

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Bodmin College				
Academic Year	2019/20	Total PP budget	317600	Date of most recent PP Review	Sept 2019
Total number of pupils	1475 Without 6 th Form (1188)	Number of pupils eligible for PP	Y7-Y11 374	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.73	0.13
Attainment 8 score average	33.48	50.15

3. 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.	Low levels of Numeracy, Literacy and Oracy
B.	Access to the Curriculum
C.	Social Emotional Mental Health and Wellbeing
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Parent Engagement

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Student's writing, reading and communication skills will improve, resulting in an increase in attainment in class against their FFT targets,	Students meeting or exceeding their FFT targets.
B.	Any disadvantaged student 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.	Students meeting or exceeding their FFT targets.
C.	Social, mental health and emotional needs are met within the school to support ongoing attainment and achievement.	A reduction in behaviour incidents, increased attendance and academic attainment in line or better than expected from targeted PP students.
D.	Greater Parental Engagement at key College events to address their child's progress.	Attendance at Parent Master classes, Workshops, Parents Evenings

5. Planned expenditure

Academic year **2019/20**

The three headings enable you to demonstrate how you 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?
Mastery teaching in Maths and English Increased Curriculum time	Students attainment will improve against their FFT targets	EEF recommendations suggest that mastery teaching can lead to five months progress.	Lead staff in each department. External support. Monitoring progress during lesson observations and learning walks.	BJE BPM	Ongoing throughout the year. Analysis of progress at Assessment Points and Academic Boards throughout the year.
Whole school Literacy Policy	Student's writing, reading and communication skills will improve, resulting in an increase in attainment in class against their FFT targets,	Disadvantaged students leave primary school below the expected standard for reading and writing. Low levels of literacy have an adverse effect on adult life in relation to	Ensure all lessons focus explicitly on literacy as part of a non-negotiable element of the College's Power of 6 approach to Teaching and Learning. Whole school CPD Literacy Staff Handbook	DM SO	Ongoing monitoring through lesson observations, learning walks, Academic Board Review meeting.
A whole school focus on Quality First Teaching which takes into account the individual needs of learners experiencing barriers to learning.	Students are able to participate and engage with learning activities resulting in increased attainment.	DfE, EFF and Sutton Trust recommendations state that high quality teaching learning has the highest level of impact on student attainment.	Themed learning walks. Lesson observations. Coaching conversations.	JAG MJ	Ongoing monitoring throughout the academic year.
Section i total planned expenditure					£129,600.00

ii. Targeted support					
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?
<p>Academic Boards – Assess, Plan, Do Review</p> <p>Student passports</p>	<p>Any disadvantaged student 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>Person centred planning to identify barriers to learning and progress will enable teachers to address the difficulties students are having in the classroom. This process will inform each teacher's planning, delivery CPD as well as informing future Pupil Premium Strategies.</p>	<p>Teacher will input plans as part of the whole school Assessment Cycle. Following the data drop an Academic Board review meeting will commence to gain a holistic view of the barrier each student has across all subject areas. This will allow for better planning around the student's needs. Student's progress will then be review at the next Assessment Point. Information obtained during the data drop will feed into a student passport which will feature additional information such as –</p> <p>Attendance Behaviour and Achievement Reading Age Attainment on Entry Most current Assessment Data Strategies for inclusion Assess, Plan, Do Review comments from teachers.</p>	<p>MJ BR JJ FP</p>	<p>Ongoing throughout the year. At the first Assessment Point teachers of English, Maths and Science in Y11 will produce A, P, D R comments. At the second Assessment point, all teachers of KS4 classes will input A, P, D, R comments. From then onwards all subject teachers across all Key Stages will input A, P, D, R comments.</p> <p>Monitoring of plans will take place at the next assessment point. Monitoring of how plans are being implemented will</p>
<p>Assessment tools – GL Dyslexia Screener and CAT4</p>	<p>Students will be screened for dyslexic tendencies along with identifying other areas of areas. This will better inform teachers and parents of which strategies support the learning of the student.</p>	<p>Students experiencing barriers learning may 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.</p>	<p>All Y7 students will receive a dyslexia screening. Students on the Record of Need who join us in Y7 will complete a CAT4 assessment to produce strategies for support in the classroom as well as review predicted target grades. Students who repeatedly not making progress will have the opportunity to take an CAT4.</p>	<p>MJ VCM</p>	<p>Ongoing throughout the year.</p>
Section ii total planned expenditure					£39,600.00

