements and targeted attendance interventions,

The College's self-review cycle means that interventions are monitored, reviewed, evaluated and adapted as necessary.

The DfE states that "The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever" and our strategy statement includes our COVID recovery planning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. 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:

Challenge number	Detail of challenge
1	Students in receipt of pupil premium for disadvantage have on average lower previous attainment than other students.
	Analysis of KS2 Teacher Assessment data for year 7 2021-22 based on students who have FSM show 8 are working towards age related standards in English, Maths and Science (21 students out of 33 with KS2 data) compared to 9 students not in receipt of pupil premium funding (66 results out of 122 students) – difficult to assess gap due to lack of KS2 data as no SATS.
	Assessment of year 7 students reading ages shows that Year 7 students in receipt of pupil premium have lower reading ages on average; mean is 9/10 years compared to 10/10 for students not in receipt of pupil premium funding.
	Internal data analysis shows there is still an attainment gap between students in receipt of pupil premium for disadvantage and students not in this group, which widened in last year's data. There is less of a gap seen if any with students in receipt of pupil premium funding for being a service student. These students are from Naval backgrounds due to our College's proximity to HMS Raleigh and are usually settled here – although still have to cope with serving parents' absence at times.
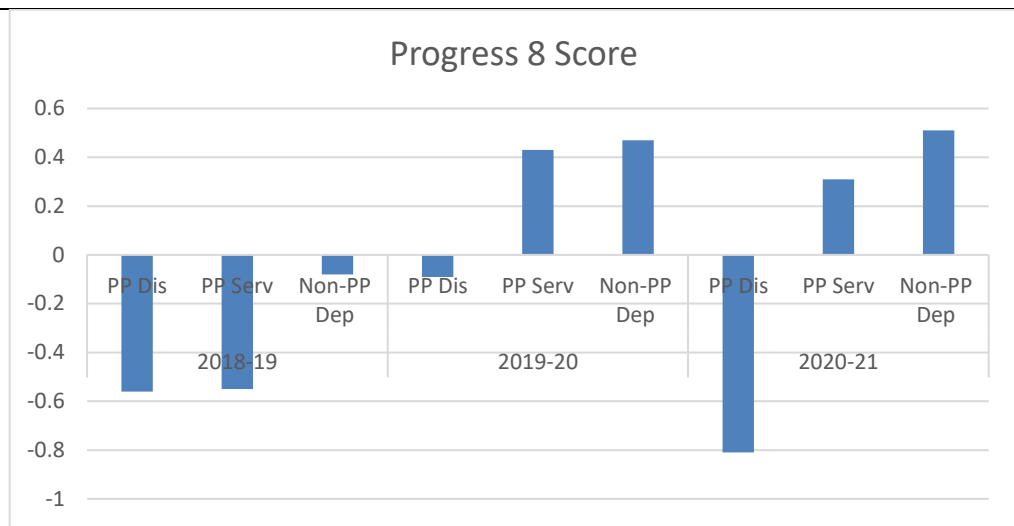
Progress 8 Score

| | 2 | Higher level of needs across the pupil premium disadvantage population (safeguarding, emotional, social and mental health needs). |

Higher level of needs across the pupil premium disadvantage population (safeguarding, emotional, social and mental health needs).

A high proportion of students on SEN record of need are also in receipt of pupil premium for disadvantage – 60 out of 162 students are in receipt of Pupil Premium funding and are on the record of need in years 7 to 11.

There are higher rates of referrals to support students, particularly those in support of pupil premium funding for disadvantage.

Attendance figures show that attendance for pupil premium disadvantage students is on average slightly below that of our students not in receipt of pupil premium.

Attendance Y7 - Y11

	Y7-Y11 cohort			% Attendance			Number of students 90% or below			
	All	PP	Non PP	All	PP	Non PP	All	PP	Non PP	
2016-2017	517	157	360	94.4%	93.3%	94.9%	68	25	43	
2017-2018	519	203	316	94.6%	93.7%	95.1%	72	35	37	
2018-2019	559	226	333	94.4%	93.3%	95.0%	78	44	34	
2019-2020	586	235	351	92.8%	92.2%	93.2%	104	53	51	Covid
2020-2021	627	235	392	92.6%	91.3%	93.4%	119	55	64	Covid

3 — Gaps in knowledge schema due to school closures in 19-20, 20-21.

