

## Pupil premium strategy statement: (secondary)

1. Summary information					
<b>School</b>	Bodmin College				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£331,385	<b>Date of most recent PP Review</b>	Oct 2020
<b>Total number of pupils</b>	1525 (1208 without 6 <sup>th</sup> form)	<b>Number of pupils eligible for PP</b>	462 (397 without 6 <sup>th</sup> Form)	<b>Date for next internal review of this strategy</b>	March 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Progress 8 score average</b> (from 2019/20)	N/A	N/A
<b>Attainment 8 score average</b> (from 2019/20 based on teacher assessed outcome)	31.23	46.39 (N/A)
<b>Progress 8 score average</b> (from 2020/21)	To be added after full AP	
<b>Attainment 8 score average</b> (from 2020/21)	data drop December 2020	

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>	Low levels of literacy, Numeracy and Oracy on entering Year 7 preventing good progress.
<b>B.</b>	Access to the curriculum.
<b>C.</b>	Social, Emotional, Mental Health and Wellbeing (SEMH) is having a detrimental effect on academic progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Access and engagement with remote learning during COVID – 19 Pandemic.

<b>4. Intended Outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<i>Success criteria</i>
<b>A.</b>	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.
<b>B.</b>	Improved rates of progress across KS3 and KS4. Disadvantaged students identified as not making progress at each assessment point will have a specific plan to address the difficulties effecting progress.	Monitoring of progress in accordance with intended flight path and outcome. Student's meeting or exceeding their FFT targets.
<b>C.</b>	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.
<b>D.</b>	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.

## 5. Planned expenditure

Academic year

2020/21

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality First Teaching which takes into account the individual needs of learners experiencing different barriers to learning.	A. Improved Year 7 literacy/numeracy/oracy progress. B. Improved participation in learning activities resulting in increased progress and attainment.	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.	CPD focus on Power Of Six – Mind The Gap. Themed learning walks – Mind The Gap. Lesson observations. Coaching conversations. Data analysis.	JAG PJW SV	Ongoing monitoring throughout the academic year.  (End of year review July 2021)
Mastery teaching in English and Maths.	A. Improved Year 7 literacy/numeracy/oracy progress. A. Improved attainment against FFT targets. B. Improved rates of progress in KS3 and KS4.	EEF recommendations suggest that Mastery teaching can lead to five months progress.	Lead staff in each department. Monitoring progress within departments from lead staff through lesson observations, learning walks and department meetings. External support.	BJE SN	Ongoing monitoring throughout the academic year. Analysis of progress at Assessment Points (AP) and Academic Boards throughout the year.  (End of year review July 2021)
Additional Staff in English and Maths	B. Improved rates of progress across KS3 and KS4	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.	Reduced group sizes in English and Maths. CPD focus on Power Of Six – Mind The Gap. Themed learning walks – Mind The Gap. Lesson observations. Coaching conversations. Data analysis.	BJE SN	Ongoing monitoring throughout the academic year. Analysis of progress at Assessment Points (AP) and Academic Boards throughout the year.  (End of year review July 2021)

Departmental responsibilities for the leadership and monitoring of PP students in each subject area.	B. Improved rates of progress across KS3 and KS4	Spreading the leadership of PP student gives individual departments ownership of aspects of the PP strategy and a collective approach to monitoring progress.	Monitoring of progress in individual subjects and holistically through departmental Curriculum Team meetings, assessment points, data analysis and Academic Board Meetings.	PJW BJE HA SN CXO Department PP Reps	Ongoing monitoring throughout the academic year.
Whole school Literacy Policy.	A. Improved Year 7 literacy/oracy progress. A. Improved attainment against FFT targets. B. Improved rates of progress in KS3 and KS4. C. Improved Social, Emotional, Mental Health and Wellbeing.	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.	Ensure all lessons have an explicit focus on literacy as part of a non-negotiable element of the college's Power Of Six approach to Teaching and Learning. Extensive development of wider vocabulary in every day conversation as well as subject specific language. Whole school CPD on Power Of Six. Literacy Staff Handbook.	DM HA	Ongoing monitoring through lesson observations, learning walks and Academic Board review meetings.  (End of year review July 2021)
High quality marking and feedback.	A. Improved Year 7 literacy/oracy progress. A. Improved attainment against FFT targets. B. Improved rates of progress in KS3 and KS4. C. Improved Social, Emotional, Mental Health and Wellbeing.	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?"	Whole school Marking and Feedback policy. Power of Six – marking and feedback. Learning Walks. Coaching conversations. Targeted CPD.	JAG	Ongoing monitoring throughout the academic year.  (End of year review July 2021)
<b>Total planned expenditure (section i)</b>					£88,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>

