

# Pupil premium strategy statement – Torpoint Community College 2023-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	753
Proportion (%) of pupil premium eligible pupils	36.09%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	Updated for 2023/2024 and published December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dr Jeremy Plumb, Headteacher
Pupil premium lead	Davina Bray
Governor / Trustee lead	Lynne Nobes Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225, 000 (estimate)
Recovery premium funding allocation this academic year	£49,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£274,000

# 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 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 Advocate, 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 led by evidence based research, work scrutiny, key stage 4 revision classes, 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 preparation and a college wide focus on assessment and homework in 2023-24.

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 and targeted careers interventions.

Targeted intervention includes emotional, health and well-being support in the SSC (Student Support Centre), pupil premium admin such as phoning parents to improve parental attendance at parents' evenings and events, individual support programmes for all year 11 students including more able students in receipt of pupil premium for disadvantage and additional mentoring by a senior member of staff, breaking down barriers for these students by supplying revision resources and funding if required in order to engage with extra-curricular trips to support development of cultural capital, use of hardship fund to buy books, equipment such as calculators and uniform on a case-by-case basis, 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 guidance (2023) states, "In England the primary and secondary school attainment gap between disadvantaged pupils and their peers has grown between 2019 and 2022, having narrowed between 2011 and 2019." Our data reflects this national trend. Recent research also shows evidence that COVID-19 had a disproportionately high impact on the education of disadvantaged pupils which makes our focus on

improving the attainment and outcomes of our students in receipt of pupil premium more important than ever.

## Challenges

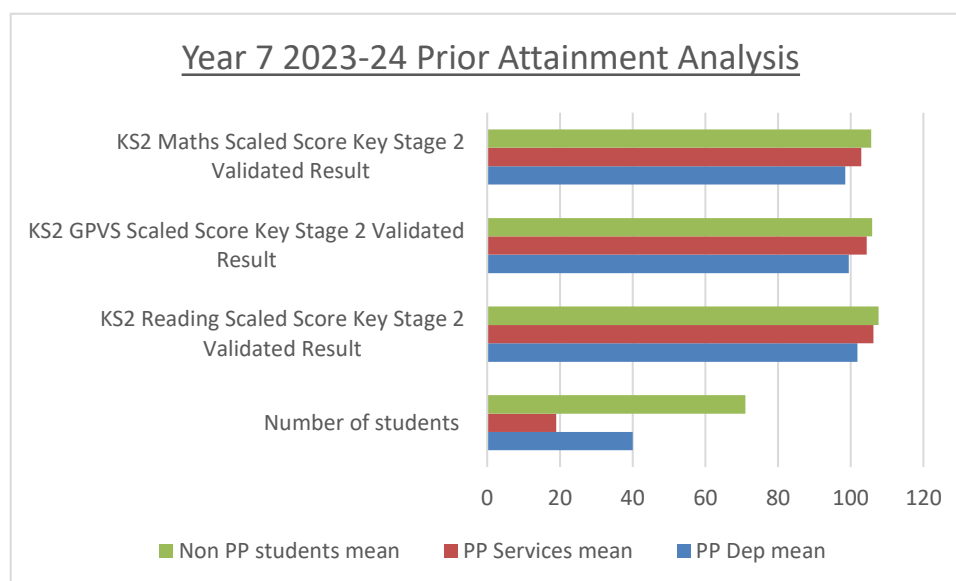
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge												
1	<p><b>Students in receipt of pupil premium for disadvantage have on average lower previous attainment than other students.</b></p> <p>2021-22</p> <p>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.</p> <p>2022-23</p> <p>Analysis of KS2 data for year 7 (only 2 students with no KS2 data) – a higher percentage of students who have had FSM over the past 6 years are in the L band based on KS2 data.</p> <div><p><b>Year 7 2022-23 Gap Analysis by Scaled KS2 Scores and LMH bands for percentage of last ever 6 FSM students compared to non-PP students</b></p><table><thead><tr><th>LMH Band</th><th>PP Last ever 6 (%)</th><th>Non-PP (%)</th></tr></thead><tbody><tr><td>L - Scaled KS2 &lt;100</td><td>35</td><td>15</td></tr><tr><td>M -100&lt;110</td><td>52</td><td>68</td></tr><tr><td>H 110+</td><td>8</td><td>18</td></tr></tbody></table></div>	LMH Band	PP Last ever 6 (%)	Non-PP (%)	L - Scaled KS2 <100	35	15	M -100<110	52	68	H 110+	8	18
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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. 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.