Remote learning monitoring and discussion with students and parents has shown that our pupil premium students found the school closures due to

	covid and the move to remote learning more difficult. National studies have also concluded that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in knowledge gaps resulting in pupils falling further behind age-related expectations and the need to support students' emotional health and well-being.
4	Unrealistic aspirations for self and lack of awareness of career and life chances. 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".
	Many students come from postcodes where traditionally a lower-than average number of people progress on to higher education and are the first in their family to venture on to higher education. (We a Next Steps South West target school). Local wards in Plymouth, where some pupil premium students live are on the UK deprivation index.
	Local labour market information shows that the largest employers in the are the NHS, council and the care sector. Many people are employed in small businesses or self-employed. Local big employers include Babcock and Princess Yachts in Plymouth. Many students are interested in the services – 10% of students from service families due to our proximity to HMS Raleigh. Students have missed out on trips, visits, for example to universities and in person employer encounters as well as extracurricular trips due to the Covid restrictions and school closures in the past two academic years designed to support their career related decision making.
5	Low literacy skills for some Pupil Premium eligible students limiting access not only to English but also to the curriculum
	Students in receipt of pupil premium have lower reading ages. Year 7 Pupil Premium students 9/10 mean compared to 10/10 means for students not in receipt of Pupil Premium. Students require a reading age of 14 years to be able to read GCSE papers confidently.
6	Low levels of confidence with Maths and numeracy skills across the curriculum for some Pupil Premium eligible students
	Pupil Premium students mean in test scores is lower in Maths and Science than non-pupil premium assessment scores.
	Internal analysis using 4Matrix of year 11 actual results 20/21:

		No PP dis	% of group	No of non-PP students	% of group	Difference between PP dis and non-PP dis
	English 4 or Above	11	44%	69	89.61%	-45.61%
	Maths 4 or Above	11	44%	61	79.22%	-35.22%
	Science 4 or Above	8	32%	52	67.53%	-35.53%
	Humanities 4 or Above	8	32%	54	70.13%	-38.13%
	Languages 4 or Above	2	8%	21	27.27%	-19.27%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To move towards a Progress 8 of 0 and reduce the gap between pupil premium eligible students and non-pupil premium students. To increase the Attainment 8 to narrow the gap with non-pupil premium eligible students from in line with Cornwall LA	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: an average Attainment 8 score and an EBacc average point score in line with the national average
Increase the number of students in receipt of pupil premium following the Ebacc to be in line with the national average once this is published	By the end of our current plan in 2024/25, 25% or more of disadvantaged pupils enter the English Baccalaureate (Ebacc). <table><tr><td></td><td colspan="2">% Entered into Ebacc</td></tr><tr><td></td><td>PP dis</td><td>Non-PP dis</td></tr><tr><td>2018-19</td><td>10</td><td>14.81</td></tr><tr><td>2019-20</td><td>23.08</td><td>33.33</td></tr><tr><td>2020-21</td><td>4</td><td>32.47</td></tr></table> Students now have more choice of languages including Spanish at KS3 so more are expected to pick MFL at Key Stage 4.
Improved reading comprehension for disadvantaged students	Increase in the reading ages of disadvantaged students during Key Stage 3 to age related expectations and a decreased number of students with

	reading ages 2 years or more below their chronological age.
To increase the cultural capital of pupil premium students and identify and reduce potential barriers to learning	Excellent teaching to broaden students' knowledge and cultural capital as set out in our teaching and learning strategy. All students to take part in activities such as employer encounters and can link learning across the curriculum to the skills needed for successful employment and learning later in life. All year 11 students receive a careers guidance interview with a level 6 qualified careers advisor with small group and targeted careers support to help students with their career related decision making.
To increase the attendance of students in receipt of pupil premium funding and all students after the impact of the Covid-19 pandemic	Small group and targeted support for students' emotional wellbeing to increase attendance for students in receipt of pupil premium funding in line with the attendance of students not in receipt of pupil premium funding.
To provide high quality teaching to all students, based on methods that research shows works	All staff involved in the whole college programme of CPD to support and develop effective teaching. Further development of the College's STEAM curriculum with covid recovery planning to secure gaps in knowledge due to Covid-19 school closures.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £149,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Additional teacher with regrouping to make smaller class sizes in year 10 maths *(in recovery plan)*. GBA – Maths Mastery subject expert to train staff at TCC and in other schools. To secure greater levels of progress for students in Maths. Increase engagement, continuity and intervention. Improved Pupil Premium progress and attainment to close the attainment gap.	EEF: +2 months / Reduced class size Reducing class size | EEF (educationendowmentfoundation.org.uk) International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.	1, 6
Teaching: Teaching Staff Funding towards teaching staff to maintain capability and capacity to deliver our STEAM curriculum and support the diverse range of needs, requirements, and interventions. Additional English teacher and increased hours of HLTA in Maths. Students in receipt of PPG are a clearly visible group of students e.g., identified on all class seating plans and SIMS marksheets	Quality teaching and support for all students to help to diminish the difference between our Pupil Premium students and national non-Pupil Premium students. C4EO research: the quality of teaching makes the biggest difference to learning outcomes, pedagogy matters. C4EO/IEE research review shows that effective classroom strategies make the biggest difference to learning outcomes. | Coalition for Evidence-Based Education (CEBE) (cebenetwork.org)	1-6
Curriculum: College leaders at all levels to ensure the curriculum model supports students to fill knowledge	National studies show that disadvantaged pupils were most affected by the covid-19 school closures and move to remote online	1, 3, 5, 6

