Pupil premium strategy statement: Tavistock College 2017/18

1. Summary information					
School	Tavistock College				
Academic Year	2017/18	**Total PP budget**	£254,775-£19,000 PPG+ = **£235,775** on plan	**Date of most recent PP Review**	22 March 2017
Total number of pupils	1,261 at 20/06/2017	**Number of pupils eligible for PP**	136	**Date for next internal review of this strategy**	December 2017

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving 5A* - C incl. EM (2015/16 only)	47.8%	69%
% achieving expected progress in English / Maths (2015/16 only)	Eng 70.5% Ma 51.2%	86.9% 71.7%
Progress 8 score average (from 2016/17)	-0.75 unvalidated	-0.37 unvalidated (Dashboard)
Attainment 8 score average (from 2016/17)	34.67 unvalidated	46.13 unvalidated (Dashboard)-

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Emerging evidence from observation, College Improvement Team work and other monitoring of low or lack of engagement in the extra -curricular and cultural enrichments which is having a demonstrable impact on the ability of students to access the curriculum content and concepts due to cultural impoverishment.
B.	Weak oracy skills in both KS3 and 4 coupled with delayed acquisition of higher level vocabulary impacting on understanding of tasks, ability to access resources and literature and poor quality extended writing ,particularly in summative assessment which are preventing students from achieving higher grades and making accelerated progress.
C.	Weak digital literacy across the curriculum meaning that pupils cannot/do not use technology effectively to enhance learning even though they are competent web users and are able to use social media effectively.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	. A dip during 2016/17 in the attendance of the PPG girls in the Y9 cohort which cannot be sustained through into their GCSE years.

May 2016

	4. Outcomes	

	Desired outcomes and how they will be measured	*Success criteria*
A.	Ensure that all PPG pupils have access to at least one quality cultural enrichment and enhancement opportunity each term or on an on-going basis, to reduce or eliminate barriers to learning by ensuring that the curriculum is accessible. EEF Sutton Trust research refers. Opportunities will be a combination of extra school based and additional co-curricular in nature.	1. All students on the PP register have access to at least one opportunity on average each term. This may include peripatetic music, LAMDA and other enrichment opportunities. Registers will testify as will pupil voice. 2. Register of take up will demonstrate that 90% of target group are engaging. 3. Incidences of low level poor behaviour from PPG students as recorded on SIMS reduce because students have the context to access curriculum matter. 4. Outcomes for PPG in English, Humanities and Social Studies improve in KS3 with 65% on PPG making at least expected progress.
B.	Improve literacy and in particular oracy to enhance and improve vocabulary and communication and thereby improve both access to the formal and informal curriculum and also improve outcomes for PPG students across the board.	1. Reading ages of KS3 PPG students are within 1 – 2 chronological year of age in 80% of cases. 2. Lesson observation through learning and teaching review, walk through etc show that oracy and speaking and listening and given priority. 3. Teachers continue to use the Top 10 Tips for PPG students and this is seen in learning and teaching review, walk through and class plans. 4. "Walking/Talking" approaches to assessment are evident in learning and teaching review, walk through and class planning.
C.	Improve digital literacy through a web Science approach and reduce teacher dependency, increase inter and independent learning and ensure that PPG students have access to and can use the web safely and effectively to enhance their learning.	1. Parents are supported to support their PPG children access the web and improve their digital literacy. Parent voice is positive in 90%+ of cases. 2. All PPG students have access to online services. Register kept and updated including access to Show My Homework , Google Classroom and engagement with. 3. Roll out virtual mentoring to encompass 10 additional PPG priority students across the academic year.. 4. CPD for staff through collaboration with University of Southampton increases staff capacity to teach using digital media, seen in staff voice, learning and teaching review, walk through etc
D.	Address poor attendance of PPG girls in Y9 2016/17 et seq and provide support and intervention to improve their attendance at least to national target attendance levels. Ensure that PPG attendance is more regularly monitored as a discrete micro cohort and that variations anomalies and dips in attendance are identified and addressed earlier.	1. All PPG students who do not attend regularly have a mentor. (Register kept). 2. PPG attendance is reviewed every half term by HoY and PP Champion and target students identified and intervened with (record of reviews kept). 3. Use of TAF and Early Help is either considered or facilitated by HoY through Right for Children and this is evidenced through monitoring records.

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E.	*Enter the national Pupil Premium Awards by Year 3 (2018/19)*	1. Impact of activity is validated through a successful application into the process.

