

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1564
Proportion (%) of pupil premium eligible pupils	29.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was reviewed	July 2024
Date on which it will next be reviewed	July 2025
Statement authorised by	Claire White
Pupil premium lead / Recovery Lead	C Foster
Governor / Trustee lead	Local Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361,215
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£361,215

## Part A: Pupil premium strategy plan

### Statement of intent

**Bodmin college has recently joined the Cornwall Education Learning Trust (CELT) having become part of the Multi Academy Trust (MAT) in June 2023.**

**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. Progress 8 scores for PP students are significantly below non PP students which needs to be addressed.**
- Secure the buy-in of the students, staff, parents and governors. The PP lead together with other key staff will work with stakeholders to support PP students on their educational journey.**
- Share progress and plans with all stakeholders.**
- Implement a Pupil Premium and Recovery Strategy based on the needs of our students with particular focus on Attendance and Engagement.**
- 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 resulting in low outcomes.
3	Social, Emotional, Mental Health and Wellbeing (SEMH) is having a detrimental effect on academic progress.
4	Access and engagement with learning including homework and out of hours learning for students and parents. t
5	Attendance

## 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 all PP students. 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. Tutor reading program embedded in tutor time. Improved reading age assessments.
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. Individual student mentoring. 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 SEMH. New behaviour policy. 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.
PP students to reach attendance at or above 94%.	Analysis of daily attendance data. PSW intervention and pick ups for low attenders. See attendance action plan.

## 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: £200,000

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, 4
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, 4
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, 4
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, 4
Establish Pupil Premium Champion for Year 11 cohort.	Close monitoring of progress for each PP student will ensure that they feel supported and have a 'go to' member of staff that will help remove any barriers to progress.	1, 2, 3, 4

Establish individual PP mentors for all Year 11 PP students.		
Establish 1-5 tier grid for PP students	This approach has been highly successful across the secondary schools in CELT. Using a wide range of indicators PP student are put into tiers according to level of need.	1, 2, 4
Establish whole school reading Policy in tutor time. Establish Discover, Discuss and Decide (DDD) program in tutor time.	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, 4
High quality marking and feedback	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, 4
Additional Assessment time. Establish robust practice in delivery of PPEs.	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, 4
Whole staff CPD focused on Quality First Teaching. 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, 4

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

Budgeted cost: 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed tracking system of PP student progress.	Following the system in place in other CELT secondary schools using a 5 tier approach in terms of level of need. PP lead, year 11 PP champion, HOY, AHOY to work with PP students to ensure academic success. PP student progress shared with all staff will ensure no student is over looked. Each year 11 PP students will have an individual mentor to assist with supporting their student	2, 3, 4, 5
Secondary Ready (Literacy Support).	As groups are small, the lessons can be highly personalised and directly address students'	1, 2, 4

	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.	
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 college analysis shows that phonics continually to improve students' reading abilities.	1, 2, 4
Whole school reading program in tutor time. Establish DDD in tutor time.	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, 4
Specialist Face-to-Face Small Group Tutoring in: <ul style="list-style-type: none"> <li>Literacy</li> <li>All EBACC subjects</li> </ul>	<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, 4
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, 4
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
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

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

Budgeted cost: £66,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Establish new behaviour policy and practice.	Following the policy and practices established in other CELT secondary schools where the behaviour has improved significantly. (See separate behaviour policy).	3, 4, 5
Establish new attendance policy and practice.	Following the policy and practices established in other CELT secondary schools where the attendance has improved significantly. (See separate attendance policy).	3, 4, 5
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 students. Particular emphasis on students with a high level of need (Greenfield ARB).	3, 4
Further develop 'I BELONG' @ Bodmin College.  To create a sense of ownership and pride in being part of Bodmin College.	<b>BELONGING IS POWERFUL regardless of barriers to learning.</b> <b>Relationships count.</b> <b>EVERY INTERACTION IS AN INTERVENTION</b> 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, 5
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
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 important step in enhancing students experience beyond the curriculum.	3, 4, 5

**Total budgeted cost: £361,215**



## 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 2023. The next formal review will take place in December 2024 and is subject to ongoing developments throughout the year. The current 3 year plan is now in its third year and some amendments have been made to the plan in light of the College Improvement Plan and changed significantly following the joining of Cornwall Education Learning Trust (CELT).

A new tiering system for PP students has been established in line with the practice of other CELT schools and based on individual student needs. This has led to a sharp focus on targeted intervention for all year 11 PP students who now have personal mentors to support them in their academic progress. This system will be cascaded to other year groups throughout the year.

PP student outcomes for 2023 were disappointing and the progress 8 score for our disadvantaged students was - 0.99. This is something that is being addressed with help from the CELT school improvement team and colleagues from our CELT partner schools.

The strategic plan for raising the bar in terms of behaviour and attendance are being implemented and have already had significant impact on teaching and learning.

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. All lesson content including classwork and homework is available to students via Class Charts the online learning platform.