2023-24

Analysis of KS2 data for year 7 – again KS2 results for students in receipt of PP dep is lower on average upon entry to year 7.



2

**Higher level of needs across the pupil premium disadvantage population (SEN including 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: In 2022-23, 53 out of 149 students are on the Record of Need and in receipt of Pupil Premium funding. In 2023-24, 83 out of 171 students in receipt of pupil premium funding for disadvantage are on the Record of Need (48.5%)

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	Covid	
	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		
	2020-2021	627	235	392	92.6%	91.3%	93.4%	119	55	64		Covid
	2021-2022	649	247	402	89.0%	86.8	91.2%	275	109	166		
	2022-2023	690	163	527	89.5%	86.1%	90.6%	275	78	197		
	Please note that during years 19/20 and 20/21 the DFE asked schools to code COVID absences as X (present) and in 21/22 students were coded as ill (absent). From Sept 2021 – April 2022 self -isolation guidance for students was for 10 days initially for Years 2020/2021 and then later for 5 days or until 2 negative results 2021/22.This changed in April 2022 when the guidance said 3 days following the positive test only. This does have an effect on the attendance data for these years.											
3	<b>Gaps in knowledge schema due to school closures in 19-20, 20-21.</b>  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 during the Covid pandemic school closures. 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. This Challenge has been addressed by the NTP and targeted tutoring to support students but still has a lasting effect on the attainment of some students and has affected attitudes and motivation towards education.											
4	<b>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”.</b>  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.																																				
5	<p><b>Low literacy skills for some Pupil Premium eligible students limiting access not only to English but also to the curriculum</b></p> <p>Students in receipt of pupil premium have lower reading ages on average. Students require a reading age of 14 years to be able to read GCSE papers confidently.</p>																																				
6	<p><b>Low levels of confidence with Maths and numeracy skills across the curriculum for some Pupil Premium eligible students</b></p> <p>Pupil Premium students mean in test scores is lower in Maths and Science than non-pupil premium assessment scores.</p> <p>Internal analysis using 4Matrix of year 11 actual results 22/23:</p> <table><tr><td></td><td colspan="2">In Group – PP Disadvantage</td><td colspan="2">Not In Group – non-PP</td><td></td></tr><tr><td></td><td>Total</td><td>Percentage</td><td>Total In-verse</td><td>Percentage Inverse</td><td>Difference</td></tr><tr><td>Students Included</td><td>32</td><td>-</td><td>94</td><td>-</td><td>-62</td></tr><tr><td>English 4 or Above</td><td>18</td><td>56.25%</td><td>74</td><td>78.72%</td><td>-22.47%</td></tr><tr><td>Maths 4 or Above</td><td>18</td><td>56.25%</td><td>66</td><td>70.21%</td><td>-13.96%</td></tr><tr><td>Science 4 or Above</td><td>15</td><td>46.88%</td><td>57</td><td>60.64%</td><td>-13.76%</td></tr></table>		In Group – PP Disadvantage		Not In Group – non-PP				Total	Percentage	Total In-verse	Percentage Inverse	Difference	Students Included	32	-	94	-	-62	English 4 or Above	18	56.25%	74	78.72%	-22.47%	Maths 4 or Above	18	56.25%	66	70.21%	-13.96%	Science 4 or Above	15	46.88%	57	60.64%	-13.76%
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7	<p><b>Lower rates of homework completion by Pupil Premium eligible students</b></p> <p>Data collated from Satchel One shows that the majority of students who do not complete homework are eligible for Pupil Premium. Parental surveys indicate that a lack of ICT within the home is a contributing factor.</p>																																				