gaps that have occurred due to lockdowns *Recovery plan: All CLoLs to have shared their education recovery curriculum plan with their CLT link (in the FDD document). CLoLs to ensure this is cascaded to teams and that all teachers understand the priority areas/ adjustments. Fortnightly CLT/CLoL meetings to be arranged to discuss curriculum/ education recovery.*	learning. It is important to assess where students' knowledge gaps are and plan how to fill the knowledge gap in each curriculum area. https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery	
Curriculum: Further developing the intent and intended outcomes for the College curriculum. To improve teaching and learning for all categories of learners, considering 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. Key principles: High challenge, low threat for all – expecting students to think hard but in an environment that is supportive Learning not tasks	Rationale from our curriculum document: When our students tells us "I can't do…" or "I'm not clever enough to do…", we simply respond with the word "yet". Our vision is **Inspiring Optimistic Leaners** and a key aspect of this is ensuring that every student knows that we believe in their capacity to succeed. One of the ways we achieve this is by building their **cultural capital**. **Cultural capital** is a term that refers to the intellectual assets that people have that allow them to be successful humans. In short, knowing important things about the world has value- not only in increasing the employability of young people, but also helping them to be the smartest version of themselves. We are therefore committed to trying to increase the cultural capital of our students so that they know a lot and are equipped to understand and shape the world they live in. Some students ask, "what's the point of learning about…", but at TCC we believe that there is intrinsic value in knowing. Knowing why Shakespeare is such an important writer; knowing how historical leaders have achieved power – and used it for good and bad; knowing how to speak another language. The list could go on, but in every subject we think carefully about what we	1 - 6

teach our students to empower them now and in the future.

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

At Torpoint Community College

Increasing cultural capital is not just about:

Guest speakers

Trips

Enrichment sessions

Increasing cultural capital is:

Thinking about how every single lesson in every single subject builds and revisits high value knowledge over time

Curriculum: Developing the role of assessment used across the curriculum -to think of assessment as a tool that creates a bridge between what is taught and what is learned. Creation of subject specific assessment policies Use of assessment as a tool to spot and fill knowledge gaps as they arise. Improve quality of questioning to focus on finding out what children don't know as well as what they do	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. 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	1,2,3,5,6,

	learners who are more likely to fall behind their peers.	
Curriculum: Change in curriculum time for some subjects – EBAC route *Recovery plan: Two extra hours dedicated to English per fortnight: 1 dedicated to Mastery in Writing and delivered by specialist English teachers as part of curriculum time; 1 dedicated to additional reading time, using the AR programme.*	More time for core subjects – English, Science and Maths. Extra English time to support all students to read well and improve reading comprehension.	1, 5, 6
Teaching and CPD CPD to support and develop great teaching with an approach to performance appraisal that ensures a focus on pedagogy and practice. 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. Teaching and Learning Portal *Recovery plan: CPD element added to CDM meetings- purchased the book Middle Leadership Mastery for all CLT/CLoLs/ HoYs.* *Introduction of new PA booklet with a stronger focus on professional learning and practice to allow teachers to take ownership of practice.* *Curriculum team CPD on the calendar every half term so that CLoLs can focus on developing pedagogical content knowledge across their teams.*	C4EO research: the quality of teaching makes the biggest difference to learning outcomes, pedagogy matters. C4EO/IEE research review shows that effective classroom strategies make the biggest difference to learning outcomes.	Coalition for Evidence-Based Education (CEBE) (cebenetwork.org) Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT	1-6

