Bideford College: Pupil Premium Strategy 2020 - 2021

1. Context

Summary information					
Academic year	2020/21	Total PP budget	£336,370	Date of last PP review	Jan 2020
Total number of pupils Yrs. 7 – 11	1131	Number of pupils eligible for PP	365	Number eligible for PP+	5
Total number in Sixth Form	168	Number most disadvantaged	349	Service children	12

Attainment of disadvantaged students				
	2018	**2019**	**2020¹**	**Comparison**
Cohort size	57	53	74	↑
% achieving a standard pass in E/M	18	33	47	↑
% entered EBacc	46	44	54	↑
EBacc point score	2.31	2.93		↑
Progress 8 score	-1.32	-0.98	-0.53	↑
Attainment 8 score	25.15	31.44	37.29	↑
Progress 8 English	-1.47	-1.34	-0.76	↑
Progress 8 Maths	-1.29	-0.69	-0.33	↑
Progress 8 EBacc	-0.95	-0.66	-0.25	↑
Progress 8 Open	-1.72	-1.28	-0.79	↑

¹ based on 2019 coefficients

Attendance of disadvantaged students				
	2018	**2019**	**2020**	**Comparison**
Cohort size	342	382	362	
Sessions missed (%)	11.9	11.7	11.6	↑
Persistent absentees (%)	37.4	43.2	31.0	↑

2. Strategy Intent

The aim of the strategy is _to ensure that all students eligible for Pupil Premium funding_ are ready for their next stage of education, employment or training and go onto destinations that meet their interests and aspirations

To support this aim Bideford College:

- Monitors regularly the progress of all disadvantaged students. Weekly meetings with Heads of House and the Assistant Principal with oversight of student progress will discuss the needs of all students. They will ensure that the needs of the most disadvantaged students are met.
- Recognises that not all disadvantaged students will be in receipt of pupil premium funding and that some recipients are not socially disadvantaged.
- Prioritises the deployment of the Pupil Premium funding. Consequently, not all students eligible for Pupil Premium funding will be in receipt of pupil premium interventions at any given time. However, all students will regularly have their progress reviewed and needs to be evaluated by college leadership.
- Uses additional Key Performance indicators to monitor academic progress, attendance, attitude to learning and school engagement of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and support.

3. Strategy objectives

In order to meet the aim of the strategy outlined above the following objectives will be addressed. These attempt to overcome the barriers to future progress and support social mobility.

A. To provide students with the skills and knowledge to make progress across the curriculum
B. To ensure that all students access fully the formal and co-curricular offer at the college
C. To increase attendance rates
D. To ensure all students undertake experiences to enrich their knowledge, self-belief and cultural capital that will enable them to succeed in life

4. Strategy implementation and desired impact

Bideford College has adopted a tiered approach to pupil premium spending to help balance approaches to improving learning and teaching, targeted academic support and wider strategies. Each tier will address at least one of the objectives identified above.

Tier 1: Improving learning and teaching

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation of impact	Estimated spending	Staff lead
Ensure that all teaching staff have access to high quality, subject specific CPD	- 5 hours of Faculty led CPD across the year - T and L funding available to HOF to support external CPD - Subscription to National College (NC) to facilitate bespoke CPD packages for staff	A, B	It is well documented that good teaching is the most important lever that schools have to improve outcomes for DA students. Quality of teaching is consistently highlighted in research as making the most significant impact to progress of DA students (EEF).	- All teaching enables students to securely acquire new knowledge and skills - Disadvantaged students making at least good progress		• NC subscription £995 • Staff CPD funding £5100 • Faculty CPD time £500	BRB
Provide teachers in the early stages of their career with specific support	- NQTs are provided with a subject mentor and receive targeted CPD sessions - Early career staff will take part in *NEW* MAT early year careers development programme revamped following pandemic	A, B	Training and support for teachers, particularly in the early stages of their career is key to ensure successful recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key ingredient to ensure the progress of all students. This is particularly important in 2020-21 due to disruption ITE and NQT years	- Improved teacher retention - Consistent staffing - Supported staff - Successful completion of NQT year - All classes staffed		• Early career programme £1000	BRB DW
Maximise the impact of feedback provided to students so that it always leads to progress	- Faculty S of L to identify pieces of work that require in depth marking and feedback - PP student book checks by ALT/HOF - Clear policy written with HOFs circulated with all stakeholders	A, B	Providing high quality feedback is integral to effective learning as it allows evidence to be gathered on how well students have learnt a topic so teachers can address misunderstanding in future lessons. When done well it is reported that feedback has a high impact on supporting the progress of all students and particularly those most disadvantaged. Research published by the EEF states that when done well, feedback can increase a students' performance by half a grade.	- All students make at least good progress - Improved students' confidence - All feedback is good feedback		N/A	C2A BRB