## 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
<p>To move towards a Progress 8 of 0 and reduce the gap between pupil premium eligible students and non-pupil premium students.</p> <p>To increase the Attainment 8 to narrow the gap with non-pupil premium eligible students from in line with Cornwall LA</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <p>an average Attainment 8 score and an EBacc average point score in line with the national average</p>

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	<p>By the end of our current plan in 2024/25, 25% or more of disadvantaged pupils enter the English Baccalaureate (Ebacc).</p> <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><tr><td>2021-22</td><td>5</td><td>35.38</td></tr><tr><td>2022-23</td><td>12.5</td><td>13.83</td></tr></table> <p>Students now have more choice of languages including Spanish at KS3 so more are expected to pick MFL at Key Stage 4.</p>		% Entered into Ebacc			PP dis	Non-PP dis	2018-19	10	14.81	2019-20	23.08	33.33	2020-21	4	32.47	2021-22	5	35.38	2022-23	12.5	13.83
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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	<p>Excellent teaching to broaden students' knowledge and cultural capital as set out in our teaching and learning strategy.</p> <p>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.</p> <p>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.</p> <p>Focus on increasing rates of homework completion for all students and students eligible for pupil premium.</p>																					
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	<p>All staff involved in the whole college programme of CPD to support and develop effective teaching.</p> <p>Further development of the College's STEAM curriculum with covid recovery planning to secure gaps in knowledge due to Covid-19 school closures. Focus on assessment and homework in 2023/24.</p>
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## 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: £170,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Additional teacher with regrouping to make smaller class sizes in year 10 maths (<i>in recovery plan</i>).</p> <p>GBA – Maths Mastery subject expert to train staff at TCC and in other schools.</p> <p>To secure greater levels of progress for students in Maths.</p> <p>Increase engagement, continuity and intervention. Improved Pupil Premium progress and attainment to close the attainment gap.</p>	<p>EEF: +2 months / Reduced class size</p> <p><a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p>	1, 6

<p>Teaching: Teaching Staff</p> <p>Funding towards teaching staff to maintain capability and capacity to deliver our STEAM curriculum and support the diverse range of needs, requirements, and interventions with students in receipt of PPG a clearly visible group of students e.g., identified on all class seating plans and SIMS marksheets</p>	<p>Quality teaching and support for all students to help to diminish the difference between our Pupil Premium students and national non-Pupil Premium students.</p> <p>C4EO research: the quality of teaching makes the biggest difference to learning outcomes, pedagogy matters.</p> <p><a href="#">C4EO/IEE research review shows that effective classroom strategies make the biggest difference to learning outcomes.   Coalition for Evidence-Based Education (CEBE) (cebenetwork.org)</a></p>	<p>1-6</p>
<p>Curriculum: College leaders at all levels to ensure the curriculum model supports students to fill knowledge gaps that have occurred due to lockdowns</p> <p><i>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.</i></p>	<p>National studies show that disadvantaged pupils were most affected by the covid-19 school closures and move to remote online learning. It is important to assess where students' knowledge gaps are and plan how to fill the knowledge gap in each curriculum area.</p> <p><a href="https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery">https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</a></p>	<p>1, 3, 5, 6</p>
<p>Curriculum: Further developing the intent and intended outcomes for the College curriculum.</p> <p>To improve teaching and learning for all categories of learners, considering recent research. A knowledge rich focus to curriculum planning</p>	<p>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 <b>Inspiring Optimistic Leaners</b> 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 <b>cultural capital</b>.</p>	<p>1 - 6</p>

<p>– 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>Key principles:</p> <p>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><b>Cultural capital</b> 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 teach our students to empower them now and in the future.</p> <p>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.’</p> <p>At Torpoint Community College</p> <p>Increasing cultural capital is not just about:</p> <p>Guest speakers</p> <p>Trips</p> <p>Enrichment sessions</p> <p>Increasing cultural capital is:</p> <p>Thinking about how every single lesson in every single subject builds and revisits high value knowledge over time</p>	
<p>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</p>	<p>It is inevitable that there will always be a gap between what we teach the students and what they actually learn. All 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</p>	<p>1,2,3,5,6,</p>

