

Review Statement

2017-18 was a year in which we consolidated some of the strategies used to support disadvantaged students whilst also improving our ability to monitor their effectiveness. Our feedback from Ofsted in November 2017 enabled us to re-focus our monitoring, whilst an official Pupil Premium Review, in July 2018, provided evidence that we have worked effectively in many areas of our strategy. Consequently, it was pleasing to see that we are beginning to close the gap for attainment and progress at Key Stage Four.

Although the majority of the strategy for 2017-18 focussed on improvements for Year 11 students, particularly in English and Maths, work has been ongoing in Key Stage Three and developing in Key Stage Five. It was therefore pleasing to see an improvement in the percentage of disadvantaged students achieving in these key areas, particularly with regard to progress in Maths. Additionally, our youngest and most vulnerable students have benefited from additional funding to run our reading schemes and nurture group.

We continue to investigate the barriers to learning that affect our disadvantaged students. We understand that a holistic approach focussing on all Key Stages will enable a sustainable model to be developed.

This review discusses a narrow measure of 'disadvantaged', that which is defined by students who attract Pupil Premium funding. We are very aware that there are many students who are not only affected by poverty but are disadvantaged in their learning due to poor personal or parental mental health; drug use and domestic violence in the home; abuse; and being young carers. Where possible, we have included these students in our projects and interventions, although they are not included in the measures.

1. Summary information					
School	Bodmin College				
Academic Year	2017/18	Total PP budget	£316,030	Date of most recent PP Review	August 2018
Total number of pupils	1481 1142 (without sixth form)	Number of pupils eligible for PP	398 (35%) NA = 27.7%	Date for next internal review of this strategy	December 2018

Current attainment									
	2016-17 (includes ECDL)			2017-18			National Average 2016-17		
	Disadvantaged Students	Other Students	In School Gap	Disadvantaged Students	Other Students	In School Gap	Disadvantaged Students	Other Students	National Gap
% achieving 5+ in English and Maths	20	28	8 ●	22	42	20 ●	25	49	24
	19	27	8 ●	18	41	23 ●			
% achieving 4+ in English and Maths	33	50	17 ●	37	63	26 ●	44	71	27
	31	49	18 ●	31	62	31			
Progress 8 score average	-0.51	+0.12 ●	0.63	-0.60	-0.20	0.40 ●	-0.40	+0.11	0.51
	-0.55	+0.10	0.65	-0.74	-0.21	0.53			
Attainment 8 score average	35.4	45.0	9.6 ●	33.9	46.0	11.1 ●	37.0	49.8	12.8
	33.8	44.2	10.4 ●	29.6	45.2	10.7 ●			

Key:

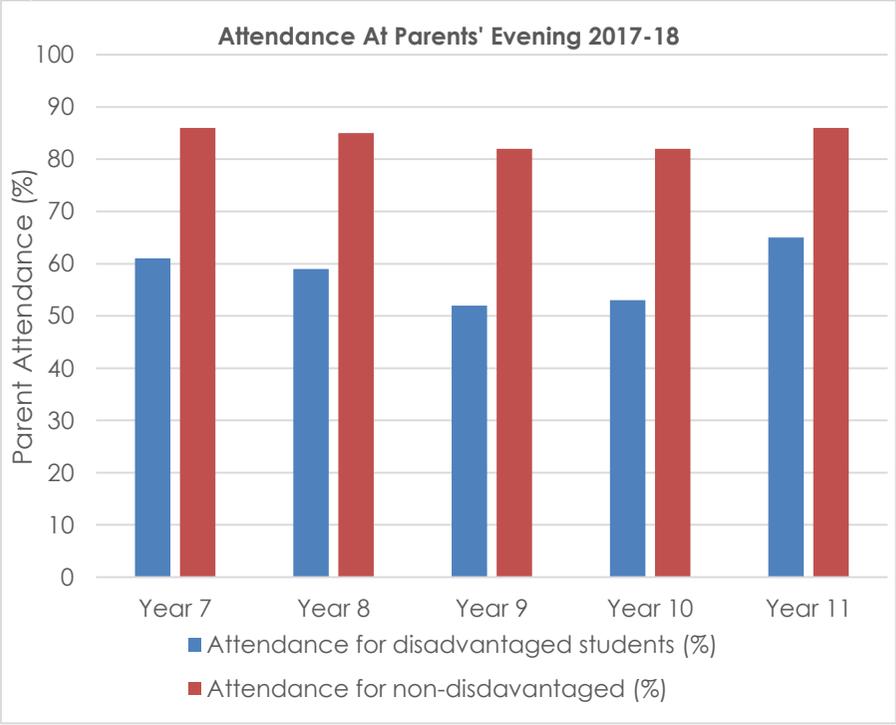
Without Greenfield	With Greenfield
With Greenfield	

