

REPORT ON SPENDING OF THE PUPIL PREMIUM & IMPACT EVALUATION
2015/16

Pupil Premium 2015/16	
Number of pupils eligible	237
Amount received per pupil (average)	£964
Total PPG received	£228,520

The key objectives:

1. Strategy One –Improve the quality of teaching and learning so the needs of students are met. (This is a key part of the CIP 2015-6). Quality First Teaching

- Line management meetings by SLT wherein student achievement (in micro-cohorts) is discussed alongside the performance of teaching groups. Allocation of time for meetings and for colleagues to prepare
- Teaching and learning reviews. Allocation of time for planning, preparation and implementation. Time for quality feedback and on-going improvement planning. Externally commissioned advice, support and guidance.
- Use of SENDCo in class support. Allocation of time via appointment of another TA to pick up duties sacrificed. Allocation of resources for MAST. Creation , preparation and production costs of EI/ESP resources.
- Use of Experienced teachers including UPS3 to coach others that require improvement

2. Strategy Two - Rigorous monitoring of intervention and use of authentic data for tracking

- Improve the reliability of the data that is used to track all students- all year groups N/A – part of the routine assessment calendar
- Maintain a whole school database with a hyperlinked document per student mapped against all of their attainment and progress data after each data drop. Time for a colleague to create, update and analyse. Resources to facilitate dissemination of information and sharing of good practice
- RAM meetings for KS4 Release time for relevant colleagues to meet. Resources for RAM including updating license and other costs relating to ICT and emerging technologies. Time for analysis of strategies and synthesis of good practice etc.
- Implement catch up early e.g. TUTE, accelerated reader scheme for KS3 Capital and ongoing costs to purchase, update/upgrade resources. CPD for staff to deliver and analyse. Planning time. Emerging technology costs associated with production of multi media evidence base. Specific mentoring groups in Y11 run by Assistant Principals to raise achievement and aspirations.

3 Strategy Three – improve CPD so that it is focussed on students needs

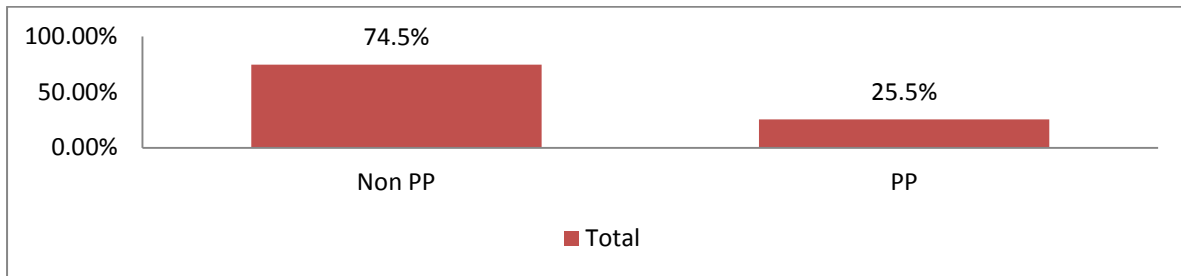
- Use outcomes of teaching and learning reviews to plan workshops on training days
- Introduce co-operative professional development centred on design and research model.

4. Strategy four –raising student aspirations using engagement and aspiration programmes

- Make effective use of specialist staff employed through PPG
- Engage parents and raise parental aspirations through improved communication and parent voice forums.

- Use of “Thrive” and ensure extra-curricular programmes designed for SMSC are targeted to PPG students
- Behaviour supported by a clear approach to discipline

Pupil Premium Cohort 2015/16



Impact GCSE 2016 (UNVALIDATED DATA)

	2014	2015	2016
%pp Year 11 Cohort	19.8	25.5	16
National 5 A*-C (inc En/Ma)	55	56	
Tavistock College inc En/Ma	53%	52	60.6%
Non PPG/SPPG/CiC	56	61	40
PPG/SPPG/CiC	38	21	61
National NPP/CiC	36	36	
Tavistock Gap	18	40	21
National Gap	26	27	TBA
Tavistock Gap compared to national NPP/CiC	8	13	