<p>learned. (School development priority for 2023/24)</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>memory to make sufficient space to process the next lot of information that is coming their way.</p> <p>Therefore, 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>In September 2022 CLO created the Teacher handbook and Curriculum Related Expectations handbooks. These are designed as tools to help improve consistency across the College. The CREs handbook is designed to improve assessment and reporting practices. The CREs and related assessments are intended to improve the way we identify and close knowledge gaps through early intervention. Focus on KS3 CREs and assessments in 2022-23 and on KS4 CREs in 2023-24.</p>	
<p>Curriculum: Change in curriculum time for some subjects – EBAC route</p> <p><i>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.</i></p>	<p>More time for core subjects – English, Science and Maths. Extra English time to support all students to read well and improve reading comprehension.</p>	<p>1, 5, 6</p>
<p>Teaching and CPD</p> <p>CPD to support and develop great teaching with an approach to performance appraisal that ensures a</p>	<p>C4EO research: the quality of teaching makes the biggest difference to learning outcomes, pedagogy matters.</p> <p><a href="#">C4EO/IEE research review shows that effective classroom strategies make the biggest difference to</a></p>	<p>1-6</p>

<p>focus on pedagogy and practice.</p> <p><i>Recovery plan: CPD element added to CDM meetings- purchased the book Middle Leadership Mastery for all CLT/CLoLs/ HoYs.</i></p> <p><i>Use of new PA booklet with a stronger focus on professional learning and practice to allow teachers to take ownership of practice.</i></p> <p><i>Curriculum team CPD on the calendar every half term so that CLoLs can focus on developing pedagogical content knowledge across their teams.</i></p>	<p><a href="#">learning outcomes.   Coalition for Evidence-Based Education (CEBE) (cebenetwork.org)</a></p> <p><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine: American Educator Vol. 36, No. 1, Spring 2012, AFT</a></p> <p>The CPD programme 2022-23 is intended to drive improvement by improving the dialogue around assessment – not just training for teachers about effective feedback systems, but also time dedicated for curriculum areas to unpick the narrative of the data and identify what faulty conceptions are commonplace across students so that these areas can be addressed through curriculum planning.</p> <p>Further focus on assessment in 2023-24 e.g. KS4 CREs.</p>	
<p>Teaching: Feedback Metacognition</p> <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. Focus on using assessment findings to design future learning episodes that fill knowledge gaps and address misconceptions</p>	<p>EEF: Feedback</p> <p>High impact for low cost, based on moderate evidence.</p> <p>Average impact: + 6 months' progress</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	<p>1, 3, 5, 6</p>

<p>Focus on homework in core subjects at Key Stage 3 and all subjects at key stage 4.</p> <p>Homework club provision after school on Mondays and Wednesday, Key Stage 4 students can also access the Study Café.</p>	<p>EEF: Homework (Secondary)</p> <p>Moderate impact for very low or no cost, based on moderate evidence. +5months</p> <p><a href="https://www.educationendowmentfoundation.org.uk/homework-eeef">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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)</p> <p>Data has shown that the majority of students not completing homework are pupil premium students. Parental surveys say lack of ICT within the home is an issue.</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Literacy across the Curriculum: Reading for pleasure and progress</p> <p>Prioritise teaching children to read in every subject</p> <p><i>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</i></p> <p><i>CLO to follow up with additional training and support for individuals/ department teams/ whole staff.</i></p> <p><i>AR programme delivered to year 7 and 8 students in English curriculum time.</i></p> <p>Acquiring disciplinary literacy is key for students as they</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>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.</p> <p>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</p>	<p>1, 3, 5, 6</p>