5. Planned 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?	Staff lead	When will you review implementation?
1. Ensure that all PPG pupils have access to at least one quality cultural enrichment and enhancement opportunity each term or on an on-going basis, to reduce or eliminate barriers to learning by ensuring that the curriculum is accessible. EEF Sutton Trust research refers. Opportunities will be a combination of extra school based and additional co-curricular in nature.	1.1 All students on the PP register have access to at least one opportunity on average each term. This may include peripatetic music, LAMDA and other enrichment opportunities. Registers will testify as will pupil voice. .	EEF and Sutton Trust research demonstrates that cultural impoverishment is a major factor in underachievement of disadvantaged students. IDACI analysis shows that the college draws from a catchment that includes LSOA coded neighbourhoods wherein deprivation indices fall within the 15-30% (Horrabridge) and 45-60% (Princetown, Plymouth) ranges. The curriculum assumes that all children have equal access to and experience of cultural enrichment. This is not the case for many of our students, particularly PPG students.	1. Offer will be inclusive but target students will be identified and mentored in order that they access opportunities 2. A mapping exercise to identify barriers and opportunities will be undertaken. 3. Offer will encompass student choice. 4. A register will be created and maintained. 5. When opportunity can be shown to have no discernible impact, it will be withdrawn.	AP/VP HoY/HoF HoY AP/VP VP	December 2017 March 2018 June 2018
			Total budgeted cost		£65,000

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2.Improve literacy and in particular oracy to enhance and improve vocabulary and communication and thereby improve both access to the formal and informal curriculum and also improve outcomes for PPG students across the board. 60% PPG make at least expected progress. Difference not greater that -0.05	2.1 Use of Top Ten tips and Little Helper 2.2 Extend questioning and use of SOLO taxonomy in particular higher order questioning to challenge and develop target student vocabulary and confidence. 2.3 Develop resilience in speaking and listening through open mind set ethos which focuses on contribution and not "being right". 2.4 Use of "Walking Talking" assessments.	Again, EEF/Sutton trust data and college data shows that literacy is a barrier to progress for a number of PPG students. Top Ten Tips and Little Helper are relatively new and have not yet had time to embed. SOLO was also a relatively recently adopted as an instructional pedagogy. Ethos needs to support the pedagogy and open mind set is a proven choice,	2.1 Top Ten Tips and Little Helper are built in to L&T Policy expectations. 2.2 SOLO is whole school , CPD is on-going and there is a CIT team to drive development. 2.3 Open mind set will be a whole school initiative. 2.4 Walking talking assessment will be built into assessment preparation especially at KS4 and 5.	VP/AP

Principal/ VP

Principal/ VP

Principal/ VP | December 2017 March 2018 June 2018 |
| **Total budgeted cost** | | | | | £88,500 |
| 3. Improve digital literacy through a Web Science approach and reduce teacher dependency, increase inter and independent learning and ensure that PPG students have access to and can use the web safely and effectively to enhance their learning. | 3.1.Parents are supported to support their PPG children access the web and improve their digital literacy 3.2.All PPG students have access to online facilities. 3.3.Roll out virtual mentoring 3.4.CPD for staff through collaboration with University of Southampton . 3.5 Develop use of Show My Homework. | All PPG students (as with students generally) need to be able to enter the workplace with employability skills. A crucial facet of this is having the digital literacy skills necessary for 21st Century employability. Increasingly the college is embracing digital learning and PPG students must not be further disadvantaged by not having access to the technology and learning necessary to be successful in the digital age. In addition, the college has become a professional partner with the University of Southampton and will be contributing to research into web science. Virtual mentoring via I POD has been successful in 2016/17 | 1. BERA guidelines adhered to. 2. Experts will train parents. 3. Safeguarding principles will apply. 4. Pupil voice through a barometer group. 5. Support from University of Southampton . 6. Emphasis on research based evidence driven CPD. | Principal VP VP

VP

VP

VP | December 2017 March 2018 June 2018 |
| **Total budgeted cost** | | | | | £10,300 |
| **ii. Targeted support** | | | | | |

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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?
Address poor attendance of PPG girls in Y9 2016/17 et seq and provide support and intervention to improve their attendance at least to national target attendance levels. Ensure that PPG attendance is more regularly monitored as a discrete micro cohort and that variations anomalies and dips in attendance are identified and addressed earlier.	1. All PPG students who do not attend regularly have a mentor. 2. PPG attendance is reviewed every half term by HoY and PP Champion . 3. Use of TAF and Early Help is either considered or facilitated by HoY through Right for Children .(EWO to be involved) 4. Where TAF is inappropriate, bespoke interventions for individuals will be brokered e.g. health and well being, uniform, homework clubs etc, extra tuition for catch up etc. .	Data analysis in 2016/17 has identified a group of Y9 (Y10 2017/18) PPG girls whose attendance is poor and who are PA. These girls need to be tracked into Y10 and beyond ,and other students who are PPG who also fail to attend regularly need early identification and intervention. Some responses need to be personalised and bespoke.	1. AO, HOY and/or EWO monitor all vulnerable children. 2. Attendance is reviewed regularly by nominated senior staff. 3. TAF processes and high priority and safeguarding is well established. 4. VP makes final decision about spending, as budget holder.	AP/VP

AP's

VP

VP | December 2017 March 2018 June 2018 |
| **Total budgeted cost** | | | | | £71,975 |

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?	Staff lead	When will you review implementation?
Enter the national Pupil Premium Awards by Year 3	1. The college will enter the national awards with confidence by at least Y3.	1. Impact of activity is validated through a successful application into the process.	Line Management	Principal	March 2017
Total budgeted cost					NIL

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6. Review of expenditure commences with 2016/17				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:**.	**Lessons learned**	**Cost £95,500**