ENGLISH GCSE 3 LEVELS OF PROGRESS %					
	2012	2013	2014	2015 (National)	2016 CURRENT (unvalidated)DATA
FSM			100%	48% (58%)	73.1%
No FSM			100%	75% (74%)	86.8%
LOOKED AFTER CHILDREN (CLA)			100%	100% (38%)	0%
No SEND			100%	72% (74%)	86.8%
SEN School Action			100%		
SEN School Action +			100%		
SEND with support 2014/15 et seq			N/A	36% (36%)	100%
SEND Statement or (2014 et seq) with an Education , Health & Care Plan			0%	33% (29%)	100%
MATHEMATICS GCSE 3 LEVELS OF PROGRESS %					
	2012	2013	2014	2015 (National)	
FSM			87%	41% (49%)	58%
No FSM			93%	70% (72%)	70.2%
LOOKED AFTER CHILDREN (CLA)			95%	100% (30%)	0%
No SEND			94%	68% (72%)	71.1%
SEN School Action			25%		
SEN School Action +			50%		
School with support 2014/15 et seq			N/A	21% (42%)	38.9%
SEND Statement or (2014 et seq) with an Education, Health & Care Plan			50%	0% (21%)	33.3%

Attendance Impact 2015/16

Performance Indicator	Whole school Attendance - PA			
	2015/16	2014/15	2015/16 <85%	2014/15 <90%
<i>Whole School Attendance</i>	95.1%	94.9%	5%	9.13%
<i>Girls</i>	94.9%	94.9%	2.23%	5.14%
<i>Boys</i>	95.3%	95%	2.76%	4.41%
<i>SEND</i>	88.9%	90.09%		
<i>PPG/SPPG/CIC</i>	92.48%	91.29%		

Overview of Impact of Pupil Premium Plan 2015/16

Strategy One –Improve the quality of teaching and learning so the needs of students are met. (This is a key part of the CIP 2015-6). Quality First Teaching

1. Line management meetings by SLT wherein student achievement (in micro-cohorts) is discussed alongside the performance of teaching groups. Allocation of time for meetings and for colleagues to prepare. Tighter structure for line management meant that the focus was on micro cohorts, PPG included and the impact is seen in reduction of gap.
Cost £25,000
Action Continue to fund by employing cover supervisors/additional FTE staff to ensure that there is flex in timetabling
2. Teaching and learning reviews. Allocation of time for planning, preparation and implementation. Time for quality feedback and on-going improvement planning. Externally commissioned advice, support and guidance. External reports commissioned from Babcock, SEND advisor and former HMI helped to ensure that SEF was accurate and reviews focused on micro cohorts, especially PPG. Outcomes seen in quality of Y11 results 2016. Deployment of TA's in faculty impact seen in +0.27 P8 score within EBACC subjects where TA deployment first occurred during this cycle.
Cost £25,000
Action continue to action reviews with diagnostic focus.
3. Use of SENDCo in class support. Allocation of time via appointment of another TA to pick up duties sacrificed. Allocation of resources for MAST. Creation , preparation and production costs of EI/ESP resources. MAST successfully launched with 26 external agencies in attendance. This led to some bespoke support for students. Impact seen in part in Y11 outcomes.
Cost £12,000
Action Ensure that SENDCo coaches across KS3 in order to maximise progress for PPG students .EI/ESP to become a key focus in 2016/17.
4. Use of Experienced teachers including UPS3 to coach others that require improvement. FSM gap 2015 -0.56 and 2016 gap -0.12 (unvalidated).
Cost £15,000
Action Ensure that 2016/17 College Improvement Teams (CITs) roll this strategy out more universally. Funds to be directed into action research based CIT team evidence based improvement activity.

