

# Pupil premium strategy statement: Tavistock College 2016/17

1. Summary information					
School	Tavistock College				
Academic Year	2016/17	Total PP budget	£234,878	Date of most recent PP Review	n/a
Total number of pupils	1223	Number of pupils eligible for PP	134	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 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)	-	-
Attainment 8 score average (from 2016/17)	-	-

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Pockets of inconsistency seen in learning & teaching reviews leading to variable quality first teaching and learning opportunities for FSM pupils especially L3 and L5 on entry.
<b>B.</b>	Relatively poor access to and engagement with enrichment and extra curricular opportunities which should raise aspirations of FSM students as well as promote engagement.
<b>C.</b>	Lack of consistency in tracking, monitoring & intervening at KS3, due to this being a lower priority than should have been the case leading to lack of early identification of need and slow intervention implementation.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	.Marginally lower than average attendance rates amongst FSM students, particularly boys.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Track and monitor all PPG, SPPG, CiC and Ever6 FSM students against minimum expected progress standards. Reduce the gap to at least <13%.	1. Accurate registers mean that the right students are being tracked and monitored. 2. Data is synthesised into a micro cohort format 3. RAM examines , analyses and creates hypotheses in relation to

		<p>data and commissions interventions.</p> <p>4. RAM creates targets and monitors these on an on-going basis</p>
<b>B.</b>	<p>Identify what works well and what works best when teaching PPG, SPPG, CiC and Ever6 FSM students. Disseminate effective practice</p>	<p>1.</p> <p>1.1 Good and less good achievement is mapped across the curriculum.</p> <p>1.2 A CTG research CIT will sample PPG etc teaching and learning to establish what effective learning for the micro cohort looks like.</p> <p>1.3 Pupil voice groups will augment this picture with at least 80% of target students able to recount what works for them and reporting satisfaction.</p> <p>2. Members of CIT team will look outward and establish a menu of examples of effective , impact/outcome driven pedagogies etc from within other similar settings.</p> <p>3. Best practice audit leads to a “handbook” and/or database of what works most effectively.</p> <p>4. 100% of all teaching staff will attend at least one workshop. 85%+ of all teaching will deliver best practice matched to student need for the micro cohort.</p> <p>5. Input will be measured against student outcomes to establish impact.</p>
<b>C.</b>	<p>Measure impact of PPG income spend against micro cohort student improvements in;</p> <p>1. Attendance</p> <p>2. Behaviour</p> <p>3. Outcomes</p>	<p>1. Spending is targeted at specific, quantitatively measureable outcomes and against regional and national benchmarks where applicable.</p> <p>2. HoY will commission interventions and demonstrate that target students have attendance of at least 90% and a term by term reduction in negative behaviours of at least 10%. FTE will be no more than 2% of college population and PEX will be 0.</p> <p>3. HoF will commission interventions and demonstrate that outcomes for the micro cohort are either comparable with or better than non- PPG cohort. The “gap” will reduce by 10% per annum over three years.</p>
<b>D.</b>	<p>Ensure that there are suitable high impact enrichment opportunities for PPG, SPPG, CiC and Ever6 FSM students focusing on aspirational goals.</p>	<p>1.</p> <p>1.1 Ineffective activity is identified and eliminated.</p> <p>1.2 Effective activity is identified and further embedded.</p> <p>2. Other suitable, quality interventions and opportunities are sourced and commissioned.</p> <p>3. All PPG micro cohort students access wrap around supportive and aspirational opportunities with parent voice feedback being at least 80% positive</p>
<b>E.</b>	<p>Enter the national Pupil Premium Awards by Year 3 (2018/19)</p>	<p>1. Impact of activity is validated through a successful application into the process.</p>

**5. Planned expenditure**

**Academic year**                      **2016/17**

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?
Track and monitor all PPG, SPPG, CiC and Ever6 FSM students against minimum expected progress standards	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 .	Learning and Teaching (L&T) reviews indicate that differentiation is not yet PPG specific enough.  No composite PPG tracking across all provision currently in place.  No PPG specific focus in current RAM at KS3 or KS5 and additional colleagues to be brought into the RAM cycle (SENDCo) to support across all KS's.  Improved data being fed back diagnostically to all teachers will enable discrete support and/or interventions to be achieved on a personalised as well as holistic basis.	L&T review cycle foci  Line Management foci  RAM meetings – Ram funding releases colleagues en bloc to work collaboratively  Reporting to Governors via Governor lead.	Principal  VP/AP  AP  VP	Jan 2017 April 2017 July 2017  ----“-----  -----“-----