2016/17: In Year 11 there were 6 Greenfield students (3% of cohort), 3 of whom qualified for the Pupil Premium (5% of PP cohort)
 2017/18: In Year 11 there were 11 Greenfield students (5% of cohort), 8 of whom qualified for the Pupil Premium (16% of PP cohort)
 ● Shows data that outperforms the national average (2016-17)

1. Barriers to future attainment (for pupils eligible for PP)
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>
A. Poor attainment on entry in English and Maths compared to non-disadvantaged students
B. Low aspirations and consequently lower motivation to succeed
C. Fewer opportunities to experience different cultures, environments and people
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>
D. Difficulty in purchasing school equipment and uniform
E. Problems with attachment and building strong social relationships

2. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria	Actual Outcome
A.	Attainment 8 and Progress 8 scores for disadvantaged students are not lower than the national average.	Attainment 8 and Progress 8 scores for disadvantaged students are not lower than the national average.	The Attainment 8 scores for disadvantaged students remained reasonably constant compared to last year. Additionally, the in-school gap remained smaller than the gap nationally. The progress 8 score was particularly affected by Greenfield students who had KS2 results but were rightly entered for few GCSE qualifications. Nonetheless, the in-school gap remained lower than that of the national average.
B.	The percentage of disadvantaged students achieving grades 4+ and 5+ in English and maths are not lower than the national average.	The percentage of disadvantaged students achieving grades 4+ and 5+ in English and maths are not lower than the national average.	The percentage of disadvantaged students who achieved 5+ in English and maths GCSE increased for all students. Those achieving 4+ in GCSE English and maths also increased. In both these measures the in-school gap was less than the national gap.

Intended outcomes (specific outcomes and how they will be measured)		Success criteria	Actual Outcome		
C.	Disadvantaged students to achieve 96% attendance in Years 11 to 7. Fewer exclusions for these students than 2016/17.	Disadvantaged students to achieve 96% attendance in Years 11 to 7. Fewer exclusions for these students than 2016/17.	Disadvantaged students achieved an average attendance of 93.0% compared to non-disadvantaged students who achieved 94.8%. There is a gap of 4.8% between the percentage of students who are persistently absent in both groups. Excellent progress was made in increasing overall attendance for disadvantaged students from 2016-17 to 2017-18 (see table).The overall in-school attendance gap is just 1.8%. The percentage of incidents where disadvantaged students were subject to fixed term exclusions rose from 39% in 2016-17 to 2017-18.		
				Average attendance for disadvantaged students (%)	
				2016-17	2017-18
			Year 7	94.8	94.5
			Year 8	92.3	93.7
			Year 9	91.6	92.6
			Year 10	93.2	92.3
			Year 11	88.6	95.5

Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria	Actual Outcome																		
D.	Increased attendance of 'disadvantaged parents' at parents' evenings and other events.	<p>Although the attendance of parents of disadvantaged students rose in 2017-18, it remains well below the other parents. Consequently, this remains a target for improvement.</p>  <table border="1"> <caption>Attendance At Parents' Evening 2017-18</caption> <thead> <tr> <th>Year</th> <th>Attendance for disadvantaged students (%)</th> <th>Attendance for non-disadvantaged (%)</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>61</td> <td>86</td> </tr> <tr> <td>Year 8</td> <td>59</td> <td>85</td> </tr> <tr> <td>Year 9</td> <td>52</td> <td>82</td> </tr> <tr> <td>Year 10</td> <td>53</td> <td>82</td> </tr> <tr> <td>Year 11</td> <td>65</td> <td>86</td> </tr> </tbody> </table>	Year	Attendance for disadvantaged students (%)	Attendance for non-disadvantaged (%)	Year 7	61	86	Year 8	59	85	Year 9	52	82	Year 10	53	82	Year 11	65	86
Year	Attendance for disadvantaged students (%)	Attendance for non-disadvantaged (%)																		
Year 7	61	86																		
Year 8	59	85																		
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Year 10	53	82																		
Year 11	65	86																		

