

# Pupil Premium Strategy Statement - Bodmin College 2018-19 January Review



Summary information					
School	Bodmin College				
Academic Year	2018/19	Total PP budget	£296,395	Date of most recent PP Overall Review	Sept 2018
Total number of pupils	1440 1169 (without sixth form)	Number of pupils eligible for PP	377 (32%)	Date for next internal review of this strategy <i>Notes made in green ink show outcomes of the January review</i>	January 2019 Sept 2019

Current attainment												
	2016-17 (includes ECDL)			2017-18			2018-19 January Predictions			National Average 2017-18		
	Disadvanta- ged Students	Other Students	In School Gap	Disadvanta- ged Students	Other Students	In School Gap	Disadvanta- ged Students	Other Students	In School Gap	Disadvanta- ged Students	Other Students	National Gap
% achieving 5+ in English and Maths	20	28	8 ●	22	42	20 ●	24	31	7 ●	25	49	24
	19	27	8 ●	18	41	23 ●	22	31	9 ●			
% achieving 4+ in English and Maths	33	50	17 ●	37	63	26 ●	43	61	18 ●	44	71	27
	31	49	18 ●	31	62	31	40	60	20 ●			
Progress 8 score average	-0.51	+0.12 ●	0.63	-0.60	-0.20	0.40 ●	-0.52	-0.30	0.22 ●	-0.40	+0.11	0.51
	-0.55	+0.10	0.65	-0.74	-0.21	0.53	-0.56	-0.32	0.24 ●			
Attainment 8 score average	35.4	45.0	9.6 ●	33.9	46.0	11.1 ●	37.3 ●	44.0	6.7 ●	37.0	49.8	12.8
	33.8	44.2	10.4 ●	29.6	45.2	10.7 ●	34.7	43.4	9.4 ●			

Key:

Without Greenfield	With Greenfield
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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)  
 2018/19: In Year 11 there are 7 Greenfield students (3% of cohort), 5 of whom qualify for the Pupil Premium (7% of PP cohort)  
 ● Shows data that outperforms the national average (2017-18)

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<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 and numeracy on entry for all students but particularly those who are disadvantaged
<b>B.</b>	Poor understanding of the 'wider world' and their context within it
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	Disadvantaged students have higher levels of social and emotional difficulties that lead to poor attendance and engagement
<b>D.</b>	Parents are less likely to attend College events including parents evenings

<b>2. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Increased outcomes at KS4, closing the attainment and progress gap for disadvantaged students.	Progress 8 scores for disadvantaged students are not lower than the national average.
<b>B.</b>	Greater fluency in student's written and spoken work that leads to improved outcomes at KS4.	Progress 8 scores for disadvantaged students are not lower than the national average.
<b>C.</b>	Reduced exclusions and improved attendance compared to 2015/16.	96% attendance in Years 11 to 7 Significantly fewer exclusions than 2017/18.
<b>D.</b>	Increased numbers of parents of disadvantaged students attend parents' evening appointments.	Parents are supportive with students' studies at home and understand how to help them.

### 3. Planned expenditure

**Academic year**      **2018/19**

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

<b>Desired outcome</b>	<b>Chosen action / approach</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>
Improved outcomes in KS4 English.	Increased curriculum time in English lessons at KS3 and in Years 10 and 11.	More curriculum time and increased numbers of classes with high quality teaching to reflect the time given at KS1 and KS2. This will include time that allows staff to explore and explain the wider context of English with students.	The improved department monitoring system will monitor the quality of teaching and learning, intervening where necessary. Regular assessments will identify where students are having difficulty. MLT and SLT will monitor progress.	Kate Lamb	March 2019
Improved outcomes in KS4 Maths.	Increased curriculum time in Maths lessons at KS3 and in Years 9 and 11.	More curriculum time and increased numbers of classes with high quality teaching to reflect the time given at KS1 and KS2. This will include time that allows staff to explore and explain the wider context of maths with students.	The improved department monitoring system will monitor the quality of teaching and learning, intervening where necessary. Regular assessments will identify where students are having difficulty. MLT and SLT will monitor progress.	Laura Cloke	March 2019
High quality CPD to improve the quality of teaching and learning.	INSET given to supporting vulnerable students within the classroom, including a regular CPD bulletin.	High quality teaching leads to high quality learning – this is improved by understanding the barriers faced by individuals and groups of students.	On-going CPD through INSET and Learning Forums will be supplemented by regular bulletins for staff. This aims to ensure high quality teaching is at the heart of the Pupil Premium strategy.	Michelle Nineham	July 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students to complete meaningful homework, regularly, that is an integral part of their learning	Introduce Show My Homework to set tasks for students, which can be accessed by students and parents through an app.	High quality homework tasks that form a part of students learning and are short and focussed have been found to add up to 5 months progress to a student every year. The app acts as a reminder to students and parents as well as overcoming some of the organisational difficulties that had previously been a barrier to learning. Because this can be accessed on mobile phones and tablets, many students and their parents can engage with homework and will have access to resources that were previously unavailable.	The app provides useful analysis of how, when and by whom homework is being set. This will be shared with Heads of Department and used to ensure the quality is high and consistent.	Lynne Carter	July 2019
<b>Total budgeted cost</b>					£91,900