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Track and monitor all PPG, SPPG, CiC and Ever6 FSM students against minimum expected progress standards. Reduce the gap to at least <13%	1.Accurately identify all PPG, SPPG, CiC and ever 6 FSM students 2.Create tracking and monitoring databases to draw data from SIMS after each data drop 3.Set up CTG RAM review cycles for KS3, KS4 & KS5. 4.Feed data and improvement targets back through HoF to classroom teachers .	1. Identification led to use of class plan document for planning discretely. Observation evidence shows that PPG are now discretely planned for. 2. Use of 4 matrix has created a database and PPG students are monitored explicitly. 3.RAM for KS4 and 5 includes PPG. 4.Data fed through as described and middle leader forums changed to accommodate this.	1. Early identification is critical for all students and introduction of class plans has been crucial. Class plans to continue and be sharpened as evaluation by class teachers is not yet sharp enough. 2. 4 matrix has not had time to be properly evaluated but this will continue. 3. RAM for KS3 will be developed moving forwards. Achieving RAM across all 2 key stages at once was too ambitious and time was not available. 4. Feeding quality data forward has improved planning and delivery.
Identify what works well and what works best when teaching PPG, SPPG, CiC and Ever6 FSM students. Disseminate effective practice	1.Establish where + and - ISV exists in relation to the target cohort and use PDSA research methodology to establish what effective practice looks like. 2.Seek to share exemplar routines, pedagogies and methodologies through dialogue with other settings. 3.Create a best practice audit. 4.Use disaggregated CPD time to deliver best practice 5.Monitor action to establish efficacy and impact of at raising achievement	1.ISV seen in data and some PDSA activity via CITs has been undertaken. Best practice shared though pupil pursuit and this was shared through google docs. 2.Some work done with LAP partner school and practices shared. 3.Audit part compiled through L&T reviews x 3. 4.Time used as described. Some staff upskilled. 5.2016/17 data to follow…….	1. L&T reviews were modified to focus on PPG micro-cohorts and pupil pursuits /class planning has facilitated sharing of best and good practice for individuals. 2. There is no such thing as a pupil premium child, therefore interventions need to be personal not generic. 3. We now know what is not being done as well as it could and know that evaluation of class plans needs to be diagnostic not descriptive and that questioning needs to embed challenge because disadvantage doesn't equate to unable. 4. Not enough disaggregated time was spent on direct input based CPD. 5. 2016/17 terminal data to follow.
Measure impact of PPG income spend against micro cohort student improvements in; 1. Attendance 2. Behaviour 3. Outcomes	1.2016/17 intended spending plan to focus on all three strands. 2.HoY to complete a half termly audit of attendance & behaviour 3.HoF to complete a half termly audit of outcomes	Attendance of all students is in line with 2015/16 and is on an upward trend. However, anomalous trends have been noted and these will inform 2017/18 planning. Behaviour incidences have reduced, term on term but PPG students remain the majority of students for whom low level disruption is an issue Outcomes are improving in KS3 and KS5	Heads of Year may need support to identify the PPG attendance cohort early and some work with parents may be helpful. Behaviour trends in KS3 are often linked to disadvantage due to lack of aspiration and failure to identify aspirational pathways early on. Data (Summer 2017) shows that: • Red boards for PPG in HT5 have reduced since Autumn 2016.(HT1) • PPG students have fewer parkings in HT5 than In HT1 • PPG student referrals to ISU in HT5 are significantly reduced when compared to HT1 • Exclusions for PPG students are almost half at HT5 what they were in HT1.

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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost 139,378
1. Ensure that there are suitable high impact enrichment opportunities for PPG, SPPG, CiC and Ever6 FSM students focusing on aspirational goals.	1.Map current opportunities. Establish which students have accessed what opportunities and evaluate for added value against student outcomes 2.Identify and embed additional quality first opportunities. 3.Ensure that all members of the micro cohort access at least one opportunity per term	1. Some mapping achieved especially ref; extra curricular opportunities and e.g. impact of LAMDA and other activities on pupils. Mapping has established where other lower achievers need enrichment. 2.SOLO taxonomy adopted as instructional pedagogy.This improves teaching for all students. 3.Majority of students have accessed extra curricular opportunities but not all would do so.	1.Mapping for all students is a major administrative burden and we will continue but use form tutor knowledge and expertise as the vehicle for much of this.The main enrichment activities funded by PPG have an impact on student self- esteem and engagement. 2. SOLO is a key vehicle for ensuring that learning is differentiated, aspirational and begins with high challenge. This will be continued with a very sharp focus on PPG through class plan and class chart A focus on open mind set will also be rolled out so that staff talk about "low achievers" not "low ability". development. We need a homework strategy that improves student engagement with independent study. 3. More individualised and bespoke opportunities may be a better approach than generic opportunities .The offer will be continued into 2017/18.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost NIL

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Enter the national Pupil Premium Awards by Year 3 (2018/19)	The college will enter the national awards with confidence by at least Y3.	This is a three year plan.	We are correct in being cautious about this plan.	

7. Additional detail

May 2016