<p>Academic Boards – Assess, Plan, Do, Review.</p> <p>Use of Student Passports.</p>	<p>B. Improved rates of progress across KS3 and KS4. Disadvantaged students identified as not making progress at each assessment point will have a specific plan to address the difficulties effecting progress. This information will feed into the student's passport.</p>	<p>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.</p>	<p>Additional statements added to disadvantaged student's Assessment Point (AP) records for those who have a progress grade of Working Towards. Academic Board review meeting will follow each data drop to gain a holistic view of the barriers each student has across all subject areas. This will facilitate better planning for individual student needs. Progress will be reviewed at each AP and information obtained will be recorded in student passports. Passports will include additional information including: Attendance Behaviour and achievement Reading age Attainment on entry Current assessment data Strategies for inclusion Assess, Plan, Do, Review comments</p>	<p>PJW HI BJE SN CXO DB</p>	<p>Ongoing monitoring throughout the academic year. AP 1 – Year 9 focus in English, Maths and Science. AP 2 – Year 9 All subjects. AP 3 – Year 7-10 All subjects.  (End of year review July 2021)</p>
<p>Nurture provision.</p>	<p>A. Improved Year 7 literacy/numeracy/oracy progress. C. Improved Social, Emotional, Mental Health and Wellbeing.</p>	<p>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.</p>	<p>Students identified as having attachment difficulties that effect their readiness for learning will undertake a bespoke programme based on identified gaps in development using a Boxhall Profile. Student will become ready to learn by addressing attachment difficulties and developing better self-regulation and coping strategies.</p>	<p>CSS CJH</p>	<p>Ongoing throughout the academic year.</p>
<p>Counselling.</p>	<p>C. Improved Social, Emotional, Mental Health and Wellbeing.</p>	<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>Students identified as having SEMHW difficulties can be referred for counselling via the Pastoral Lead, Head of Year or Pastoral Support Worker. Students will undergo a programme of counselling designed to address barriers that effect a student's readiness to learn.</p>	<p>CAL SCG J Philp</p>	<p>Ongoing throughout the academic year.</p>
<p>Alternative Provision.</p>	<p>C. Improved Social, Emotional, Mental Health and Wellbeing.</p>	<p>Students need a variety of learning environments in order to make progress. This includes undertaking a range of practical activities to support student progress.</p>	<p>Bespoke programme of activities planned based individual need of students who have difficulty accessing the curriculum. This could include: The Journey Centre. Work skills for students. Referral to HUGS.  Focus visits from School Improvement Partner (SIP)</p>	<p>CAL LSG (KS3) SK (KS4) SIP</p>	<p>Ongoing throughout the academic year.</p>

Use of Assessment tools – GL Dyslexia Screener and Cognitive Abilities Test (CAT4).	A. Improved Year 7 literacy/oracy progress. B. Improved rates of progress in KS3 and KS4. C. Improved Social, Emotional, Mental Health and Wellbeing.	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.	Year 7 students will receive dyslexia screening to establish any dyslexia tendencies along with identifying other areas of need. CAT4 assessments will be taken by year 7 students on the Record of Need to help establish strategies for use in the classroom.	PJW CJH	Ongoing throughout the academic year.
Remote Learning CPD for all staff.	D. Increased parental and student engagement with learning.	Access and engagement with remote learning during COVID – 19 Pandemic.	Staff will engage fully with MS Teams Remote Learning training and master the skills necessary to support student progress during covid19.  All staff familiar with and able to do the following:  • Create and use mini pre-recorded episodes to support T&L • Deliver live recorded sessions • Create and use PowerPoint audio to support T&L  Set as whole staff Performance Management target.	SA JAG KM	Set as whole staff Performance Management target for 2020/21.
Implementation of the DfE Laptops for Schools initiative.	D. Increased parental and student engagement with learning. Improved home learning environments. Increased aspiration from parents and students.	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.	Criteria for allocation of laptops in place. Home / school agreement contract signed by parents. Laptops distributed and in use both at home and in classroom. Monitoring of use and impact of laptops throughout the year.	CAL PJW CSS SJC SHS	Ongoing throughout the academic year.  Equipment recall checks made on rotation.
<b>Total planned expenditure (section ii)</b>					£151,154
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
Employment of Pastoral Support Worker.	C. Improved Social, Emotional, Mental Health and Wellbeing.	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.	Weekly meetings with Pastoral lead, Pastoral Support Worker, Heads of Year and SENDCo providing opportunity to discuss individual students in relation to attendance, behaviour and involvement from outside agencies and professionals.	CAL SCG CSS	Ongoing throughout the academic year.

