



Pupil premium strategy statement: Bideford College

1. Summary information					
School	Bideford College				
Academic Year	2018/19	Total PP budget	Awaiting confirmation	Date of most recent PP Review	Sept 18 (int)
Total number of pupils	795	Number of pupils eligible for PP	344	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a standard pass in E/M	24%	71%
% achieving a good pass in E/M	8%	49%
Progress 8 score average	-1.4% (-0.4PP nat)	0.11
Attainment 8 score average	27.07	49.51

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Some students ill prepared for learning either through lack of equipment, resources, support or attitude
B.	PP students make less progress than peers across the college
C.	Lack of cultural capital limits access to top grades as students don't have the terms of reference for wider context.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP is 90.9%. This reduces their school hours and causes them to fall behind on average.

E	Low aspirations and seasonal employment opportunities result in PP students not fulfilling their potential
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students attitudes to learning and confidence improve enabling accelerated progress	A2L data gap reduces Equipment log reflects impact Student voice demonstrates improved confidence
B.	Improve PP P8 figure across all faculties. Gap reduction	Gap between Dis / Non Dis closes by 5%
C.	Students more confidently able to make cultural/contextual references across relevant subjects.	GCSE / A Level written work able to access higher grade bands. Proportional % of PP students achieving targets including higher grades.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91% to 95% in line with national other pupils.
E.	Students aware of wider opportunities and aiming higher for their futures	PP students achieving top grades in proportion with their peers. PP number in the sixth form are in line with non PP Destination mapping reflects increase in confidence and aspiration

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve PP P8 figure across all faculties.</p> <p>Reduction in PP gap.</p>	<p>Evaluate current P8 and gaps for vulnerable groups</p> <p>Faculty mapping of barriers and current provision</p> <p>Data tracking by group each assessment point</p>	<p>Clear starting point</p> <p>Gather current practice to evaluate and plan for best practice with budget allocation</p> <p>Ensure impact of actions</p>	<p>Discussed and reviewed with ALT</p> <p>HOF accountability via link meetings</p> <p>Review impact following data drop</p>	AMC	Half termly
	<p>Embed Feedback First policy</p> <p>Ensuring effective teaching strategies are planned and delivered for disadvantaged students</p>	<p>Sutton Trust – impact of timely and effective feedback</p> <p>Increased % impact of good teaching on disadvantaged – NPQH research</p>	<p>Discuss and relaunch in HOF meeting.</p> <p>Make focus of ALT work sampling</p> <p>Student Voice</p> <p>Learning walks with data and context sheet triangulation</p>	AMC	Monthly
	<p>Extend the impact of the Accelerated Learners group in KS3.</p>	<p>The catch up fund is used for successfully implementing ALG in year 7; vulnerable, reluctant and disadvantaged learners engage with the College and make sufficient progress to access the range of academic courses from Y8.</p> <p>More could be done to further their progress after Y7.</p>	<p>Close tracking of the ALG including progress, attendance, participation and student voice.</p>	RV	Half termly

Further improve literacy across the college	Analyse current impact of AR programme Further develop and embed the literacy strategy	Research linking reading ages to progress Impact seen and lessons gained from visit to other schools AR data	Launch with HOFs to identify barriers and plan for success Regular review of AR impact Data analysis Student Voice	BB	Half termly
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A2L data gap reduces Equipment log reflects impact Student voice demonstrates improved confidence	Supportive equipment check in tutor period Solution orientated start to the day Free resources provided to PP where needed Student survey to identify individual barriers	In school monitoring Growth mind-set research Student Voice	Tracking and analysis of equipment log PP audits by faculty with actions –followed up Surveys discussed with HOH. Individual plans formed with timescales	JM AMC AMC -HOH	Dec 18 Nov 18 Dec18
Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91% to 95% in line with national other pupils.	Weekly tracking of attendance by vulnerable group Targeted students identified as priority by AO HOH weekly meeting with AO to inform support/ calls home. Student survey to identify barriers Whole staff spotlight on attendance	Research linking attendance to attainment Apply additional resources to most vulnerable Individualised support most effective All focused on support, engagement and encouragement.	Weekly attendance data Meeting minutes / actions Reviews with HOH Student voice	LJK AMC/KS AK –Y11 RJ – KS3	Weekly Nov 18 Weekly

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students more confidently able to make cultural/contextual references across relevant subjects.	<p>Trips e.g., Theatre for English/Drama, Exeter for Hums</p> <p>Workshops e.g. Drama//Art/English</p> <p>Extra-Curricular for wider knowledge, skills development and enrichment</p>	<p>New exam specifications increasingly need understanding of cultural context for higher grades.</p> <p>Research links higher achievement with wider exposure to cultural experiences and confidence.</p> <p>Increased participation improves mental health, self-esteem and active engagement with College</p>	<p>Participation mapping to be implemented across college.</p> <p>Review MTPs to audit enrichment opportunities</p> <p>Student Voice</p>	AMC – UPS3 holder	Half termly
Students aware of wider opportunities and aiming higher for their futures	<p>Increased focus within IAG</p> <p>Increased guidance regarding sixth form options</p>	<p>Build on current good practice in 6th Form</p> <p>Using the Realising Opportunities programme</p> <p>External careers advisor – Peninsular University links –main partners are Exeter and Bristol</p> <p>65% of 2018 Y13 PP went to University Compared to 50% non PP.</p>	<p>Destination tracking</p> <p>Student Voice</p>	JOD/KF	Annually