3. Expenditure				
Academic year		2017/18		
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				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome
Improved outcomes in KS4 English.	1. Increased time in English lessons at KS3 and in Year 11.	More time and increased numbers of classes with high quality teaching to reflect that given at KS1 and KS2. This will include time that allows staff to explore and explain the wider context of English with students. This was recommended by the Regional School Commissioner's Education Adviser in Spring 2017 and also seen as effective in the NFER report (2015) on supporting the attainment of disadvantaged students.	The new department monitoring system will monitor the quality of teaching and learning, intervening where necessary. Regular assessments will identify where students are having difficulty.	Academic board meetings were changed in October 2017 to focus specifically on disadvantaged students. This enabled Heads of Department to maintain a focus on the progress on these students throughout the academic year. College monitoring showed impressive work scrutinies in English and maths as well as sound observation outcomes. Consequently the percentage of students achieving grades 4+ and 5+ increased in both English and Maths. Furthermore the in-school gap outperformed the national average.
Improved outcomes in KS4 Maths.	2. Increased time in Maths lessons at KS3 and in Year 11.			
Focused revision in core subjects.	3. Holiday revision days for Maths and English.	To provide focused revision with specialist staff to support students close to their exam dates. This was seen as providing an additional 2 months progress for students by the Sutton Trust (2017).	Overseen by Heads of Department in English and Maths.	Although the 21% (English) and 27% (maths) indicated an improvement in the attendance of disadvantaged students at these revision classes, it remains low. Given the difficulties in improving attendance amongst disadvantaged students during holiday periods, we have refocused this objective towards meaningful revision in term time.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome	
High quality CPD to improve the quality of teaching and learning.	4. INSET given to supporting vulnerable students within the classroom.	High quality teaching leads to high quality learning – this is improved by understanding the barriers faced by individuals and groups of students and high quality teaching first was identified by NFER (2013) as a one of the most successful strategies for improving attainment for disadvantaged students.	Planning for CPD to take place using research-based evidence from within school and through recognised studies.	Whole staff CPD took place at the start of 2017-18. Using CPD Genie staff now have the opportunity to choose appropriate training and can be guided towards it. Evidence from College monitoring shows that disadvantaged students are recognised in classes.	
Improved progression to FE, HE, apprenticeships and employment.	5. Create an Employability Hub to provide information and support skills to improve quality and appropriate progression from KS4 and KS5.	Wards of the catchment are in the bottom 10% for deprivation in Education, Skills and Training and Adult Skills (Kinsman Estate and Monument Way) demonstrating low progression to FE and HE. Many households have adults with no FE or HE qualifications. Nationally there is little evidence to support that aspiration work will improve attainment, but internal evidence for HE aspiration activities has shown an increase in post-16 attainment. There is little available within school or locally to support progression to employment and training (unless through vocational subjects)	Overseen by Vice Principal with regular assessment by Employability Lead with World of Work Co-ordinator.	The hub began in January 2018 with its main use being for Year 12 and Year 13 Work Skills students (80% disadvantaged). Pleasingly, our enrolment of students from disadvantaged background into the Sixth Form, has risen to 18% and we now look to build upon this success.	
				Total budgeted cost	£117,500
				Total actual cost	£102,550