<p>learn new, more complex concepts in each subject:</p> <p>Reading programme in tutor programme years 7-9.</p> <p>Priority in 2022-23: DRE working to create a bespoke reading programme for students.</p>	<p>programme encourages pupils to read independently and more importantly at their own pace and level.</p> <p>An EEF 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 eligible for free school meals the figure was 5 months' additional progress.</p> <p>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.</p> <p>EEF Summary: EEF Reading Comprehension Strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Pupil Premium Champion Role</p> <p>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.</p>	<p>Focus in 2023-24 is to create personalised support plans for year 11 Pupil Premium students with subject staff contributing to the plans to identify areas to address and the students contributing via surveys. The student support plans are on Edukey so that all staff can access and add information if necessary. Support plans used to support mentoring from CLO with students and parental contact. Focus on addressing barriers to support these students in terms of resources required to support studying and next steps. Career interviews completed first with these students to allow additional follow up and support,</p>	<p>1-6</p>

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

**Budgeted cost: £30,000**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment and intervention for students with reading ages significantly below their actual age</p> <p>One to one and small group tuition</p> <p>e.g., Literacy support with JHA.</p> <p>Dyslexia Gold intervention with JPO during tutor times.</p> <p>Intervention groups with JPO focussing on reading, memory and retrieval support.</p> <p>Language link intervention with CTU.</p> <p>New Literacy Intervention teacher starting in February 2024 to work with identified students one to one to improve reading age (joint focus with SEN).</p>	<p>EEF Small Group Tuition + 4 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF One to One Tuition + 5 months</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Reading Comprehension Strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 5</p>
<p><i>Recovery plan: Study + group – year 10 and 11 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.</i></p>	<p>EEF Small Group Tuition + 4 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 5, 6,</p>
<p><i>Recovery plan: NGRT licenses to assess student reading needs.</i></p>	<p>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.</p>	<p>1, 5</p>
<p><i>Recovery plan: Allocated funding to purchase intervention support materials in English/ maths as</i></p>		<p>1, 2, 3, 5, 6</p>



<p><i>required (e.g., Piper books, DI workbooks etc).</i></p>		
<p>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.</p> <p>Study Café for Key Stage 4 students providing an extra study space, access to IT, free coffee and tea for students.</p> <p>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.</p>	<p><a href="#"><u>The forgetting curve: the science of how fast we forget - Ness Labs</u></a></p> <p>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</p> <p>The Leitner system is a powerful learning system for memorizing information through flashcards.</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Examinations: Access Arrangements and Preparation</p> <p>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 to support the students during the examination period.</p>	<p>Access Arrangements can include:</p> <p>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</p>	<p>1, 2, 5, 6</p>

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

**Budgeted cost: £25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Recovery plan: Wellbeing and resilience support</i></p> <p><i>SEN/ ancillary staff to lead targeted interventions for years 7-9.</i></p> <p>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. Student passports updated. We use Provision Map as an online platform to ensure high quality communication. Danny Biscombe is delivering one to one mental health support to targeted students on Mondays in 2023/24.</p>	<p>EEF: Social and Emotional Learning +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4
<p><i>Recovery plan: Funding for online learning platforms to improve quality of home learning.</i></p>		1, 5, 6
<p>Satchel One Subscription: Staff use the Satchel One website to record homework so that all students including Pupil Premium students can access this online homework planner.</p>	<p>EEF: Homework (Secondary)</p> <p>Moderate impact for very low or no cost, based on moderate evidence. +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5, 6
<p>Behaviour and Rewards KS4 Year 11 Raising Achievement Coordinator</p>	<p>EEF: Mentoring</p> <p>Low impact for moderate cost, based on moderate evidence. +2 months</p>	1-6

<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 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 and increase motivation. E.g., Revision and intervention passports in 22/23</p> <p>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.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p> <p>EEF: Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence. +4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>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 interventions include assemblies to target students with falling attendance. Informs HLoL for further interventions.</p>	<p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence. +4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Internal evidence shows that students who have higher attendance achieve better attainment.</p> <p>17 missed school days a year result in a whole GCSE grade drop in achievement.</p>	<p>1, 2</p>