Employment of Family Education Coordinator and Family Support Worker.	C. Improved Social, Emotional, Mental Health and Wellbeing. D. Increased parental and student engagement with learning. Improved home learning environments. Increased aspiration from parents and students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of students is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour and whether improvements in behaviour translate into improved attainment.	CAL CSS KXL LFK	Ongoing throughout the academic year.
Introduce 'I BELONG' @ Bodmin College.  To create a sense of ownership and pride in being part of Bodmin College.	C. Improved Social, Emotional, Mental Health and Wellbeing. D. Increased parental and student engagement with learning. Increased aspiration from parents and students.	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.	This will enhance the caring nature of the staff and students at the college by celebrating involvement in something that is bigger than the sum of its parts. Care for the community. Care for the environment. Care for each other. 'I BELONG' @ Bodmin College should gender a sense of ownership and togetherness that complements the college ethos and promotes pride in every aspect of what it means to be part of the college.  Promotional launch through assemblies, poster campaign and online.	PJW SA JAG CAL	Ongoing throughout the academic year.  Promotional launch Feb 2021.
Employability Hub	B. Improved rates of progress in KS3 and KS4. C. Improved Social, Emotional, Mental Health and Wellbeing. D. Increased parental and student engagement with learning. Increased aspiration from parents and students.	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.	Students are able to access the Employability Hub at tutor, lunch and break time. AXP is in situ to give advice on how to look for part-time employment and volunteering opportunities. Guides on how to write CV's, covering letters and speculative emails are also available as is a regularly updated apprenticeship vacancy board.	AXP	Ongoing throughout the academic year.
Paired reading	A. Improved Year 7 literacy/oracy progress. B. Improved rates of progress in KS3 and KS4. C. Improved Social, Emotional, Mental Health and Wellbeing.	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.	Students identified as being behind and needing assistance with reading. Partnered with older students to facilitate reading for practice and pleasure in a secure and safe environment where they feel valued and nurtured. Focused reading sessions in tutor time every week for year 7, 8 and 9.	LN	Ongoing throughout the academic year.

Phonics	A. Improved Year 7 literacy/oracy progress. B. Improved rates of progress in KS3 and KS4.	Previous data shows that student involved with additional Phonics learning can make up to 5 years of progress.	Students tested and selected at beginning of year 7. Phonics lessons delivered during tutor time for 2 hours per work. Monitoring of progress in phonics and in English lessons.	LN BJE	Ongoing throughout the academic year.
1:1 support in English and Maths	A. Improved Year 7 literacy/oracy progress. B. Improved rates of progress in KS3 and KS4.	It is hard to underestimate the importance of helping young people to become proficient in English and Maths. The benefits of achieving good grades in both subjects are well documented and well understood. They are the gateway to further learning, to work, to being an active citizen and to being a lifelong learner. Without those skills and abilities, people are less likely to be able to maximise their talents, less able to achieve their ambitions and less able to make the contribution they want to.	Appropriate time and support is given to individuals to practise challenging topics, in and out of the classroom. Clear assessment process with clarity on marking schemes, enabling learners to prepare for exams and coursework assignments.	BJE SN CG	Ongoing throughout the academic year.
Next Steps South West (NSSW)	B. Improved rates of progress in KS3 and KS4. C. Improved Social, Emotional, Mental Health and Wellbeing. D. Increased parental and student engagement with learning. Increased aspiration from parents and students.	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.	Targeted opportunities that are evaluated and monitored through the NSSW central team at Plymouth University. Half termly review meetings with SLT lead.	DR SN	Ongoing throughout the academic year.
Financial support to enhance cultural capital.	C. Improved Social, Emotional, Mental Health and Wellbeing.	Some students have a narrow experience outside of school. Providing additional opportunities is an important step in enhancing students experience beyond the curriculum.	Individual consideration to be given on a case by case basis for students seeking financial support for opportunities that enhance their cultural capital. Links to curriculum areas, pre and post visit learning will be taken into account.  Loan of equipment including ICT.	SA PJW	Ongoing throughout the academic year.
<b>Total other approaches</b>					£92,419
<b>Overall planned expenditure</b>					£331,573
<b>Additional funding supplement required</b>					£188