ii. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome
Improved social and emotional understanding for students with attachment difficulties.	6. 3 nurture group lessons, timetabled each week for selected students in KS3.	There is significant evidence from the Nurture Group Network that shows the effectiveness of this technique.	Led well by a new HLTA with support from other schools and overseen by the SENDCo	The Boxall Profile shows increased outcomes for disadvantaged students compared to others involved with Nurture Group sessions. In the Developmental Section others made 3 positive incremental points compared to disadvantaged students who made 4 positive incremental points. Similarly in the Diagnostic Section all groups made 4 positive points progress, showing that the continually widening gap was halted in 2017-18.
Improved reading ages at KS3.	7. Paired-reading – a peer approach using Y11 and Sixth Form students to read with KS3 students once a week. These are students with a lower than average reading age in September.	The Teaching and Learning Toolkit shows that Reading comprehension strategies add an average of 4 months progress to a student, whilst peer tutoring can add 5 months. Older students benefit from the opportunity to volunteer.	Reading ages are measured and reviewed regularly. The sessions are run effectively by an HLTA and overseen by the SENDCo.	Students undertaking paired reading improved their reading ages over the year. Overall disadvantaged students benefitted the most from this, with an improvement of 7.5 months in Year 9 and 8.8 months in Year 8.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome
Improved literacy at KS3.	8. Synthetic Phonics for students with reading ages that are significantly below average. This runs alongside with KS3 English lessons.	The Sutton Trust shows an increase in progress of 4 months for students who undertake phonics. Our internal analysis demonstrates year-on-year improvement for these students.	Through the College Monitoring Programme including analysis of assessments, learning walks and observations.	Both disadvantaged and non-disadvantaged students benefitted from this approach. However, disadvantaged students made the greatest progress with an average improvement in reading age of 15.3 months
For EAL students to have a good understanding of English.	9. An EAL specialist HLTA works regularly with EAL students in small groups and individually, to improve their understanding of English.	Without a good grasp of English, students struggle to access the curriculum across the college. Specialist work from when they join the school allows them to learn basic English and then specialise according their subject choices.	Through the College Monitoring Programme including analysis of assessments, learning walks and observations.	There were no EAL students requiring this support during 2017-18.
A reduction in exclusions and improved attendance.	10. Utilise behaviour support staff and strategies, e.g. EOS, CHES Occupational Skills, Journey Centre, etc.	The EEF and Sutton Trust found that behaviour interventions alone could improve the progress of a student by 4 months. By using self-regulation and metacognition strategies with young people such as this has been seen to improve their progress by 8 months.	Through close monitoring by SENDCo and the oversight of SLT member responsible for pastoral learning.	Disadvantaged students achieved an average attendance of 93.0% compared to non-disadvantaged students who achieved 94.8%. There is a gap of 4.8% between the percentage of students who are persistently absent in both groups. Excellent progress was made in increasing overall attendance for disadvantaged students from 2016-17 to 2017-18 (see table in 2C). The percentage of incidents where disadvantaged students where subject to fixed term exclusions rose from 39% in 2016-17 to 2017-18.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome
To ensure Children in Care are supported and making progress.	11. A CiC Co-ordinator (non-teacher) supports these young people with their carers and the LA.	Over the past 3 years there has been a significant improvement in the progress of Children in Care as a result of consistent and supportive CiC Co-ordinator. There have been up to 17 of these young people in the College hence the need for a full time post.	Support and oversight from Teacher Responsible for CiC. Reports from different LAs are shared with us.	There were 11 students in care in 2017-18 of which 3 were in Year 11. 2 of these (Greenfield students) progressed to entry-level courses at a local college. One (non-Greenfield) has enrolled on our Work Skills programme. A Year 13 child in care has moved out of county and has obtained employment. The average attendance for these students was 95.2% (0.1% unauthorised).
To support students who are struggling to make progress in English and Maths.	12. 1:1 teachers are timetabled to support targeted students for 50-minute sessions once a week. And for an additional lesson each week in Year 11. The programme will usually run for a term per child, but may be extended if needed.	The Sutton Trust and EEF have shown that using 1:1 tuition effectively can improve progress for students by 5 months and small group learning as supporting progress by up to 4 months. Additionally, support in these subjects can have a positive effect where both numeracy and literacy are required in terminal examinations and coursework.	Overseen by Heads of Maths and English. Results shown in regular assessment analysis.	30 disadvantaged students from Year 11 took part in 2 or 3 weekly 30-minute sessions with a maths graduate. Of these 43% met or exceeded their target grade. 49 students (mainly disadvantaged) took part in small group English lessons at the start of the summer term. 22% of these students met or exceeded their target grade. 33% of disadvantaged English students, who undertook an additional English lesson per week, achieved their target grade.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome
To help more able students to prepare for their exams.	13. Targeted students work with a visiting consultant from Maximize to understand their learning styles and approaches to examinations.	The EEF and Sutton Trust identify learning styles work to have a +2 month effect on students' progress. Maximize have an excellent reputation in Education with many positive citations.	Arranged by the Vice Principal and reviewed in analysis of KS4 outcomes.	This strategy was abandoned in favour of PETXi – an intensive week of English and maths focussed on achieving 4+ and 5+ grades. Of the disadvantaged students, 54% achieved their target grade in English and 25% in maths.
Increased applications to FE and HE.	14. Aspirations Co-ordinators for KS4 and KS5 support disadvantaged students to access professions and further/higher education.	Wards of the catchment are in the bottom 10% for deprivation in Education, Skills and Training and Adult Skills (Kinsman Estate and Monument Way) demonstrating low progression to FE and HE. Many households have adults with no FE or HE qualifications.	Overseen by Vice Principal with regular audits and assessments of progression routes.	Early data indicated that 69% of Sixth Form leavers went on to continue in education.
Sixth Form students from disadvantaged backgrounds are supported to achieve on post-16 courses.	15. Regular support clinics are held by Teaching Assistants to offer academic support. Laptops are available for loan.	The College recognises that disadvantage continues to have an effect after Year 11. Recent graduates have been employed as TAs to provide the right level of support to enable students to tackle their work in the same way as others.	Arranged with Vice Principal and SENDCo in constant discussion with Head of Sixth Form. Student assessment will show the impact of this provision.	There is evidence to say that students appreciated and grew from the support that they were given. Of the two disadvantaged students who were assisted, one achieved their A Level target and one did not.
Total budgeted cost				£184,500
Total actual cost				£262,500