CLO to introduce Lesson Observation support booklet to all LMs to begin a process of developing instructional coaching.		
Teaching: Feedback Metacognition 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. Focus on using assessment findings to design future learning episodes that fill knowledge gaps and address misconceptions	EEF: Feedback High impact for low cost, based on moderate evidence. Average impact: + 6 months' progress Feedback | EEF (educationendowmentfoundation.org.uk) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1, 3, 5, 6
Focus on homework in core subjects at Key Stage 3 and all subjects at key stage 4. Homework club provision after school on Mondays and Wednesday, Key Stage 4 students can also access the Study Café on Tuesdays, Wednesdays and Thursdays.	EEF: Homework (Secondary) Moderate impact for very low or no cost, based on moderate evidence. +5months Homework | EEF (educationendowmentfoundation.org.uk) Tom Sherrington, a Headteacher at a UK secondary school and influential education blogger, has expressed his personal views on the value of homework: 'Students who are successful at A Level and at GCSE are those who have highly developed independent learning skills, have the capacity to lead the learning process through their questions and ideas' (Sherrington 2012)	1, 2, 3, 5, 6

Literacy across the Curriculum: Reading for pleasure and progress Prioritise teaching children to read in every subject *Recovery plan: CLO deliver CPD to all staff re: how children learn to read and approaches to teaching reading within the classroom 7/09/21* *CLO to follow up with additional training and support for individuals/ department teams/ whole staff.* *AR programme delivered to year 7 and 8 students in English curriculum time.* Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Reading programme in tutor programme years 7-11.	Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](#) guidance Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: [word-gap.pdf (oup.com.cn)](#) Accelerated Reader™ (AR) is a whole class management and monitoring programme that aims to foster independent reading in primary and secondary school pupils. It is currently the most popular reading practice software in UK schools. Developed by Renaissance Learning, it allows teachers to monitor the reading development and practices of their pupils, and provides tools to quickly ascertain their reading level, reading age and comprehension level. Pupils read a book, take an online quiz and get immediate feedback. They are aided in their selection of the next book by the monitoring software which will guide the level of difficulty for their choice. The programme encourages pupils to read independently and more importantly at their own pace and level. EEF Summary The EEF funded this small-scale efficacy trial to see if it could have an impact in English secondary schools. This is one of several small trials developed by EEF and designed to improve outcomes for struggling readers at the transition from primary to secondary school. The study found that Year 7 pupils who were offered Accelerated Reader™ made 3 months' additional progress in reading compared to other similar pupils. For pupils	1, 3, 5, 6

	eligible for free school meals the figure was 5 months' additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers. EEF Reading Comprehension Strategies Very high impact for very low cost based on extensive evidence Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	
Pupil Premium Champion Role DBR to oversee Pupil Premium strategy. Point of contact for pupil premium student support, to engage with Pupil Premium cohort and ensure their high visibility to staff. Responsible for reporting use of the Pupil Premium and preparing the documents for the website.		1-6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment and intervention for students with reading ages significantly below their actual age One to one and small group tuition e.g., Literacy support with JHA. Numeracy Support from LTA e.g., Numeracy workshop at tutor time KS4 Intervention groups with JPO focussing on reading, memory and retrieval support.	EEF Small Group Tuition + 4 months Small group tuition | EEF (educationendowmentfoundation.org.uk) EEF One to One Tuition + 5 months One to one tuition | EEF (educationendowmentfoundation.org.uk) EEF Reading Comprehension Strategies Very high impact for very low cost based on extensive evidence Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Recovery plan: Study + group – year 10 students disapplied from option subjects to focus on catch up. This includes reading and maths but also making best use of exam concessions and learning revision strategies.	EEF Small Group Tuition + 4 months Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6,
Recovery plan: NGRT licenses to assess student reading needs.	The Standard Age Score (SAS) derived from NGRT provides a reliable measure of current reading age and a secure basis for tracking progress, which make it a valuable assessment to support raising attainment.	1, 5
Recovery plan: Allocated funding to purchase intervention support materials in English/ maths as required (e.g., Piper books, DI workbooks etc).		1, 2, 3, 5, 6