<p>22/23 All tutor groups to set up an attendance display tracking students attendance during RAP each week.</p> <p>23/24 Steps to Success marksheets and tutorial sessions</p>		
<p>Careers and IAG</p> <p>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.</p> <p>Next Steps Programme to encourage students to enter Higher Education</p> <p>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.</p> <p>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.</p> <p>Programme of Employer Encounters planned for each year group as part of work for</p>	<p>Careers and Enterprise Company Research</p> <p><a href="#">bit67-cec-report_v3.pdf</a> (careersandenterprise.co.uk)</p> <p><a href="#">state-of-the-nation-2019.pdf</a> (careersandenterprise.co.uk)</p>	<p>4</p>

<p>Gatsby benchmark 5- see Careers Strategic plan for full careers programme which aims to support all students as well as those in receipt of pupil premium.</p> <p>23/24 – employer encounters extended to parents as well e.g. Careers and Cake 5<sup>th</sup> Dec 2023.</p>		
<p>Careers week focus in March to raise aspirations through career talks and events, alumni events.</p> <p>CLI appointed as AAHT with a specific remit to develop aspirations and independence of students in all year groups.</p>	<p>Aspiration interventions</p> <p>Unclear impact for very low cost based on insufficient evidence</p> <p><a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 4</p>
<p>Continuation of the rewards programme: Student certificates to award good attendance, attainment, effort, progress and participation at end of term assemblies. House and personal Achievement points. Very Impressive Pupil Award VIPA – nominations from teachers each month. Monthly Head Teacher's Award – displayed in hall (CLI lead)</p>		<p>2</p>

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	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  <a href="#">EEF Blog: Literacy at the transition - a research summary for...   EEF (educationendowmentfoundation.org.uk)</a>	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  <a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
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
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  <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	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 such as counselling for dual registered students.		2
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
Money to support year 11 PP Dep students, including the most able, with additional resources including access to extra-curricular trips and events – informed by the personalised student support plans.	School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report, May 2018, Sam Baars, Bart Shaw, Ellie Mulcahy and Loic Menzies – LKMco  <a href="https://publishing.service.gov.uk">School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a>	1-7
Monitoring of attendance at extra-curricular activities and clubs – to reward students, encourage more participation.		2,4

**Total budgeted cost: £225,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Disadvantaged Data for Torpoint Community College over past 3 years:

*We are unable to compare our school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

(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)

*School and college performance data for the 2022/2023 academic year should be used with caution:*

*In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022.*

*There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently.*

#### Key Stage 4 2019 to 2023 Disadvantaged Data

	2019	Covid 2020		Covid 2021		Adapted 2022		Unvalidated 2023	
<b>Progress 8 Score</b>									
Number of disadvantaged pupils in the Progress 8 score	19	26	↑	25	↓	19	↓	32	↑
Progress 8 score	-0.56	-0.09	↑	-0.76	↓	-0.75	↑	-0.91	↓
Progress 8 score - English element	-0.33	-0.05	↑	-0.77	↓	-1.06	↓	-1.15	↓
Progress 8 score - maths element	-0.59	0.06	↑	-0.85	↓	-0.33	↑	-0.58	↓
Progress 8 score - Ebacc element	-0.55	0.03	↑	-0.91	↓	-0.51	↑	-0.8	↓
Progress 8 score - open element	-0.7	-0.33	↑	-0.7	↓	-1.14	↓	-1.09	↑
<b>Attainment 8 Score</b>									
Average Attainment 8 score	37.76	37.97	↑	33.47	↓	33.75	↑	34.15	↑
Average Attainment 8 score - English element	8.7	8.46	↓	7.56	↓	7.10	↓	7.15	↑
Average Attainment 8 score - mathematics element	7.2	7.31	↑	6.16	↓	7.00	↑	6.97	↓
Average Attainment 8 score - Ebacc element	10.6	10.9	↑	8.92	↓	10.15	↑	9.94	↓
Average Attainment 8 score - Open element	11.26	11.3	↑	10.83	↓	9.50	↓	10.09	↑
<b>Average Point Score</b>									
Average EBacc APS score per pupil	2.92	3.17	↑	2.58	↓	2.86	↑	2.82	↓
Average EBacc APS score per pupil - low prior attainment	1.42	2.36	↑	1.45	↓	2.09	↑	1.85	↓
Average EBacc APS score per pupil - middle prior attainment	2.45	3.58	↑	2.99	↓	3.21	↑	3.19	↓
Average EBacc APS score per pupil - high prior attainment	4.28	3.42	↓	3.10	↓	7.50	↑	4.77	↓
<b>Baccalaureate</b>									
Number of disadvantaged entered the Baccalaureate	2	6	↑	1	↓	1	⇒	5	↑
% of pupils entering the English Baccalaureate	10.00%	23.08%	↑	4.0%	↓	5.0%	↑	15.2%	↑
% of pupils achieving grade 5 or above in the English Baccalaureate	50.00%	0%	↓	100%	↑	5.0%	↓	0.0%	↓
% of pupils achieving English Baccalaureate	50%	33%	↓	100%	↑	5.0%	↓	0.0%	↓