Tier 2: Targeted academic support

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
KS3 and 4 English and Maths intervention to improve curriculum access	- Tests to identify reading ages - CAT tests to improve diagnostics - Read, write Inc. KS3 intervention package and staff training - Lexia KS4 reading intervention package - HOF for Maths and English liaise closely with PP coordinator to ensure that the lessons support the Maths and English curriculum - Use of accelerated reader to monitor and improve reading ages - Teach First Academic Mentor supporting students - Maths intervention staff - English intervention staff - After school academic mentoring - Additional English and Maths lessons	A, B	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight group intervention is a key component of an effective Pupil Premium strategy	- Students make at least expected progress - Students supported to improve key literacy and numeracy skills - Students on target in English and Maths by the end of academic year - All students prepared for next stage in education or training		• Reading tests and marking £2830 • Maths intervention staff £18821 • English intervention staff £4160 • Lexia £4620 • Read, write Inc. £1958 • Staff training £520 • CAT testing £882	AMC J2S BRB
Additional English and Maths lessons at KS3 and KS4	- Students requiring additional literacy and numeracy skills are timetabled additional support time to increase their access to all curriculum areas - HOF for Maths and English liaise closely with coordinator to ensure that the lessons support the Maths and English curriculum	A, B		- Students make at least good progress at the end of KS4/5 - Students supported to improve key literacy and numeracy skills - All students prepared for next stage in education or training		• KS3 lesson staffing £24408 • KS4 lesson staffing £7658	CEE RKV AMC JLS
Access to reading material	- Well stocked library - Additional staffing in library enables books to be distributed to year group bubbles - Accelerated reader	A, B, D	It is well documented that young people who leave school without good literacy skills are held back at every stage of their life. Literacy is essential for students to access the school curriculum and prepares them for	- Students have the skills that they need to access the curriculum - Students are prepared for the next stage in education and training - Students acquire increased levels of cultural capital		• Additional library staff £8154 • Accelerated reader £4782	BRB

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
			their next stage in education.				
Homework club	- Teachers staff 1 after school session per day (1 per year group) - Attendance is compulsory where students repeatedly fail to meet IL expectations	A, B	A survey of students reported that having a place to do homework and adult support would help them with IL	- Students make good progress in all subjects - Students feel supported in completion of work - Students prepared for lessons		• Homework club staffing £22500	CEE AMC
Revision sessions	- All subjects offer additional lessons in year 11 at lunchtime and/or after school - PP support worker to support students in attendance to these sessions - 10% of all faculty budgets to be used to support PP students with subject specific materials	A, B	In 2017 the Sutton Trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that this creates a 'glass floor' for students from better homes and thus a substantial barrier to social mobility.	- Gaps in knowledge filled - Students who need to attend extra sessions do so - Students make at least good progress by the end of KS4/5		• 10% of Faculty budget £16000	ARJ AMC
Expressive art music bursary	- Bursary available to fund peripatetic music instruction and/or support with the provision of instruments - Clear criteria for eligibility	B, D		-		• Bursary available £750	AMC JOD

Tier 3: Wider strategies

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Increased attendance of students	- Actions in place for when attendance falls below thresholds - Weekly communication with attendance officer for long term absence - Weekly reports on attendance provided for all stakeholders - Monthly whole college updates on attendance in briefings - CPOMS used to monitor and track interventions	C	Pupil have to be in college before they can access learning and support. Data at the college indicates that lowest attendance is characteristic of our most disadvantaged students.	- Attendance of disadvantaged students to college exceeds national rates for all students - Persistent absenteeism is below national rates - Students make at least good progress by the end of KS4/5 - All students prepared for next stage in education or training		• Attendance officer £23798	AMC

