

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bodmin College
Number of pupils in school	1565
Proportion (%) of pupil premium eligible pupils	27.78
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was reviewed	December 2022
Date on which it will next be reviewed	November 2023
Statement authorised by	Emmie Seward-Adams
Pupil premium lead / Recovery Lead	Phil Walker / Laura Cloke
Governor / Trustee lead	Alan Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,645
Recovery premium funding allocation this academic year	£121,909
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£473,554

Part A: Pupil premium strategy plan

Statement of intent

At Bodmin College we have an unwavering commitment to improving the life chances of disadvantaged children through educational achievement. Our definition of disadvantaged children includes those who have suffered any disruption to their learning and development as a result of the Covid19 pandemic.

We aim to:

- Improve outcomes for all students focusing on closing the gap between advantaged and disadvantaged students.
- Secure the buy-in of the students, staff, parents and governors.
- Share progress and plans with all stakeholders.
- Implement a Pupil Premium and Recovery Strategy based on the needs of our students.
- Promote honest evaluation of progress towards intended activities and outcomes.

We pride ourselves in having honest reflection, open data sharing and a belief that all students and staff at Bodmin College can improve no matter where they are in their journey.

Fostering good relationships and a sense of belonging are key to ensuring all students are valued.

EVERY INTERACTION IS AN INTERVENTION

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of literacy, Numeracy and Oracy on entering Year 7 preventing good progress.
2	Poor progress rates of disadvantaged students.
3	Social, Emotional, Mental Health and Wellbeing (SEMH) is having a detrimental effect on academic progress.

4	Access and engagement with remote learning including homework and out of hours learning.
5	Disruption to student education due to Covid-19 lockdowns.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High levels of progress in literacy, numeracy and oracy for Year 7 pupils eligible for PP. Improvement in student's Reading, Writing and Communication skills resulting in increased progress and attainment against Fisher Family Trust (FFT) targets.	Student's development of a wider vocabulary and greater confidence in communicating both written and orally.
Improved rates of progress across KS3 and KS4. Disadvantaged students identified as not making progress at each data capture will have a specific plan to address the difficulties affecting progress.	Monitoring of progress in accordance with intended flight path and outcome. IEP intervention in place and working. Student's meeting or exceeding their FFT targets.
Social, Emotional, Mental Health and Wellbeing needs are met within the school to support ongoing progress and attainment.	Reduction in behaviour incidents linked with SEMHW. Increased attendance and attainment in line or better than expected for targeted PP students.
Increased parental and student engagement with learning. Improved home learning environments. Increased aspiration from parents and students.	Improved quality of work produced at home. Student's meeting or exceeding their FFT targets.
Target academic support to improve progress using structured interventions such as small group tuition and one-to-one support.	Every student, regardless of age, circumstances or postcode, receives the education, opportunities and outcomes they deserve.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £245,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching which takes into account the individual needs of learners experiencing different barriers to learning.	DfE, EEF and Sutton Trust recommendations state that high quality teaching and learning has the highest level of impact on student attainment. High Quality First Time Teaching for all students improves knowledge, understanding and confidence, which will result in increased progress and attainment against Fisher Family Trust (FFT) targets.	1, 2, 5
Mastery teaching in English.	The Mastery Curriculum has gained national acclaim and an initial EEF empirical study showed that under the English Mastery approach students made more progress than through the standard English curriculum. EEF recommendations suggest that Mastery teaching can lead to five months progress. Teaching a mixture of Mastery SOWs as well as our own SOWs for KS3 has proven beneficial for our students and their needs. Bodmin SOW still follow a similar set up as the Mastery SOW, which ensure success for students.	1, 2, 5
New curriculum in Maths.	This curriculum is the result of extensive research. It moves away from the White Rose mastery towards an approach that represents true mastery. The EEF state that it is important to 'ensure that new material being covered builds on secure foundations' which is the intent of a mastery curriculum. This is at the heart of the new curriculum which will be gradually implemented across all of KS3 and KS4.	1, 2, 5
Additional Staff in English and Maths.	Smaller group sizes allow teachers to circulate more efficiently and facilitate deep learning opportunities. They also enable teachers to have sufficient time to support all learners. Learners perceive larger classes as a barrier to effective teaching and learning. EEF evidence suggests whilst smaller class sizes in general has a limited effect, reducing class sizes to fewer than 15-20 students can result in three months' additional progress for pupils, with larger/clearer impact classes smaller than 15.	2, 5
Expand the role of Pupil Premium Champions. Departmental responsibilities for the leadership and	Spreading the leadership of PP student gives individual departments ownership of aspects of the PP strategy and a collective approach to monitoring progress.	2

