



## Pupil premium strategy statement and evaluation: Bideford College 2018 - 2019

1. Summary information					
<b>School</b>	Bideford College				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£325,748	<b>Date of most recent PP Review</b>	Sept 18 (int)
<b>Total number of pupils</b>	795	<b>Number of pupils eligible for PP</b>	344	<b>Date for next internal review of this strategy</b>	April 2019

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

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

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students attitudes to learning and confidence improve enabling accelerated progress	A2L data gap reduces Equipment log reflects impact Student voice demonstrates improved confidence
<b>B.</b>	Improve PP P8 figure across all faculties. Gap reduction	Gap between Dis / Non Dis closes by 5%
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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?
Improved literacy and numeracy progress at KS3 and KS4 - intervention	<p>Accelerated learning curriculum will have a focus on developing key skills</p> <p>Basic skills classes at KS3 with provide key skills to access wider curriculum</p> <p>Very low ability students to undertake additional Maths and English in lieu of one option</p>	Literacy skills underpin success in all areas of the curriculum. Development of transferable literacy skills identified by the EEF as a critical requirement.	Carefully selected students using internal and external (KS2, CATS) to follow curriculum which is timetabled to be taught by a low ability specialist teacher. They liaise closely with all HOF		Half termly
Improve the quality of teaching and learning across the school	<p>Development of staff pedagogy based on teach like a champion</p> <p>Feedback first for PP students</p> <p>Outstanding teacher programme</p>	<p>Sutton Trust – impact of timely and effective feedback</p> <p>Increased % impact of good teaching on disadvantaged – NPQH research</p> <p>EEF identify this as a high impact activity. Staff are developed through the OTP coaching programme.</p>	Regular whole college and MAT wide training sessions. Visiting schools with good practice.		Termly
Improved literacy at KS3	<p>Use of accelerated reader to monitor the improvement in reading</p> <p>Drop everything and read to encourage reading and access to a range of texts</p>	Accelerated reader programme has demonstrated	Overseen by Head of English Dedicated time in English curriculum		Half termly

Access arrangements	Access arrangement testing to be conducted by trained staff. This will ensure that students of equality of access when taking exams.	Ensure all students have fair access to entitled support when sitting internal and external exams. Vulnerable learners will have the exam conditions in which they can achieve the best result.	Students receiving access arrangements regularly reviewed. Information shared with teaching staff on SIMS.		termly
<b>Total budgeted cost</b>					£ 47,491
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase in attendance rates	Clear strategies in place for when threshold attendance levels are met.	Attendance to school is needed for students to receive high quality teaching and therefore make progress.	Appointment of dedicated attendance officer		Fortnightly
Curriculum access for all	Discounted free/resources and trips	Opportunity for all	All students attend Year 7 residential 30% of Faculty budgets and pastoral budgets to include PP specific support		Termly
Reduction in students at risk of NEET	Career guidance	Ensure all students have an opportunity to post 16 provision	Using Career South West		termly

Behaviour support and alternative provision	<p>Students supported by pastoral team</p> <p>IER to remove students when expectations not met</p> <p>College Off Site Centre, Student support centre and medical support centre used to support students, boost their learning experiences and reduce fixed term exclusions</p>				
<b>Total budgeted cost</b>					£317,712

## 6. Evaluation of expenditure

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Accelerated learning curriculum will have a focus on developing key skills</p> <p>Basic skills classes at KS3 with provide key skills to access wider curriculum</p> <p>Very low ability students to undertake additional Maths and English in lieu of one option</p>	<p>Improved literacy and numeracy progress at KS3 and KS4 - intervention</p>	<p>All students in main curriculum by the end of Year 7</p> <p>Identified Year 7 students made greater than expected progress in English and Maths</p> <p>Increased in the progress made by low ability and PP students in Maths (2019)</p>	<p>Accelerated curriculum to continue</p> <p>Additional Maths and English to continue at KS4 but with different staffing</p> <p>Extra numeracy and literacy at KS3 to continue but with enhanced leadership and liaison with HOF English and Maths</p>	£33,895

Development of staff pedagogy based on teach like a champion  Feedback first for PP students  Outstanding teacher programme (OTP)	Improve the quality of teaching and learning across the school and reduce gaps in progress	Increased A8 score and P8 score of disadvantaged students in 2019. This contributed to a closing of the progress gap in all elements of progress 8.	Further development of CPD offer  Feedback first worked well in some Faculties. Extend this year but with greater emphasis on consistency  OTP to be discontinued as new offer needed to extend current skill set of exiting staff	£11,364
Use of accelerated reader to monitor the improvement in reading  Drop everything and read to encourage reading and access to a range of texts	Improved literacy at KS3	This had a positive impact on reading ages over all.	Continue this year but with greater analysis to identify impact of key groups of students (i.e. with very high and very low reading ages)	£2,232

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Clear strategies in place for when threshold attendance levels are met.	Increase in attendance rates	Overall attendance improved and PA declined. This improvement was most marked for FSM students.	Will continue this year but as PP PA actually increased we will monitor this group of students more carefully.  Increased focus on PA and support for those with long term absence	£14,768
Discounted free/resources and trips	Curriculum access for all	Mixed. Some Ad Hoc spending	The 30% allocation of faculty budget was too large so difficult to track expenditure and impact. Will reduce to 10%.  Ring fenced budget to support enrichment activity participation  Variable extracurricular offer between faculties. Next year enrichment week will address this.	£46,460

<p>Careers education</p>	<p>Reduction in students at risk of NEET</p>	<p>Awaiting confirmation. Anecdotally 4 PP are thought to be NEET.</p>	<p>Needs to be part of a better IAG provision. Will be developed next year outside of the PP strategy</p>	
<p>Students supported by pastoral team</p> <p>IER to remove students when expectations not met</p> <p>College Off Site Centre, Student support centre and medical support centre used to support students, boost their learning experiences and reduce fixed term exclusions</p>	<p>Behaviour support and alternative provision</p>	<p>Students in lessons are able to learn</p> <p>Vulnerable/medical students access curriculum in OSC and MSSC</p> <p>Reduction in FTE from main site</p>	<p>Most incidents are now from repeat offenders so new strategies are needed to address these.</p>	<p>£256,484</p>