Recovery plan: Small group tutoring delivered by TCC teachers in 10-week blocks. CLoLs to identify students/ areas of need	EEF One to One Tuition + 5 months One to one tuition	EEF (educationendowmentfoundation.org.uk)	1, 3, 5, 6
Study skills – revision skills for year 10 and 11 students. Study Skills coordinator JHO – revision organisers and revision skills in year 10 and 11 tutor programme with focus on strategies to support physical and emotional wellbeing during the build up to GCSE exams. Study Café for Key Stage 4 students on Tuesdays 3.20-4.20pm, Wednesdays 3.30-5.30pm and Thursdays 3.20-4.20pm providing an extra study space, access to IT, free coffee and tea for students. 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 and materials to make revision resources such as cards to make flashcards.	The forgetting curve: the science of how fast we forget - Ness Labs Flashcards: Flashcards are one of the best ways to learn anything because they incorporate active recall and spaced repetition in a fun way." Ali Abdaal The Leitner system is a powerful learning system for memorizing information through flashcards.	1, 2, 3, 5, 6,
Examinations: Access Arrangements and Preparation Students' individual needs in examinations are catered for with access arrangements and concessions –BLE lead and implemented by JPO, mock exams to trial arrangements for all students in order to iron out any issues 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	Access Arrangements can include: Extra time; A reader; A scribe; The use of an exam reading pen, a word processor or assistive software (screen reader/voice recognition) Exam papers printed on coloured paper; Supervised rest breaks	1, 2, 5, 6

to support the students during the examination period.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery plan: Wellbeing and resilience support *SEN/ ancillary staff to lead targeted interventions for years 7-9.* 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. ISPs currently being improved and updated for all students on RON. Nurture tutor group set up to support year 7s. Staffing – BST – Behaviour Support Team based in hub with pastoral support from L. White and K. Roddel.	EEF: Social and Emotional Learning +4 months Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Recovery plan: Funding for online learning platforms to improve quality of home learning.		1, 5, 6
Satchel One Subscription: Staff use the Satchel One website to record homework so that all	EEF: Homework (Secondary)	1, 5, 6

students including Pupil Premium students can access this online homework planner.	Moderate impact for very low or no cost, based on moderate evidence. +5 months Homework | EEF (educationendowmentfoundation.org.uk)	
Behaviour and Rewards KS4 Year 11 Raising Achievement Coordinator 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/tutor support evening with collated input from subject teachers. Identifying students needing additional support e.g., from Pastoral team, external agencies, SSC. Year 11 rewards programme to encourage students. Working with Pupil Premium Champion DBR e.g., checking that all year 11 Pupil Premium Disadvantaged students have revision guides – leading to individual focused intervention where necessary to provide resources.	EEF: Mentoring Low impact for moderate cost, based on moderate evidence. +2 months Mentoring | EEF (educationendowmentfoundation.org.uk) Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. EEF: Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. +4 months Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1-6
Attendance Coordinator role - monitoring attendance of all students including subsets such as Pupil Premium students. EWO Support. AIR spreadsheet so that tutors can monitor and record attendance and interventions on tutor marksheet on SIMS. Students told attendance percentage each week in tutor. Attendance	Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. +4 months Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Internal evidence shows that students who have higher attendance achieve better attainment.	1, 2

interventions include assemblies to target students with falling attendance. Informs HLOL for further interventions.	17 missed school days a year result in a whole GCSE grade drop in achievement.	
Careers and IAG Targeted Careers interventions by DBR Careers Leader: Pupil Premium students are prioritised for careers interviews with a qualified Careers Adviser and for extra support with applications to reduce number of NEETS. Next Steps Programme to encourage students to enter Higher Education Individual Year 9 Options events to support students to choose their key stage 4 options, linked to their career aspirations with EBE. All year 11 students have a destination interview with JGO and EBE. Career lessons in PSHEe and career trips and events (DBR). Aim to take Pupil Premium students to targeted careers events and organise employer talks, assemblies and visits. Participation of Pupil Premium students in events such as Exeter University Easter residential/virtual Exeter Scholars events. Programme of Employer Encounters planned for each year group as part of work for Gatsby benchmark 5- see Careers Strategic plan for full careers programme which aims	Careers and Enterprise Company Research bit67-cec-report_v3.pdf (careersandenterprise.co.uk) state-of-the-nation-2019.pdf (careersandenterprise.co.uk)	4

