Bideford College: Pupil Premium Strategy 2019 - 2020

1. Context

Summary information					
Academic year	2019/20	Total PP budget	£330,497	Date of last PP review	Jan 2020
Total number of pupils Yrs. 7 – 11	1139	Number of pupils eligible for PP	362		
Total number in Sixth Form	139	Number most disadvantaged	351		

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

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

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 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	- 10 hours of Faculty led CPD across the year - T and L funding available to HOF to support external CPD - Developmental learning walks by middle and senior leaders - Teaching staff workload review	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 - Staff have time and energy to invest in personal development	Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM. P8 figure improved by 0.45 Continue a focus on catching up from absence.	£11400	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 are able to take part in a new career development programme	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.	- Improved teacher retention - Consistent staffing - Supported staff - Successful completion of NQT year - All classes staffed	Active participation in teacher CPD programmes. All subjects fully staffed.	£1000	BRB
Develop the metacognition skills of students so that they are able to embed key concepts in their long-term memory	- Introduction and embedding of the MAT 'Great learning habits' into subject lessons, tutor and IAG sessions - Fortnightly sharing of 'good practice' to showcase different techniques that help students connect new knowledge with existing knowledge and therefore altering long term memory.	A, B	It is recommended that teachers explicitly teach pupils metacognitive strategies. The EEF report that metacognition strategies can add an additional 8 months of progress over a year.	- Resilient students - Disadvantaged students making at least good progress - All students prepared for next stage in education or training	Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM. P8 figure improved by 0.45 Number of PP students staying in 6th form more than doubled.	£N/A	BRB CEE
Maximise the impact of feedback provided to students so that it always leads to progress	- Work load review to ensure that staff time is used with maximum impact - Faculty S of L to identify pieces of work that require in depth marking and feedback - PP student book checks by ALT/HOF - Reflective learning day	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	- All students make at least good progress - Improved student confidence - All feedback is good feedback	P8 figure improved by 0.45 Work sampling saw improved picture across faculties. Continue this focus	£N/A	C2A BRB

			by the EEF states that when done well, feedback can increase a students' performance by half a grade.				

Tier 2: Targeted academic support

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Supported curriculum for Year 7 students not secondary ready	- Accelerated curriculum timetabled and staffed for Year 7 - Students supported throughout transition to secondary phase by one teacher - Pupil premium support officer to work closely with these students during Year 6 and into Year 7 - CAT testing - Use of accelerated reader to monitor and improve reading ages	A, B		- Accelerated progress for students not secondary ready during Year 7 - Students make at least expected progress by the end of Year 11 - Accelerate progression of reading age - All students prepared for the next stage in education or training	By March 2020, 66.6% of the ALG group were working at or above their target grade in both maths and English, with 100% to be on track for the end of the year if in school	£39972 (staffing) £3000 (AR) £675 (ALPS)	CEE RKV
KS3 English and Maths intervention group to improve curriculum access	- 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 - Use of accelerated reader to monitor and improve reading ages	A, B	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight the 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	P8 figure improved by 0.45 Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM Number of PP students staying in 6th form more than doubled	£25793 (staffing)	CEE RKV
Additional English and Maths lessons at 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	P8 figure improved by 0.45 Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM Number of PP students staying in 6th form more than doubled	£6661 (staffing)	CEE RKV

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Independent learning (IL) support sessions	- Teachers staff 4 after school and 3 before school sessions where students are timetabled to attend - Attendance is compulsory where students repeatedly fail to meet IL expectations - The library is open before and after school and lunch/break times to provide a quiet area with ICT access	A, B	The Sutton Trust have reported that poorer pupils get less help with their homework than their better off class mates. It is documented that nationally just half of the most disadvantaged 15 year olds said parents helped them with their homework. In addition, student voice at Bideford College has highlighted that some of our students lack places to work at home or resources such as ICT access.	- Students completing home work to a good standard on time - Reduction in detentions for not completing IL tasks - All students prepared for next stage in education or training - Students make at least good progress by the end of KS4/5	Attendance to this was not consistent Refocus this year	£28600 (staffing incl. library)	CEE RKV BRB
Revision sessions	- All subjects offer additional lessons in year 11 at lunchtime and/or after school - Students who are underachieving are added to a period 6 to facilitate monitoring of attendance - 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 session do so - Students make at least good progress by the end of KS4/5	P8 figure improved by 0.45 Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM Number of PP students staying in 6th form more than doubled	£2566	ARJ

Tier 3: Wider strategies

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Ensuring that all students access a range of off-site trips and experiences	- Introduction of 'compulsory experiences' for all students at KS3 - Curriculum enrichment week in March 2020 including a compulsory Year 9 residential - All Year 7 students to take part in a transition residential - Pupil premium support work to monitor the access of all PP students to enrichment experiences, clubs, societies and opportunities offered by the college and support offered when needed	B, C, D, E	As is characteristic of towns in a similar socio-economic context to Bideford many of our students face 'educational isolation' as a result of lack of public transport, economic opportunities and wider social experiences compared to students living in more urban, 'switched on' locations. By providing extensive enrichment opportunities for all of our students we aim to overcome this barrier and in doing so provide our students with the deeper learning experiences, knowledge of 'what is out there' and make the	- Students make at least good progress by the end of KS4/5 - Resilient learners - Students have the cultural capital required to succeed in life - All students prepared for next stage in education or training - All students will have a destination when they leave Bideford College	Week was cut short due to COVID 19 but those activities that did go ahead were well received	£10000 financial support) £34057 (staffing)	C2A CEE

	- % of PP funding ringfenced to offer financial support when needed - A-plus award to facilitate the monitoring of student engagement of the co-curricular offer and recognise these achievements - Appointment of outdoor education co-ordinator - Use of MAT outdoor education centre		purpose and rewards of learning and education evident.				
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 - 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, local authority will be used when strategies to engage students fails - Good attendance is celebrated with students	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	PA of PP students reduced by 12.2% last year	£22377 (staffing)	AMC
Social and emotional support	- Student support centre – short term provision for students unable to access the main curriculum due to anxiety - Medical student support centre – short term provision for students unable to access the main curriculum due to medical conditions - College councillors - Sixth Form students support team – drop in service for students - Pastoral support (HSLO)	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	P8 figure improved by 0.45 Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM. Number of PP students staying in 6th form more than doubled.	£104177 (staffing)	RKV

						PA of PP students reduced by 12.2% last year.		
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 - Fortnightly staff CPD on promoting literacy within the curriculum - 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	P8 figure improved by 0.45 Targeted teaching resulted in a 14% rise in those achieving a standard pass in EM. Number of PP students staying in 6th form more than doubled.		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 curriculum and as an alternative to exclusion	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 are supported to do so.	- 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	Data to follow	£66000 (staffing)	RKV