Strategy Two - Rigorous monitoring of intervention and use of authentic data for tracking

1. Improve the reliability of the data that is used to track all students- all year groups N/A – part of the routine assessment calendar. Predictions/forecasts were actually under that achieved.
Cost Notional
Action Continue to ensure that all staff are given CPD linked to data literacy. Include in induction for all new joiners and focus on life after levels and flightpath.
2. Maintain a whole school database with a hyperlinked document per student mapped against all of their attainment and progress data after each data drop. Time for a colleague to create, update and analyse. Resources to facilitate dissemination of information and identification of effective practice. Student Information Sheets deemed valuable in staff voice. External monitoring noted this as a distinct strength. Hyperlinking proved slow to achieve.
Cost £8,000
Action Continue to move towards hyperlinking and centralising all documents.
3. •RAM meetings for KS4 Release time for relevant colleagues to meet. Resources for RAM including updating license and other costs relating to ICT and emerging technologies. Time for analysis of strategies and synthesis of good practice etc. Outcomes show that RAM process was effective.
Cost £25,000
Action More discrete emphasis on PPG as a distinct priority micro cohort going forward and across all cohorts not just Y11. .
4. Implement literacy and numeracy recovery In Y8, Y9 and KS4 early e.g. TUTE, accelerated reader scheme for KS3. Capital and on-going costs to purchase, update/upgrade resources. CPD for staff to deliver and analyse. Planning time. Emerging technology costs associated with production of multi media evidence base. Y8 flightpath data shows that English progress against targets is improved compared to similar measures monitored in 2014/14. Y9 Learning & teaching reviews show that literacy within the curriculum is an improved facet of provision.
Cost £30,000
Action Review impact per pupil spend of TUTE and look to replace this with phonics based interventions e.g. Toe By Toe and Sounds Write. .
5. Specific mentoring groups in Y11 run by Assistant Principals to raise achievement and aspirations. Limited activity means that no accurate data can be extrapolated.
Cost £5,500
Action return to this action in 2016/17 and consider the merits of Assertive Mentoring.

Strategy Three – improve CPD so that it is focussed on students needs

1. Use outcomes of teaching and learning reviews to plan workshops on training days. Programme of twilight INSET and non pupil training days had discrete focus on marking and feedback and meta cognitive questioning.
Cost £3,500
Action Move to CIT focus will sharpen targets.
2. • Introduce co-operative professional development centred on design and research mode. Original CITs on a small, pilot scale led in part to Devon “Teach Meet” 2016 – presentations made by TC staff to broad Devon teaching delegate base e.g. AP research into multiple risk factors and associated interventions in KS4

Cost £2,800

Action Broaden CIT activity as already described. Revisit cooperative model philosophy and systems/processes.

Strategy Four –raising student aspirations using engagement and aspiration programmes

1. Make effective use of specialist staff employed through PPG Increased staffing in core subjects led to smaller class sizes and to PPG students having greater opportunity to have more one to one feedback and personalised teaching. Increased staffing facilitated double the number of Y7 form groups and hence personalised pastoral support for PPG and vulnerable students. Impact seen in improved attendance and KS4 results.

Cost £70,000.

Action Continue to fund core staffing model.

2. Engage parents and raise parental aspirations through improved communication and parent voice forums. Parental voice groups met regularly and considered multiple foci. PPG parents targeted Parental education programme to support KS4 success ran. Impact seen in Y11 exam results.

Cost £3,000

Action Review parent voice with a view to undertaking the LPP Award with focus on PPG and vulnerable engagement.

3. Use of “Thrive” and ensure extra-curricular programmes designed for SMSC are targeted to PPG students. Two additional colleagues trained as practitioners . Practitioners worked with Y7 transition students and PPG students across school. Case study BC (Y11) and outcomes.

Cost £4,600

Action Continue to grow thrive practice and liaise more robustly at transition points.

4. Behaviour supported by a clear approach to discipline. Appointment of a pastoral manager for behaviour who focuses on B4L in classroom context and also on students educated offsite to ensure that curriculum compliance is prioritised. Low impact to date due to late juncture of appointment. Students on FSM supported to buy key uniform items and resources thereby improving attendance and minimising the risk of deprivation leading to social exclusion as well as academic underperformance. Impact seen in improved attendance and outcomes.

Cost Notional

Action Continue to monitor as role develops.