<p>Identify what works well and what works best when teaching PPG, SPPG, CiC and Ever6 FSM students. Disseminate effective practice</p>	<ol style="list-style-type: none"> <li>1. Establish where + and - ISV exists in relation to the target cohort and use PDSA research methodology to establish what effective practice looks like.</li> <li>2. Seek to share exemplar routines, pedagogies and methodologies through dialogue with other settings.</li> <li>3. Create a best practice audit.</li> <li>4. Use disaggregated CPD time to deliver best practice</li> <li>5. Monitor action to establish efficacy and impact of at raising achievement</li> </ol>	<p>Best practice shows that data must be used forensically and intelligently to inform improvements in L&amp;T e.g. to ensure that smaller group sizes and extra staffing in core subjects is having the desired impact on outcomes.</p> <p>Internal and external data shows that the college does less well with students, particularly PPG, who enter with L3 and L5.</p> <p>Girls outperform boys at key transitions. Need to map where this is not the case and what boy friendly interventions and strategies are used effectively and roll this out across the whole provision.</p> <p>CPD should be more closely aligned to students need and personalised accordingly.</p>	<p>Line management after data drops</p> <p>CIT team ongoing PDSA research findings and analyses/evaluation and CPD arising therefrom</p> <p>CPD professional learning conversations through line management and HOF/HOY team development time</p> <p>Pupil voice data</p> <p>Evaluation of student information sheets for PPG students.</p> <p>L&amp;T review cycle.</p>	<p>APs</p> <p>CIT team leader(s)</p> <p>VP</p> <p>AP</p> <p>SENDCo</p> <p>Principal</p>	<p>Nov 2016/Feb 2017/June 2017</p> <p>February 2017</p> <p>January 2017</p> <p>Nov 2016/Feb 2017/June 2017</p> <p>Nov 2016/Feb 2017/June 2017</p> <p>Nov 2016/Feb 2017/June 2017</p>
<p>Measure impact of PPG income spend against micro cohort student improvements in;</p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Behaviour</li> <li>3. Outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. 2016/17 intended spending plan to focus on all three strands.</li> <li>2. HoY to complete a half termly audit of attendance &amp; behaviour</li> <li>3. HoF to complete a half termly audit of outcomes</li> </ol>	<p>Ensure that all interventions are bespoke and that monies allocated to PPG initiatives focus on one or more of these three core business strands, this includes e.g. assistance with purchase on uniform, equipment, fees and costs, resources etc. PEPs for CiC need to be considered more inclusively within the PPG/CTG remit.</p> <p>HoYs need time and training to audit and evaluate and to develop autonomy to implement pastorally based support and intervention mechanisms e.g assertive mentoring, TAC/TAF/TAP/DAF, EH4MH, pastoral tutor programmes etc.</p> <p>HoFs need time and CPD to audit and to bid for funding to respond creatively and immediately to needs in a manner that is outcomes driven.</p>	<p>[PPG budget monitoring</p> <p>[Line Management</p> <p>[Governor accountability measures</p>	<p>VP</p> <p>AP's</p> <p>VP/AP's</p>	<p>January 2017 May 2017</p> <p>January 2017/May 2017</p> <p>January 2017/May 2017</p>
<b>Total budgeted cost</b>					£95,500

<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>
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.	Weaknesses in current mapping identified through learning and teaching review and previous PPG spending analyses leads to lack of clarity in evaluating impact of PPG funding .	Line Management Creation of an SMSC audit and tracking tool with PPG focus integral to data analysis	AP/s/VP AP	January 2017 January 2017
		Currently, students opt voluntarily into extra curricular and most enrichment opportunities. PPG students to be targeted and financial assistance given e.g. Y8 boys' project 2016/17 for which funding has already been allocated.	PPG enrichment development fund to be created and available for developmental bidding	VP	December 2016
		The college currently employs 2 x Aspiration & Engagement coordinators and needs to more accurately measure the impact via specific good practice /high impact case studies. This will lead to smarter deployment.	Clarity about aims and objectives to be reinforced through line management.	VP	December 2016/March 2017/June 2017.
<b>Total budgeted cost</b>					£139,378
<b>iii. 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>
Enter the national Pupil Premium Awards by Year 3	1. The college will enter the national awards with confidence by at	1. Impact of activity is validated through a successful application into the process.	Line Management	Principal	March 2017

	least Y3.				
<b>Total budgeted cost</b>					NIL

**6. Review of expenditure commences with 2016/17**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b>	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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**iii. Other approaches**

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

**7. Additional detail**

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