to support all students as well as those in receipt of pupil premium.		
Year 9 Pupil Premium focus – aim for all year 9 Pupil Premium students to visit Falmouth University	Aspiration interventions Unclear impact for very low cost based on insufficient evidence [Aspiration interventions	EEF (educationendowmentfoundation.org.uk)](#)	1, 2, 4
Continuation of the rewards programme: Student certificates to award good attendance, attainment, effort, progress and participation at end of term assemblies. Kudos points awarded by tutors on Satchel One each week for 100% attendance, no lates, having equipment and correct uniform. Tutee of the fortnight virtual badges. Monthly Head Teacher's Award – displayed in hall. (ESH lead)		2
Key Stage 2 Transition programme (CLI lead). 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. Tours of the college, treasure hunts for SEN student. (Virtual content produced due to Covid)	To help get to know students and their characteristics for a successful transition to secondary school. Identifying students for interventions e.g. literacy interventions, nurture tutor group [EEF Blog: Literacy at the transition - a research summary for…	EEF (educationendowmentfoundation.org.uk)](#)	2
Forest School – continuation of Forest School – DT rotation for year 7 (DLU Lead)	EEF Outdoor learning Unclear impact for moderate cost based on insufficient evidence	1, 2

	Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk)	
Cashless Catering

To remove the stigma of having Free School Meals and to better monitor students' eating habits and the potential impact they have on behaviour and learning. | | 2 |
| *Recovery plan: Summer school - one week of sessions aimed at new year 7 cohort. Focus on team building, getting to know the school and wellbeing. Also included reading, maths and science activities* | EEF Summer Schools

Moderate impact for moderate cost based on limited evidence +3 months

Summer schools | EEF (educationendowmentfoundation.org.uk) | 2, 5, 6 |
| Pupil Premium Admin

To increase parental involvement such as attendance at Parent Evenings, e.g., use of Call Parents text messaging to update on progress | EEF Parental Engagement

Moderate impact for very low cost based on extensive evidence

Parental engagement | EEF (educationendowmentfoundation.org.uk) | 2 |
School Cloud to facilitate virtual Parent Evenings	Use of School Cloud platform to enable Parents Evenings to go ahead in 21_22 and allow for feedback and parental engagement.	1-6
Exam Entries for Alternative Curriculum Provision Use of Pupil Premium to pay for exam entries for Pupil- Premium students in Alternative Curriculum Providers.		2
Alternative Education Budget In case an alternative pathway is required for a particular student and to provide further support		2

such as counselling for dual registered students.		
Miscellaneous sundries and consumables to support students such as pens. School hardship fund also available to support individual students on a case-by-case basis.	To support students when at times lack of the TCC 6 creates a barrier to learning.	2

Total budgeted cost: £194,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Disadvantaged Data for Torpoint Community College over past 3 years:

(CAGS 2020 – data inflated due to national situation and process used to determine them, TAGS 2021 – more robust data as evidence collated by staff from several assessments for each student in each subject)

Key Stage 4 2018 to 2021 Disadvantaged Data

Progress 8 Score	2018	2019		2020		2021	
Number of disadvantaged pupils in the Progress 8 score	27	19	⬇	26	⬆	25	⬇
Progress 8 score	-0.84	-0.56	⬆	-0.09	⬆	-0.76	⬇
Progress 8 score - English element	-0.69	-0.33	⬆	-0.05	⬆	-0.77	⬇
Progress 8 score - maths element	-0.82	-0.59	⬆	0.06	⬆	-0.85	⬇
Progress 8 score - Ebacc element	-0.68	-0.55	⬆	0.03	⬆	-0.91	⬇
Progress 8 score - open element	-1.1	-0.7	⬆	-0.33	⬆	-0.7	⬇
Attainment 8 Score							
Average Attainment 8 score	33.73	37.76	⬆	37.97	⬆	33.47	⬇
Average Attainment 8 score - English element	7.79	8.7	⬆	8.46	⬇	7.56	⬇
Average Attainment 8 score - mathematics element	6.29	7.2	⬆	7.31	⬆	6.16	⬇
Average Attainment 8 score - EBacc element	9.86	10.6	⬆	10.9	⬆	8.92	⬇
Average Attainment 8 score - Open element	9.8	11.26	⬆	11.3	⬆	10.83	⬇
Average Point Score							
Average EBacc APS score per pupil	2.73	2.92	⬆	3.17	⬆	2.58	⬇
Average EBacc APS score per pupil - low prior attainment	1.14	1.42	⬆	2.36	⬆	1.45	⬇
Average EBacc APS score per pupil - middle prior attainment	2.90	2.45	⬇	3.58	⬆	2.99	⬇
Average EBacc APS score per pupil - high prior attainment	4.00	4.28	⬆	3.42	⬇	3.1	⬇
Baccalaureate							
Number of disadvantaged entered the Baccalaureate	1	2	⬆	6	⬆	1	⬇
% of pupils entering the English Baccalaureate	3.57%	10.00%	⬆	23.08%	⬆	4.00%	⬇
% of pupils achieving grade 5 or above in the English Baccalaureate	0.00%	50%	⬆	0%	⬇	100%	⬆
% of pupils achieving English Baccalaureate	0%	50%	⬆	33.3%	⬇	100.0%	⬆