Unvalidated data showed the gap had increased in 22/23. The validated data showed the gap in the P8 score as -0.46. The Attainment 8 score had improved slightly This reflects the national trend in data with the gap widening.

<b>Key Stage 4 2020 to 2022 Disadvantaged Data</b>					
	Covid 2020	Covid 2021		Unvalidated 2022	
<b>Progress 8 Score</b>					
Number of disadvantaged pupils in the Progress 8 score	26	25	↓	19	↓
Progress 8 score	-0.09	-0.76	↓	-0.74	↑
Progress 8 score - English element	-0.05	-0.77	↓	-1.05	↓
Progress 8 score - maths element	0.06	-0.85	↓	-0.32	↑
Progress 8 score - Ebacc element	0.03	-0.91	↓	-0.51	↑
Progress 8 score - open element	-0.33	-0.7	↓	-1.12	↓
<b>Attainment 8 Score</b>					
Average Attainment 8 score	37.97	33.47	↓	33.75	↑
Average Attainment 8 score - English element	8.46	7.56	↓	7.1	↓
Average Attainment 8 score - mathematics element	7.31	6.16	↓	7	↑
Average Attainment 8 score - EBacc element	10.9	8.92	↓	10.15	↑
Average Attainment 8 score - Open element	11.3	10.83	↓	9.5	↓
<b>Average Point Score</b>					
Average EBacc APS score per pupil	3.17	2.58	↓	2.86	↑
Average EBacc APS score per pupil - low prior attainment	2.36	1.45	↓	2.09	↑
Average EBacc APS score per pupil - middle prior attainment	3.58	2.99	↓	3.12	↑
Average EBacc APS score per pupil - high prior attainment	3.42	3.1	↓	-	
<b>Baccalaureate</b>					
Number of disadvantaged entered the Baccalaureate	6	1	↓	1	→
% of pupils entering the English Baccalaureate	23%	4.00%	↓	5%	↑
% of pupils achieving grade 5 or above in the English Baccalaureate	0%	4%	↑	5%	↑
% of pupils achieving English Baccalaureate	8%	4.00%	↓	5%	↑

In 2022 data, there was a slight increase in the progress 8 score of students in receipt of pupil premium funding as well as in the maths element.

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 2018-2021. Exam Performance for students in receipt of pupil premium had been improving up until 2019, 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. 2021 performance decreased – results were based on TAGS. This data supports the national 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.

Gap Analysis over last 5 years using 4Matrix and 'Actual Results' series for year 11 GCSE attainment:

	2018-19			2019-20			2020-21			2021-22			2022-23		
	PP Dis	PP Serv	Non-PP Dis	PP Dis	PP Serv	Non-PP Dis	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	20	16	80	32	16	62
Progress 8 Score	-0.56	-0.55	-0.08	-0.09	0.43	0.47	-0.81	0.31	0.51	-0.76	+0	-0.03	-0.45	-0.2	-0.15
Attainment 8	37.76	41.66	46.39	37.97	43.2	50.93	33.47	50.23	50.01	33.75	47.11	48.59	35.89	44	-7.68
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%	35.00%	62.50%	70.00%	43.75%	63%	57.45%