iii. Other approaches					
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?
Pastoral Support Worker	Designated member of staff available to meet the social, emotional and mental health needs of students facing difficulties in being ready to learn.	According to the 2019 Indices of Deprivation students of Bodmin College live in two wards listed as being in most deprived neighbourhoods in the country. With this level of deprivation will come social emotional and mental health difficulties which affect readiness to learn.	Weekly pastoral meetings with Pastoral lead, Pastoral Support Worker, Heads of Year and SENDCo. This provides an opportunity to discuss individual students in relation to attendance, behaviour and whether to seek support from external professionals.	CAL SCG	Ongoing throughout the year.
Nurture Provision	Students become ready to learn by addressing attachment difficulties by developing better self-regulation and coping strategies.	Students with attachment difficulties will not be able to engage with learning. Attachment disorder can effect attention, hyper activity, self-control and anxiety. Until such attachment needs can be met students will not be able to make academic progress.	Students identified as having attachment difficulties which effect an individual's readiness for learning will undertake a bespoke programme based on identified gaps in development from a Boxhall Profile.	MJ CSS	Ongoing throughout the year.
Counselling	Opportunities to address Social, Emotional, Mental Health difficulties which are a barrier to learning.	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	Students identified as having SEMH 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 which effect a student's readiness to learn.	CAL J Philp	After going through a cycle of counselling a referral to external support may need to be considered.
Alternative Provision	Students have an opportunity to a range of alternation educational in settings where they can engage and achieve.	Students need a variety of learning environments in order to make progress. This includes undertaking a range of practical activities to support student progress.	Bespoke, student centred planning may result in access to Hugs, The Journey Centre, Work skills for students who have barriers accessing the curriculum.	CAL SK	Ongoing monitoring and assessment of a student's readiness to learn and
Financial support to enhance cultural capital	Students will have opportunities to enhance their cultural capital by having opportunities to experiences outside of the classroom environment.	Some disadvantaged students have a narrow experience outside of school. Providing additional opportunities is an important step to make the most of their educational opportunities	Individual consideration will be given on a case by case basis for students seeking financial for opportunities to enhance their cultural capital. Links to curriculum areas, pre-visit and post learning will be taken into account.	SA MJ	Ongoing throughout the year.

Parental Engagement	Greater Parental Engagement at key College events to address their child's progress.	Understanding children and their families in hugely important in identifying the barriers to learning. Supporting parents to continue and support learning after the school day is essential to improving student progress.	Providing scheduled opportunities to engage with parents through parent workshops, parent evenings and meetings to address barriers to learning.	CAL MJ CSS	Analysis of attendance after each parent event.
	Greater Parental Engagement in supporting students with learning skills and personal development at home.	Understanding children and their families in hugely important in identifying the barriers to learning. Supporting parents to continue and support learning after the school day is essential to improving student progress.	Researching and planning the careful implementation of electronic communication systems that improve parent-college communication and facilitate greater parental involvement in supporting student personal and academic development.	CAL	Parental feedback obtained through surveys.
Support Staff Deployment	Students who are having difficulties overcoming barriers to learning in the classroom will receive additional support from support staff.	According to the EEF support staff enhance student progress significantly when used effectively.	Support staff deployment is assessed on a half termly basis. Deployment is based on individual student need which takes into consideration SEN needs, progress data and student well-being.	MJ	On a half termly basis.
Raising Aspirations	Students have access to - Y8 Brilliant Club William Hambley Academy William Clift Academy	Having high aspirations and expectations of students is central to the ethos of Bodmin College. Providing opportunities for students for realise their own potential, future education or employment pathways can enable students to engage and take ownership of their own progress.	Evaluation of student participation in relation to outcomes achieved through each programme. Student feedback and destination data.	DM SO SJ	Ongoing through the year.
Section iii total planned expenditure					£150,400.00
Overall planned expenditure					£319,600.00
Additional funding supplement required					£3,540.00