This chart tracks the performance of our pupil premium disadvantaged cohort over the last 3 years. Performance of our pupil premium had been improving until the disruption caused by the Covid pandemic and partial school closures in 2019-20 and 2020-21 showing that our planned programme of interventions had a positive impact. Last year's performance decreased – results were based on TAGS and were lower than the CAG S in 2019-20. This data supports the national

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studies that show that students in receipt of pupil premium funding for disadvantage were more affected by the partial school closures and move to remote learning. Students were not able to benefit from the usual interventions and support by staff in college and the gap between students in receipt of Pupil Premium for disadvantage funding and all other students widened. Strategies such as monitoring remote learning, weekly online tutor sessions, a remote learning portal, video and online lessons and in school support were developed to support students during the lockdown and move to remote learning provision.

Gap Analysis over last 3 years using 4Matrix and 'Actual Results' series for year 11 GCSE attainment:

	2018-19			2019-20			2020-21		
	PP Dis	PP Serv	Non-PP Dis	PP Dis	PP Serv	Non-PP Dis	PP Dis	PP Serv	Non-PP Dis
Number of students	20	19	81	26	10	60	25	11	77
Progress 8 Score	-0.56	-0.55	-0.08	-0.09	0.43	0.47	-0.81	0.31	0.51
Attainment 8	37.76	41.66	46.39	37.97	43.2	50.93	33.47	50.23	50.01
Pupils with 5+ 9-4s (incl Eng and Maths 4+)	40%	57.89%	62.96%	53.85%	50.00%	70.00%	28.00%	54.55%	72.73%

TAGs, CAGs and the disruption over the last two academic years due to Covid has made it difficult to compare the data between year groups as there are so many other factors to take into account.

Internal evidence from Data on behaviour points and attendance from CST:

Behaviour Y7 - Y11 Only

	Y7-Y11 cohort student numbers			Behaviour Points			
	All	PP	Non PP	All	PP	Non PP	
2018-2019	559	226	333	17137	7374	9763	
2019-2020	586	235	351	10984	4870	6114	Covid - last points March 2020
2020-2021	627	235	392	9884	3706	6178	Covid

Attendance Y7 - Y11 Only

	Y7-Y11 cohort			% Attendance			Number of students 90% or below			
	All	PP	Non PP	All	PP	Non PP	All	PP	Non PP	
2016-2017	517	157	360	94.4%	93.3%	94.9%	68	25	43	
2017-2018	519	203	316	94.6%	93.7%	95.1%	72	35	37	
2018-2019	559	226	333	94.4%	93.3%	95.0%	78	44	34	
2019-2020	586	235	351	92.8%	92.2%	93.2%	104	53	51	Covid
2020-2021	627	235	392	92.6%	91.3%	93.4%	119	55	64	Covid

Overall attendance has decreased in last 2 years. The data also shows that there is a small gap between the attendance. of our students in receipt of pupil premium funding and those that are not.

This strategy has been written as a 3-year action plan and takes into account our Covid Recovery Planning. Prior to this strategy, the action plan for pupil premium has focussed on the following:

Targeted and small group support from team of Teaching Assistants in our Student Support Centre

Targeted academic support for literacy (JHA) and numeracy (LTA) for identified students with lower attainment. Support for students' mental wellbeing (HWE lead). TIS training for Teaching Assistants – HWE is level 5 trained.

