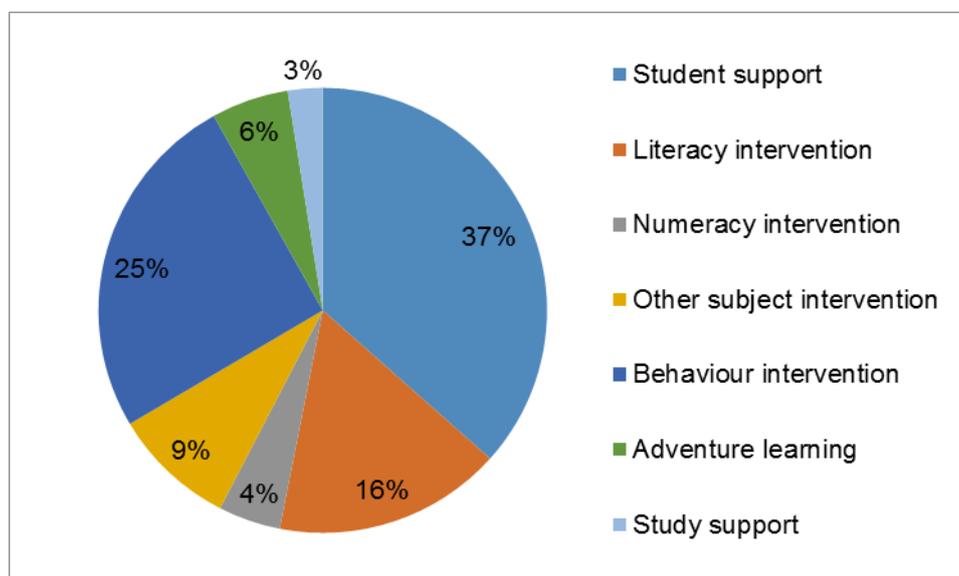




PUPIL PREMIUM SUMMARY 2017/18

Bideford College
For the period to 31st August 2018

In 2017/18 Bideford College received £339,564 of pupil premium funding. This was spent on the following interventions and supportive measures:



Throughout this report reference is made to the Education Endowment Foundation (EEF) teaching and learning toolkit¹. This is a summary of the international research evidence on the impact of interventions on student progress. We have used this to inform us when deciding how best to spend our pupil premium funding.

Student support: £124,164

A number of support strategies have been implemented including the following:

- Student Support Centre
- Home school liaison officers (HSLOs)
- Professional counselling
- Social skills group and praise.
- Heads of House, pastoral and attendance support.

At Bideford College, we invest heavily in our pastoral support systems. Since the introduction of pupil premium funding, we have increased the number of staff working directly with students to provide pastoral support, including the introduction of Heads of House. The House structure has given flexibility for a greater number of pastoral staff to be supporting students at 'pinch points' in the academic year, for example during Year 7

¹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

transition, Year 9 options and culminating in supporting Year 11 students prepare for their GCSEs and post 16 choices. Pastoral staff are in regular contact with parents when needs arise, and are the key in individual pastoral support plans in school.

The HLSOs provide support for families and for students with social and emotional difficulties so that they can maximise their progress in their studies. They provide support for; students who are new to the school and need additional support with their studies, anger management, behaviour modification and those who lack confidence.

The key target in this area is to improve attainment through a focus on social and emotional learning (SEL). SEL is deemed by the EEF to have a moderate impact on learning, relationships and attainment, which can lead to up to four months additional progress.

With the additional pastoral support and the concentrated focus on pupil premium students the attainment of pupil premium students has increased over the last two years.

	Percentage of pupil premium students achieving	
	2016	2018
Basics (9-4/A*-C)	22%	26%
Ebacc (9-4/A*-C)	6%	9%

Literacy and numeracy intervention: £71,184

We implemented a number of interventions to improve literacy:

- Accelerated reader
- Accelerated learning group
- Literacy support
- Reading mentoring and support from librarians.

Accelerated reader is a reading programme that encourages and promotes daily reading thus increasing reading ages.

- 69% of Year 9 Pupil Premium students increased their reading ages with 50% increasing by more than 1 year.
- 70% of Year 8 Pupil Premium students increased their reading ages with 53% increasing by more than 1 year.
- 61% of Year 7 Pupil Premium students increased their reading ages with 42% increasing by more than a year.

DEAR (Drop Everything and Read) is a reading programme that encourages and promotes daily reading thus increasing reading ages. 67 pupil premium students were involved in the DEAR programme in Year 7. Students spending 30 minutes reading every day have read for the equivalent of 60 school days, approximately 24 books and could improve their reading age by up to two years. The scheme also promotes collaborative reading and comprehension/reflection tasks to help improve literacy.