monitoring of PP students in each subject area.		
Whole school Literacy Policy.	Disadvantaged students leave primary school below the expected standard for reading and writing. The National Literacy Trust states that the literacy agenda sits at the heart of the desire to improve personal wellbeing, create safer and stronger communities and the drive to future economic success.	1, 2, 3
High quality marking and feedback. New M&F policy development.	The EEF toolkit suggests that high quality feedback is an effective way to improve attainment. John Hattie and Helen Timperley's <i>The Power of Feedback</i> , it invites us to consider three types of information we might provide students: What students' goals are: "Where am I going?" What students have achieved: "How am I doing?" What changes are needed: "Where next?"	1, 2, 3, 5
Additional Assessment time.	EEF guidance suggests that 'providing pupils with high quality feedback, building on accurate assessment is likely to be a particularly promising approach to catching up.	1, 2, 5
Whole staff CPD focused on Quality First Teaching. Introduce and implement the Bodmin College Principles of Learning.	Guidance from the EEF suggests that providing opportunities for professional development- for example, supporting curriculum planning or focused training on innovative teaching and learning including the effective use of technology- is likely to be valuable in supporting students to catch up post Covid.	1, 2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £136,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re introduce Academic Boards Meetings for each year group following data capture focused on PP students with Working Towards progress grades. Following Assess, Plan, Do, Review model.	Student centred planning to identify barriers to learning and making progress will enable teachers to address the difficulties students are having in the classroom. This process will inform each teacher's planning, delivery and CPD needs as well as providing information for future Pupil Premium Strategies and targeted recovery interventions.	2, 5
Secondary Ready (Literacy Support).	As groups are small, the lessons can be highly personalised and directly address students' needs. The curriculum is flexible, so more time can be spent on areas of need including those studied during the school closure. The EEF shows that such small group work can increase students' progress by 4 months.	1, 2, 5
Additional HLTA Support in Lower Sets in English (including phonics support)	The EEF shows an increase in progress of 4 months for students who undertake phonics. Our	1, 2, 5

	college analysis shows that phonics continually to improve students' reading abilities.	
Paired reading.	Literacy is the key to the curriculum. The ability to read well enables students to access other areas of the curriculum, extend their vocabulary and feel confident in their involvement with class discussion.	1, 2, 3, 5
Specialist Face-to-Face Small Group Tutoring in: <ul style="list-style-type: none"> • Literacy • All EBACC subjects 	<p>The EEF suggest that staff should be well trained and highly qualified.</p> <p>With a qualified teacher having an overview of the whole school literacy needs it is a deliberate approach to make improvement in this area.</p> <p>Specialist Maths and Science tutoring has proved to be highly successful in addressing gaps in student learning.</p> <p>Utilising teachers who do not have a tutor group to provide support to disadvantaged students in EBACC subjects. These groups are small, the lessons can be highly personalised and directly address students' needs including any gaps in their understanding from school closures.</p>	1, 2, 5
Nurture provision.	Students with attachment difficulties will not be able to engage with learning. Attachment disorder can affect attention, hyper activity, self-control and anxiety. Students will not be able to make academic progress until such attachment needs can be met.	1, 3, 5
Counselling.	<p>As educators, we need to ensure that our students' sense of safety and other basic needs are met before we can make significant impact on their learning.</p> <p>Student can become more ready to learn by addressing attachment difficulties and developing better self-regulation and coping strategies.</p>	3
Alternative Provision.	Students need a variety of learning environments in order to make progress. This includes undertaking a range of practical activities to support student progress.	3
Use of Assessment tools – GL Dyslexia Screener and Cognitive Abilities Test (CAT4).	Students experiencing barriers to learning may also have cognition and learning difficulties. Issues relating to Verbal and Non Verbal reasoning can effect a student's ability to learn and will hinder progress. In the absence of KS2 SATS this will be an invaluable data source for benchmarking and baseline assessment.	1, 2, 3, 5
Loan of ICT equipment.	Many students have limited access to ICT equipment and broadband connectivity at home. The DfE Laptops for Schools initiative has helped in extreme cases and the most disadvantaged students have been highlighted for involvement in the initiative. Further development of the loan scheme will enhance the effectiveness of disadvantage students in accessing remote learning.	2, 3, 4, 5
Digital Literacy Support for students (and parents)	EEF: Monitoring how technology is being used including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.	1, 2, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Support Worker.	The 2019 Indices of deprivation indicates that students that live in two wards served by Bodmin College are in the most deprived neighbourhoods in the country. With this level of deprivation come social, emotional and mental health difficulties that affect readiness to learn.	3
Employment of Family Education Coordinator and Family Support Worker.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	3, 4
Further develop 'I BELONG' @ Bodmin College. To create a sense of ownership and pride in being part of Bodmin College.	BELONGING IS POWERFUL regardless of barriers to learning. Relationships count. EVERY INTERACTION IS AN INTERVENTION At the heart of Bodmin College is a deep commitment to learning and the development of a learning community based on personal support in a caring environment. This school is based in a locality in which the community care deeply about the young people and the area in which they live. We are special in that we are absolute and resolute about inclusion; we are absolute and resolute about the requirement to provide brilliant care and support; we are absolute and resolute about attaining academic success, and; we are absolute and resolute about developing an environment that nurtures aspiration and cultures innovation and creativity. Every person matters and is important at Bodmin College.	3, 4
Employability Hub.	The Employability Hub is a dedicated room resource where students are able to drop in and seek practical advice on finding part and full time work as well as volunteering opportunities. With excellent local community contacts, we endeavour to motivate and provide support to those who lack in confidence and aspiration.	2, 3, 4
Next Steps South West (NSSW)	NSSW is part of the OFS formerly NCOP and identifies students in Y9-13 from areas of low HE uptake (POLAR 1 and 2 quintile) and targets these students to provide a variety of experiences and outreach to engage and overcome barriers to HE.	2, 3, 4
Enhanced year 7 transition including summer school	To hold a summer school for prospective year 7 intake students will aid transition from KS2 to KS3 This will help to build relationships and avoid anxiety / misconceptions about the move to secondary school.	1, 2, 3, 5
Year 11 enrichment and transition curriculum.	Holding taster sessions and enrichment activities in the courses available to them in KS5 will help students to make an informed choice in terms of options linked to their future pathways.	1, 2, 3
Financial support to enhance cultural capital.	Some students have a narrow experience outside of school. Providing additional opportunities is an	3