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome	
For students to be confident, healthy and happy.	16. Fund posts for school counsellors.	Improving social and emotional understanding was shown to have a +4 months effect by the Sutton Trust. In this area of the West Country it is vital that students are given wider opportunities to investigate their future as areas of the country are in the lowest 10% nationally for education and employment.	Counsellors are professionally trained and supported by the SLT pastoral lead., and undergo supervision with their own professional body. Measures of success are subjective but could be shown by increased outcomes at KS4 and KS5 as well as a decrease in exclusions.	50 students engaged with counselling through qualified school counsellors in 2017-18. Of these 50% were classed as disadvantaged, although many more would be considered deprived. This additional support is anecdotally contributing factor towards the rise in overall attendance of disadvantaged students.	
For disadvantaged students to have the same opportunities as others where financial barriers usually prevent them.	17. A Personal Support Fund is used to support students when they are in need of financial support.	Outdoor education, for example is seen to add up to 3 months to a students' progress. By paying for them to be involved in school camp, clubs and other activities allows them to have similar opportunities to others.	This is overseen by the Vice Principal and checked by The Principal.	This support cannot be seen to directly impact a students' progress. However 26 students were supported individually, many for trips and overnight activities.	
				Total budgeted cost	£14,030
				Total actual cost	£14,000