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Improved social and emotional understanding for students with attachment difficulties.	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. In 2017-18 disadvantaged students in nurture groups made more progress towards Boxall profile aims than other students.	Led well by a qualified HLTA with support from other schools and overseen by the SENDCo.	Vanessa Hamilton-Toohy	July 2019
Improved reading ages at KS3.	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 and gain accreditation if desired.	Reading ages are measured and reviewed regularly, particularly for disadvantaged students. The sessions are run effectively by an HTLA and overseen by the SENDCo.	Lin Nichols	February 2019 Attendance at paired reading is strong and the effect in Year 8 has been in increase in predictions of grade 4 in English by 9%. There is yet to be an effect with Year 7 and attendance and engagement is now being monitored closely.
A reduction in exclusions and improved attendance.	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.	Lynne Carter	July 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High ability disadvantaged children are provided with stretch and support.	SLT line managers from each year group meet with 'HAPPY' students regularly. They discuss challenging subjects as well as focussing on their future.	The EEF show that both social and emotional learning as well as small group tuition provides up to 4 months progress for a student. These small groups are designed to stimulate conversation and positive regard, thus increasing self-esteem and considering metacognition.	Student voice discussions with the PP Coordinator, Vice Principal	Michelle Nineham	May 2019
Books at Bodmin to replace Accelerated Reader for high ability KS3 students.	To improve outcomes in English for high ability disadvantaged students.	The project was piloted in 2017-18 following internal analysis of English outcomes at KS3 using only Accelerated Reader. This showed poor outcomes for high ability students, probably because of the type of books these students were being introduced to. The pilot showed that students engaged successfully and read more widely as a result. Accelerated Reader will continue for mid and low-ability students.	Through department monitoring by the English Department utilising reward records and electronic records from Accelerated Reader.	Kate Lamb	March 2019
Head Start Kernow and Trauma Informed Schools (TIS) UK's training for 2 practitioners and a senior leader. Development of a TIS programme and activities.	To provide emotional 'first aid' and on-going support for students who undergo traumatic life events. This includes transition work from Y6 to Y7 and support for Young Carers.	Bodmin has the highest rates of domestic violence in Cornwall (36.6 per 1000 incidents - IMD) and students are more likely to be subject to 'The Toxic Trio'. TIS and Head Start Kernow claim that 'The whole school approach is one in which children and teenagers feel deeply respected, valued and very safe.' Sutton Trust have shown that students who undergo social and emotional learning make an additional 4 months progress.	Records of students who are supported with this approach will be analysed for improvements in attendance and behaviour and a reduction in exclusions.	Lynne Carter	January 2019 Inset training for all staff has taken place in February. This has begun a whole-school approach that will support these students.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Consolidate the roles of PP Champions in English and maths.	To plan and collaborate on actions required to support disadvantaged students in making progress in English and maths.	These roles were introduced in January 2018 and have allowed for deeper analysis of the strategies being used to support students in these subjects. Regular meetings with the SLT PP lead have increased accountability and shared increased understanding of the barriers to progress for these students. Ofsted's 2013 Pupil Premium Update showed that 'the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils who are eligible for the pupil premium funding meticulously and make sensible amendments to the support they provide as a result of their monitoring and evaluation.'	The Vice Principal responsible for Pupil Premium will monitor the outcomes of these meetings through the line management process. This will include data that has been collected and analysed showing the progress made towards each strategy.	Michelle Nineham	January 2019 Outcomes have included: Examination of the curriculum to identify if it meets the needs of disadvantaged students. Clear direction at academic boards to create a united approach Evaluation of the strategy and identification of new/adapted support for disadvantaged students.
Next Steps South West (NSSW): <ul style="list-style-type: none"> <li>• Articulacy</li> <li>• Careerpilot</li> <li>• Online Mentoring</li> <li>• Why Would You</li> </ul>	To raise aspiration and attainment through a university-based programme. With Year 9 students onwards chosen through POLAR3 data and by NSSW(25% PP)	Specifically aimed at increasing HE progression for students who would not normally progress to HE. Target groups are taken through a range of activities involving students and parents with universities. This is part of the Office for Students' National Collaborative Outreach Programme whose first year report shows that outstanding practice is taking place through their programmes.	Progress of these students will be carefully monitored by Next Steps South West whilst overall end of Key Stage attainment will also be measured by the Pupil Premium Lead.	Rachel Devine	August 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide eight weekly Beach School session through The Wave Project.	Students to increase self-esteem and confidence leading to improved English and Maths results at GCSE. Year 10, 12 students (10 PP)	The Wave Project claim: Pupils who have participated in Beach School have responded that they are more focused in school and feel inspired not to give up. Teacher and school leaders have reported seeing "a dramatic improvement" in pupils who have participated in the programme, and are "delighted with the groups improved learning behaviours, raised engagement and motivation."	Identification, of students, monitoring and evaluation will take place through academic board meetings.	Emma MacDonald	August 2019