	- Disadvantaged students to complete a barrier to attendance survey - Tutors to ensure students are fully prepared for the day and issues addressed before lessons commence - Where necessary, the local authority will be used when strategies to engage students fails - Good attendance is celebrated with students					
Resource provision for PP students if needed	- MAT PP policy reviewed - Criteria for eligibility reviewed - AMC to oversee the allocation of resources, funding and uniform to students in need	A, B, C, D	It is important that all students have access to the same opportunities irrespective of socio-economic status. The wearing of the college uniform is an important aspect of our ethos.	- Students have all the resources they need to access the college curriculum - Students supported in undertaking extra-curricular activities - All students have uniform and PE kit		• Additional resource fund £10000	AMC C2A
Additional Faculty funding	- Faculties are able to bid for additional funding that explicitly helps raise the attainment and progress of students in receipt of PP funding - Clear success criteria needs to be identified in advance of monies being awarded and an evaluation process put in place - C2A and AMC to approve all funding	A, B	Additional funding is available for faculties to trial novel ways of raising attainment/progress. This can then be fully evaluated and if successful integrated into faculty spending in the future	- Increased progress of students in receipt of PP funding		• Funding pool £5000	
Academic and pastoral mentoring out of college hours	- Students identified - Google meet sessions (via google classroom) set up to remotely support students and their families - Families supported with ICT	A, B, C	Out of college mentoring can be used to support students and their wider families. The use of remote sessions will increase scope for out of hours work by staff	- Increased progress of students in receipt of PP funding - Supported families - Improved attendance to college - Improved parental engagement - Better mental health of stakeholders		• Pastoral mentoring £1315 • Academic mentoring £14525	
Year 11 laptop loan scheme	- Regular assessment of Year 11 access to ICT at home - Students provided with a laptop if needed - Students provided with a dongle (internet access) if needed	A, B, D	Availability of a laptop and internet at home enables students to access online resources. Furthermore, it enables students to complete	- All students in year 11 to have gold access to ICT - This includes a laptop and broadband internet via a dongle		• Laptops £18900	

	- Families provided with technical support if required		coursework and access any remote college provision				
Social and emotional support	- Student support centre – short term provision for students unable to access the main curriculum due to anxiety or other medical conditions - College counsellors	A, C	Schools which are successful in raising the attainment of the most disadvantaged students emphasise the importance of meeting the needs of individual learners. Staff work to identify barriers that prevent pupils from making progress. This can include a range of medical and mental health issues. A number of provisions are available to provide emotional support to address underlying issues.	- All students make at least good progress - Improved attendance - Resilient learners		• SSC staffing £21793 • Counsellors £4000	RKV
Ensuring the highest standards of literacy across the curriculum	- Accelerated reader embedded into the English curriculum - Drop everything read used to promote the enjoyment of reading - Implementation of whole school literacy policy	A, B	It is well documented that young people who leave school without good literacy skills are held back at every stage of their life. Literacy is essential for students to access the school curriculum and prepares them for their next stage in education.	- All students make at least good progress - Students have the skills that they need to access the curriculum - Students are prepared for the next stage in education and training			BRB
Maintaining the highest standards of behaviour	- Clear behaviour expectations and policy - Behaviour policy regularly communicated to staff and students - Behaviour policy supported by a series of escalating sanctions from detention to permanent exclusion - IER room - Off Site Centre used to support students' reintegration to main	A, B	Maintaining the highest standards of behaviour allows all students to achieve. Students should not be distracted in their learning and no individual has the right to take this opportunity away. It is also important that students who fail to meet expectations	- Low exclusion rates - All students make at least good progress - Students have the skills that they need to access the curriculum - Students are prepared for the next stage in education and training		• Behavioural support staffing £21793 • Renting of support centre off-site £24748	RKV

	curriculum and as an alternative to exclusion		are supported to do so.				
Dedicated PP pastoral support	- One member of the pastoral team dedicated to supporting students in receipt of PP and their families - This person reports directly to AMC	A, B, C, D	Ensuring that students and their families access the support and resources available to them is important to maximise the value of the PP strategy. This role seeks to do this.	- Engaged and supported families - Resilient learners - All students make at least good progress - Improved attendance to college		• PP support worker £15836	
PP leadership	- Additional leadership capacity to oversee the implementation of the PP strategy	A, B C, D	Oversight at leadership to champion the importance of the PP strategy at the whole college level	- Successful PP strategy implemented - Value for money achieved from PP funding		• ALT cost £52000	C2A