In 2021-22 the progress 8 score of our students in receipt of the Service pupil premium was 0, which is the target for all our students. There was an increase in the Progress 8 achieved by

students in receipt of Pupil Premium for disadvantage, but it is difficult to make meaningful comparisons between the yearly data.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on track to achieve all the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that our research led CPD is effective in helping the delivery of consistently high-quality teaching and interventions to support as well as many of the targeted interventions to support students social, emotional and academic needs.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. For example, we will make personalised support plans for all year 11 pupil premium students for disadvantage, with input from students and subject teachers, to identify barriers and resources to support students and to be referred to in further mentoring meetings and parental contact. The plans also show the next steps from the student's careers interview to support a successful transition after year 11. The plans are on Edukey so that staff can access and add suggestions for next steps. This intervention will also focus on how to best support all the PP students as individuals, including L, M and H attainers.

## Attendance

**Attendance Y7 - Y11**

	Y7-Y11 cohort			% Attendance			Number of stu- dents 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	Covid
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	
2020 - 2021	627	235	392	92.6%	91.3%	93.4%	119	55	64	Covid
2021 - 2022	649	247	402	89.0%	86.8	91.2%	275	109	166	
2022 - 2023	690	163	527	89.5%	86.1%	90.6%	275	78	197	

Please note that during years 19/20 and 20/21 the DFE asked schools to code COVID absences as X (present) and in 21/22 students were coded as ill (absent). From Sept 2021 – April 2022 self-isolation guidance for students was for 10 days initially for Years 2020/2021 and then later for 5 days or until 2 negative results 2021/22. This changed in April 2022 when the guidance said 3 days following the positive test only. This does have an effect on the attendance data for these years.

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. Attendance is discussed weekly with tutors during RAP. There are regular assemblies to show the importance of good attendance.

Summary of actions to support Pupil Premium Students in 2022-23:

### **Teaching**

Increased staffing capacity in English and Maths. Focus on STEAM Curriculum sequencing and knowledge organisers to support retrieval, development of Curriculum Related Expectations for Assessment across the curriculum areas driven by research led CPD. Lesson observations by CLT and CLOLs to ensure high quality teaching and consistency.

### **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. KS4 Study Plus programme to support lower attainers. NTP for maths tutoring for targeted students. Study Café ran for Key Stage 4 and KS4 tutor programme focussed on exam preparation and revision techniques alongside finding support. Exam access arrangements completed (BLE). New Assistant Head of Year role (SLE) has provided additional support for Pupil Premium students – helping students to attend and be in lessons and resolve various issues.

### **Wider Support**

Support for students' mental wellbeing (HWE lead (TIS Practitioner). Satchel One subscription to support homework. Behaviour support and rewards programmes including year 11 rewards programme, transition support, attendance role, Careers and IAG, use of School Cloud and pupil premium admin to contact parents to increase parental engagement at parents' evenings, resources to support individuals address barriers to learning and alternative education budget.

### **Development of College CPD Programme – research led**

The focus in 2022-23 remained on ensuring high quality teaching for all as explained further in the Teacher Handbook. Foci for all teaching staff included; retrieval, successful modelling, explanations and questioning, reading and direct instruction of vocabulary, checking for

understanding and reporting, development of the Curriculum Related Expectations at Key Stage 3 and reporting process, behaviour management techniques, expectations and routines and the abc@TCC (antecedent, behaviour, consequence), a spotlight on the EPI curriculum in MfL, assessment and feedback, mechanisms for checking understanding, no opt out, use of mini-whiteboards, whole class feedback, creating a calm learning environment and cold calling techniques.

The 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. Focus on reading has increased during tutor time for both Key Stage 3 and 4 students with a Reading Tutor programme. Literacy extraction work: Students disappplied 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.

### **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. Meetings each fortnight with line manager to plan and analyse interventions.

### **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.

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 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 Key Stage 4 Coordinator 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, driving lessons and rewards programme.

### **Careers and IAG**

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.

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.

### **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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Admin to promote events to support Service Students specifically such as the Military Child Discover day at Marjons University.
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

In 2022-23, RPI was our Students and Staff Well-being Lead (Head Start)

Focus on physical and mental well-being of students – coordinated by RPI e.g. Blues project.

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