The Brilliant Club Scholars Programme.	To support the highest ability disadvantaged students in attaining high GCSE outcomes and aspirations. Year 8 12 High/mid ability students (12PP)	UCAS identified that in 2016 58% of FSM 'scholars' progressed to a highly selective university compared to a national progression rate of 11%. The Scholars Programme was identified as an effective use of Pupil Premium funding in Ofsted's 'The Most Able Students: An Update on Progress Since 2013'. The Brilliant Club provides its partner schools with a termly impact report outlining the outcomes for all pupils enrolled on The Scholars Programme.	Identification, of students, monitoring and evaluation will take place through academic board meetings.	Rebecca Stott	August 2019
The William Hamley Academy	To increase students' understanding of future opportunities, relating them to their learning. All High Ability KS3 students and all PP Mid Ability. (30 PP)	Our William Clift Academy has helped significantly increase chances for students to access opportunities related to different professions and areas of study. Although Sutton Trust have found that these interventions have no effect on students' progress, we feel that this work is vital because of the type of deprivation in the catchment area. Because there are very low levels of progression to HE, we have recognised that students need support in understanding their potential as soon as they join us.	Identification, of students, monitoring and evaluation will take place through academic board meetings.	Rebecca Stott	August 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To specifically focus on PP students at academic board meetings following assessment points.	To co-ordinate approaches for disadvantaged students who are under-performing, with the Head of Year, SLT and EBacc subject leads.	It is understood that to change outcomes for disadvantaged students, then they must be highly visible to staff and middle and senior leaders are able to devise and share strategies to support them. Actions from regular meetings include meeting with parents; mentoring; providing resources; adapting teaching strategies; providing intervention/revision classes; 1:1 or small group tuition etc.	College Monitoring by SLT will question and oversee support for disadvantaged students. Where progress is not being made, this will be highlighted through the monitoring cycle.	<del>Emmie Seward-Adams</del> Donna Pavey	January 2019 Progress with the current Y11 cohort of disadvantaged students is good and achievement is expected to be higher than in 2017-18 because of the numerous approaches used to support them.
Transition work considering feedback at marking for PP students at KS2 and KS3.	To provide a smooth transition from Year 6 to 7 where students' highest quality work is shared and they recognise similar modes of marking and feedback. To reduce any dip in performance during transition.	Cornwall Council have recognised that disadvantaged students are making poor progress across Bodmin primary schools as well as at Bodmin College. Their School Improvement Team are facilitating meetings between primary Headteachers and the college's PP lead, focussing on marking and feedback, as this is shown to improve progress by 8 months. It is intended that policy and practice will be shared and changed in order to best meet the needs of PP students.	Feedback from a School Improvement Advisor, Cornwall Council will assist in monitoring the progress of evaluating its impact.	Michelle Nineham	April 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Young Carers Music Group	To support disadvantaged young carers in developing an empathetic social network and opportunity to improve self-esteem.	62% of our known Young Carers are also identified as PP. Caring responsibilities are known to have a negative impact on young people's academic engagement and performance. Where these students are also impacted by disadvantage the impact has been found to be even greater (DfE, 2016). It is known that school is an important time for social interaction for these students and that social support enables them to cope better with their caring and life challenges.	Identification, of students, monitoring and evaluation will take place through academic board meetings.	Michelle Nineham	April 2019
To ensure Children in Care are supported and making progress.	A CiC Co-ordinator (non-teacher) supports these young people with their carers and the LA.	Over the past 4 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.	Lynne Carter	Through regularly PEP meetings and holistically in August 2019
Increased applications to FE and HE.	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.	Martin Dixon	August 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Sixth Form students from disadvantaged backgrounds are supported to achieve on post-16 courses.	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.	Michelle Nineham	July 2019
<b>Total budgeted cost</b>					£194,720

<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
For students to be confident, healthy and happy.	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.	Lynne Carter	July 2019
For disadvantaged students to have the same opportunities as others where financial barriers usually prevent them.	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.	Overseen by the Vice Principal and checked by The Principal.	Michelle Nineham	July 2010
<b>Total budgeted cost</b>					<b>£14,000</b>

### Additional work since September has included:

- Partial payment towards whole-school *My Maths* subscription
- Investigation of PiXL unlock to support the reduction in the 'vocabulary gap'
- Fortnightly production of Pupil Premium Post to raise awareness of issues affecting disadvantaged students and to improve teaching and learning for these students
- Payment for music tuition for all disadvantaged students who need or wish to play an instrument.
- Support for trips and visits including DofE enrolment
- Provision of revision guides in Maths and English
- Support for Young Carers food and nutrition project
- Group and individual instrumental tuition in music
- Plans for a Young Carers choir and performance opportunity.