	important step in enhancing students experience beyond the curriculum.	
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Total budgeted cost: £474,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Pupil Premium Strategy for 2021 to 2024 was reviewed and updated in December 2022. The next formal review will take place in December 2023 and is subject to ongoing developments throughout the year. The current 3 year plan, which is now integrated with the Recovery Plan, is now in it's second year and some amendments have been made to the plan in light of the College Improvement Plan.

The following table shows the attainment gap between disadvantaged and non-disadvantaged.

Attainment 8 Score						
	2018	1019	2020	2021	2022	Predicted 2023
Pupil Premium	30.35	34.73	31.23	32.72	26.21	34.15
Non Pupil Premium	45.38	45.51	46.39	50.78	39.46	42.62
Pupil Premium Gap	-15.03	-10.78	-15.16	-18.06	-13.25	-8.47

We have faced significant disruption to teaching and learning during the pandemic that has led to the widening of the gap in 2020 and 2021.

The results from 2022 show how the gap has narrowed following the pandemic and is much closer to where we were in 2019. The latest data capture suggests that the gap will be closed further in 2023 based on current predicted grades in year 11.

These figures are based on attainment at GCSE and not progress. It is also worth noting that the 2020 attainment 8 figures were based on teacher assessment and that the figures for 2021 were based on Teacher Assessed Grades (TAGs).

The main focus of both previous and current PP strategies is Quality First Teaching. The Bodmin College Principles of Learning have been the main focus of Continued Professional Development (CPD) for staff and have had significant impact to teaching and learning. Do Now activities are a feature of all lessons at Key Stage 3 and 4. All lesson content including classwork and homework is available to students via Satchel One the online learning platform.

The DfE Laptops for Schools initiative has been highly successful with over 250 laptops being lent to students through the scheme. The logistics and administration of the laptop scheme has been complex and time consuming for all the staff involved. This

continues to be the case as the laptops have needed to be recalled for essential software changes and then reissued to the students.

Academic Board meetings have been reintroduced following each Data Capture. These focus on targeted intervention for Pupil Premium students who have significant Working Towards progress grades. Academic Board Meetings are attended by key pastoral and academic staff to establish appropriate intervention strategies that are working and suggest additional programs that students would benefit from.