Activities that no longer require funding from the Pupil Premium budget (2018-19)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Outcome	Rationale for Removal
Improved progression to FE, HE, apprenticeships and employment.	Create an Employability Hub to provide information and support skills to improve quality and appropriate progression from KS4 and KS5.	Wards of the catchment are in the bottom 10% for deprivation in Education, Skills and Training and Adult Skills (Kinsman Estate and Monument Way) demonstrating low progression to FE and HE. Many households have adults with no FE or HE qualifications.	The hub began in January 2018 with its main use being for Year 12 and Year 13 Work Skills students (80% disadvantaged). Pleasingly, our enrolment of students from disadvantaged background into the Sixth Form, has risen to 18% and we now look to build upon this success.	The Employability Hub has been established is now being used effectively to inform students in Year 11 and the Sixth Form about employment opportunities. Careers leaders will oversee this in the future.
Improved literacy at KS3.	Synthetic Phonics for students with reading ages that are significantly below average. This coincides with KS3 English lessons.	The Sutton Trust shows an increase in progress of 4 months for students who undertake phonics. Our internal analysis demonstrates year-on-year improvement for these students.	Both disadvantaged and non-disadvantaged students benefitted from this approach. However, disadvantaged students made the greatest progress with an average improvement in reading age of 15.3 months	This programme has had a significant effect for disadvantaged students over many years. The programme and teaching is well-established but is felt to need greater flexibility to have the most impact. It will therefore be led by the English department as a strategy for students with low reading ages that will be integrated into the English curriculum. It will continue to be monitored and overseen by the SENDCo, SEND HLTAs with SLT oversight.

Activities abandoned due to poor support for their efficacy (for 2018-19)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Outcome	Rationale for Removal
For EAL students to have a good understanding of English.	An EAL specialist HLTA works regularly with EAL students in small groups and individually, to improve their understanding of English.	Without a good grasp of English, students struggle to access the curriculum across the college. Specialist work from when they join the school allows them to learn basic English and then specialise according to their subject choices.	There were no EAL students requiring this support during 2017-18.	Analysis has shown that new EAL students have rarely been identified as 'Pupil Premium' in the past two years. Despite the necessity of this important role it will no longer be funded through the Pupil Premium fund. Instead, it will be funded and overseen by the SEND department.
Focused revision in core subjects.	Holiday revision days for Maths and English.	To provide focused revision with specialist staff to support students close to their exam dates.	Although the 21% (English) and 27% (maths) indicated an improvement in the attendance of disadvantaged students at these revision classes, it remains low. Given the difficulties in improving attendance amongst disadvantaged students during holiday periods, we have refocused this objective towards meaningful revision in term time.	A cost-benefit analysis shows that this type of revision is ineffective in its current form for disadvantaged students.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Outcome	Rationale for Removal
To support students who are struggling to make progress in English and Maths.	1:1 teachers are timetabled to support targeted students for 50-minute sessions once a week. And for an additional lesson each week in Year 11. The programme will usually run for a term per child, but may be extended if needed.	The Sutton Trust and EEF have shown that using 1:1 tuition effectively can improve progress for students by 5 months and small group learning as supporting progress by up to 4 months. Additionally, support in these subjects can have a positive effect where both numeracy and literacy are required in terminal examinations and coursework.	30 disadvantaged students from Year 11 took part in 2or 3 weekly 30-minute sessions with a maths graduate. Of these 43% met or exceeded their target grade. 49 students (mainly disadvantaged) took part in small group English lessons at the start of the summer term. 22% of these students met or exceeded their target grade. 33% of English students, who undertook an additional English lesson per week, achieved their target grade.	A cost-benefit analysis shows that this type of intervention did not have sufficient impact. There is also likely to have been a negative impact on attainment in the subjects from which students were withdrawn. Although it has been agreed to continue with additional time in Maths and English for all students, alternative strategies are being sought for students who are disadvantaged and are not making progress.
To help more able students to prepare for their exams.	Targeted students work with a visiting consultant from Maximize to understand their learning styles and approaches to examinations.	The EEF and Sutton Trust identify learning styles work to have a +2 month effect on students' progress. Maximize have an excellent reputation in Education with many positive citations.	This strategy was abandoned in favour of PETXi – an intensive week of English and maths focussed on achieving 4+ and 5+ grades. In English, 31% of these students achieved their target grade whereas in maths it was 26%. Of the disadvantaged students however, 54% achieved their target grade in English and 25% in maths.	This approach was abandoned during 2017-18 when it was felt to be less effective than other opportunities for external support. PETXi was used instead and showed that there was a marked effect in using this approach with disadvantaged students in English, but not in maths. More data will be needed to identify if this is a trend.