Development of College CPD Programme – research led

Staff INSET programme organised by CLO was introduced which is led and informed by educational research and includes 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. Teaching and Learning portal on website to support staff and ECTs. Development of new curriculum model for the College's STEAM curriculum.

CPD programme 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. Linked to performance management targets.

Promotion of literacy and reading for all students including Pupil Premium

Literacy has been and is still a main priority as students need to have a reading age of 14 to be able to read GCSE exam papers and on average students in receipt of pupil premium funding for disadvantage join us with lower reading ages. Reading and language acquisition has been

promoted through displays over the last three years such as word of the week, desert island reads, author of the month, book recommendations, and word of the year. Rewards programme and displays have celebrated students' progress. Focus on reading has increased during tutor time for KS3 tutor groups. Literacy extraction work: Students disapplied from MFL use the extra time for literacy mentoring/ phonics.

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 were given time to discuss their disciplinary literacy priorities and add to schemes of learning. All subject areas (apart from MFL) have mapped tier 2 and 3 vocabularies prioritised for explicit instruction and materials provided to support non specialists to use high quality academic/ real world texts to teach children to read.

Accelerated Reader has been used over the last 7 years- originally with all of key stage 3 and now years 7 and 8. Dedicated Teaching Assistant (JHA) to support underachieving students and Focused Librarian time (THO) during AR sessions. Book Buddies was a peer reading programme to intervene with low ability readers. There has also been an English rewards system – Lockett Dollars and a Starbooks café in library at lunch once a week.

Improving Numeracy

Numeracy across the curriculum focus including Maths's week, numeracy challenge on a Monday in tutor time. Students encouraged to take part in competitions such as the UKMT intermediate Maths Challenge.

Pupil Premium Champion Role

This role has involved 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. Raising aspirations through PP targeted career trips, raising aspiration talks, facilitating Exeter University Easter Residential for selected year 10 PP Dep students and Exeter Scholars programme. This role provides a source of contact for all staff with issues regarding Pupil Premium and a link between students, staff and governors.

Study skills – revision skills for year 10 and 11 students

Study Skills coordinator JHO – many strategies have been used over the last three years to improve student's attainment at GCSE including: use of Revision Organisers 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. Goodie bag given out to year 11 at Parents Evening with tutor postcard and memory stick with revision resources.

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 – originally on Wednesdays 3.30-5.30pm providing an extra study space, access to IT, free coffee and tea for students and students gained a stamp on their intervention passport.

Behaviour and Rewards KS4 Year 11 Raising Achievement Coordinator

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 took 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. including attendance cup, tutee of the fortnight and merit monkeys presented every fortnight in house assemblies, driving lessons and rewards programme.

Careers and IAG

Summer term 20-21: 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.

Targeted Careers interventions by DBR Careers Leader: Pupil Premium students prioritised for careers interviews with a qualified Careers Adviser and for extra support with applications to reduce number of NEETS. Pupil premium students seen for a one-to-one careers interview with a level 6 qualified careers advisor in the summer term – to inform and prioritise support available from external agencies and partners such as CSW Ltd, Real Ideas Organisation (RIO).

Next Steps Programme to encourage students to enter Higher Education. This provided financial support for Sixth Form students to attend university open days.

Individual Year 9 Options events to support students to choose their key stage 4 options, linked to their career aspirations. (EBE)

Career lessons in PSHEe and career trips and events (DBR). Aim to take Pupil Premium students to targeted careers events and organise employer talks, assemblies and visits. Participation of Pupil Premium students in events such as Exeter University Easter residential/virtual Exeter Scholars events. Mentoring Pupil Premium students helping with next steps such as application forms. We had planned to take year 9 Gifted and Talented Pupil Premium students to The Box in Plymouth but this was unable to occur due to Covid restrictions.

All year 11 students have a destination interview with members of CLT to discuss their next steps.

Programme of Employer Encounters planned for each year group as part of work for Gatsby benchmark 5.

Personal development added to Key Stage 4 tutor programme for 2019-20:CV writing and mock interviews for year 11. Mock interview day for all year 11 students in 2019.

Outdoor learning
Encouraging Pupil Premium students to take part in extracurricular programmes such as Ten Tors. Development of Forest School (DLU lead).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

RPI is our Students and Staff Well-being Lead (Head Start)

Focus on physical and mental well-being of students – coordinated by RPI.

School uniform that students can borrow e.g., spare ties and blazers in the Hub.