In 2017/18 we continued the Accelerated Learning Group, responding to a need to enhance the transition between primary and secondary education for students who were struggling

to make progress in English and maths. This programme was delivered to a small group of students with the aim of building their confidence, numeracy and literacy skills to a sufficiently high level for them to access mainstream lessons. 5 pupil premium students benefitted from this programme in 2017/18, increasing their confidence in lessons, and accelerating their progress in all subjects, particularly English and maths. End of year targets are set on ambitious flight paths of progress above national average.

- 100% of the pupil premium students in the accelerated learning group met or exceeded their end of year target in English.
- 80% of the pupil premium students in the accelerated learning group met or exceeded their end of year target in maths.

Year 8 and 9 numeracy and literacy support is provided 3 hours a week for students with low levels of achievement in maths and English at KS3. In the school year 2017/18 12 year 8 and 11 year 9 pupil premium students accessed this provision.

- 83% of year 8 students met their end of year target in English
- 92% of year 8 students met their end of year target in maths.
- 91% of year 9 students met their end of year target in English
- 27% of year 9 students met their end of year target in maths

This intervention needs improving to ensure that more year 9 pupil premium students meet their targets in maths-see 2018/19 plans.

Year 10 and 11 students with poor numeracy and literacy skills each attended 5 hours a fortnight of small group support. In the school year 2017/18 9 pupil premium students accessed this provision.

The EEF states that small group tuition has moderate impact can boost progress by up to 4 months.

Other subject intervention: £31,648

Year 11 students below their GCSE target attended intervention sessions weekly in all subject areas for feedback and targeted support in the 2017/18 school year. We ensure that as many pupil premium students as possible can access the Ebacc curriculum.

- 54% of pupil premium students entered the Ebacc combination of subjects at Bideford College compared to 25% of pupil premium students in the rest of the country (national figures 2017).
- 9% of pupil premium students achieved the Ebacc subjects at grades 9-4.

The EEF deems feedback to be a high impact intervention, which can lead to up to eight months additional progress.

Behaviour intervention: £86,300

Ensuring excellent behaviour is an area of great importance for Bideford College and one we feel makes a significant contribution to students' learning.

A number of strategies are in place to promote excellent behaviour, with a zero tolerance approach to behaviour that is deemed unacceptable. Students are removed immediately from class using our 'on call' system and placed in an environment where their behaviour can be addressed and supportive measures put in place using our Internal exclusion room (IER) or off site centre (OSC). A considerable investment is made in pastoral support meetings, the involvement of parents and outside agencies, such as early help hub, family support workers and social workers.

The improved behaviour in lessons has made a significant contribution towards the improvement in the quality of teaching and learning leading to an increase in the attainment of pupil premium students from 2016- 2018.

Attainment

	Percentage of pupil premium students achieving	
	2016	2018
Basics (9-4/A*-C)	22%	26%
Ebacc (9-4/A*-C)	6%	9%

The EEF strongly supports behaviour interventions and states that they can produce significant improvements in academic performance, particularly when interventions are matched to specific students. Research estimates that behaviour intervention has a moderate impact and can boost progress by up to 3 months in one year.

Adventure learning: £18,905

The College runs an adventure learning residential trip for year 7 students to promote practical problem solving, reflection and team building. Bideford College strongly believes in the benefits of adventure learning on academic learning and consistently sees positive results in confidence and behaviour following the residential trips. 67 pupil premium students accessed this provision in 2017-2018.

- 78% of year 7 pupil premium students met or exceeded their end of year targets in English
- 72% of year 7 pupil premium students met or exceeded their end of year targets in maths

The EEF states that outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence and can advance progress by up to 4 months

Study support: £8,521

Bideford College runs a KS3 homework club to assist students with completing their homework, which benefitted pupil premium students in 2017/18. Holiday revision schools were also provided in a variety of subjects for year 11 students to provide exam revision support and guidance.

EEF Research states that the impact of homework on learning is consistently positive with a moderate impact and can lead to, on average, 5 months additional progress.

In 2017/18 we put in some additional support to try to improve the pupil premium gap in maths. The pupil premium gap in maths was smaller than the gap across the whole school in 2017/18.

Total: £340,722 *(of which £1,158 was funded from non PP funding)*

2018/19 SUMMARY

In 2018/19 we expect to receive £317,432 in pupil premium funding.

The recent improvement in attendance needs to continue so we will be directing more time from the behaviour intervention and student support teams to achieve this. The intention is to continue with most of the interventions used in 2017/18 but to increase the emphasis on maths in the year 9 additional English and maths classes to ensure that more year 9 pupil premium students meet their targets in maths.