



## Pupil premium strategy statement: 2018/19

### School: TAVISTOCK COLLEGE

1. Summary information					
<b>School</b>	Tavistock College				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£266,885	<b>Date of most recent PP Review</b>	March 2017 ext May 2018 int.
<b>Total number of pupils</b>	1311	<b>Number of pupils eligible for PP</b>	458	<b>Date for next internal review of this strategy</b>	December 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Progress 8 score average (from 2016/17)</b>	- 0.76	0.11
<b>Attainment 8 score average (from 2016/17)</b>	34.67	46.13
<b>Progress 8 score average (from 2017/8)</b>	-0.22	+0.05
<b>Attainment 8 score average (from 2017/18)</b>	41.46	49.18

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Lack of challenge in some classroom settings leads to low aspirations and poor progress. Students fail to engage with higher order thinking skills (HOTS) routinely and typically.
<b>B.</b>	Lack of rigour in differentiating by task and feedback means that students don't know how to write a "Grade 9" answer. Students don't regularly engage with output based activity

	based on scaffolded and chunked planning that accelerates them quickly to higher order thinking skills (analyse, synthesise and evaluative) standard of work with higher order extended writing as standard.
<b>C.</b>	Behaviour of some disadvantaged students is less good than their non -disadvantaged peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lower attendance rates amongst certain micro cohorts impeded anticipated progress.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased challenge in all subjects/faculties so that it is consistently high for all but especially for disadvantaged who should be seen as disadvantaged not low achieving. Seen in various review mechanisms. Academic outcomes in line with/better than targets. Seen in data. <b>C</b>	Termly, internal teaching and learning reviews will show that challenge is high for all PPG students with consistency across all faculties in relation to end point tasks. This will be evident in lesson observation/learning walks, class charts, work scrutiny and through pupil voice. CPD for staff will identify and quantify what high challenge looks like. Outcomes for PPG will be in line with or better than that of their non PPG peers .
<b>B.</b>	Developed and refined differentiation so that consistently there are better and more scaffolded steps built in to learning episodes. Improve, feedback aimed at accelerating learning . “In order to get to x you must do y...” Seen in regular monitoring. Academic outcomes in line with/better than targets. See in data. <b>C</b>	Termly, internal teaching and learning reviews will show that differentiation and scaffolding for PPG students is personalised and targeted so that students can be seen to be making discernible progress. “Chunking” linked to clarity of learning objectives and outcomes will be in evidence. This will be apparent in lesson observation/learning walks, class charts, work scrutiny and through pupil voice. CPD for staff will identify and quantify what the chunked steps and what a lesson objective and lesson outcome look like. Outcomes for PPG will be in line with or better than that of their non PPG peers.
<b>C.</b>	To improve disadvantaged attendance so that it equals or is better than non- disadvantaged attendance. Seen in weekly ,half-termly, termly and annual data analyses. <b>A</b>	All PPG – FSM, Ever6, FPPG and CiC will have at least 95% attendance. Heads of Year will prioritise PPG students and keep monitoring and intervention records linked to working with EWO and other agencies. Surrogate parenting programme for Y11 will lead to improved attendance in this cohort specifically.
<b>D.</b>	Improved independent Careers Advice and Guidance using Gatsby benchmarking to ensure that disadvantaged students get more and additional support especially at transition times K3-4, 4-5 and Post 16. Seen in transition records and through pupil voice. <b>B</b>	PPG students at key transition points get face to face independent CIAG and report in pupil voice that they feel confident about and settled in choice making. Access for all target KS4-5 and Post 16 transition students to speakers, visits and aspirational input for HE and beyond. Benchmarking is favourable for PPG compared to their non PPG peers.

You may have more than one action/approach for each desired outcome.

5. 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					
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?
Increased challenge in all subjects/faculties so that it is consistently high for all but especially for disadvantaged who should be seen as disadvantaged not low achieving. Academic outcomes in line with/better than targets.	SOLO taxonomy including thinking maps Top Tips (re-worked) –FIRST and UPHIGH. CPD to focus on T&L basics and HOTS. Growth Mind Set Shared effective practice Engagement with MAT and TSA. Refocus on objectives and outcomes linked to EPTs. RAMs/Pupil Pursuits T&L reviews Identify FSM/Ever6/CiC and FPPG in planning “Grade 9” teaching to the top!	Monitoring demonstrates that challenge in lessons is not high enough consistently and across the board resulting in low order input based cognitive challenge instead of higher order output based challenge. EEF data suggests that metacognition intervention is low cost but high yield and can add up to 7 months’ progress.	Links directly into CIP and CPD plans. Monitoring and evaluation via middle leaders, line management systems and processes, SLT accountability systems, teaching and learning review, PPG internal review. <b>Costs:</b> <ul style="list-style-type: none"> <li>• CPD £5,000 subject specific</li> <li>• RAM &amp; Pupil Pursuit Time £7,000 inclusive of Dr Atkinson (£200)</li> <li>• Part cost of L&amp;T reviews (release time ) £5,000</li> <li>• Resources to be given to PPG students £4,250</li> </ul>	VP	December 2018 March 2019 June 2019
Developed and refined differentiation so that consistently there are better and more scaffolded steps built in to learning episodes. Improve, feedback aimed at accelerating learning . “In order to get to x you must do y...” Academic outcomes in line with/better than targets.	SOLO taxonomy including thinking maps Top Tips (re-worked) –FIRST & UPHIGH CPD for differentiation Development of Questioning especially nominated planned questioning for specific students. strategies and dialogic feedback Growth Mind Set Shared effective practice Engagement with MAT and TSA. Re-focus on marking & DIRT. RAMs/Pupil Pursuits T&L reviews Identify FSM/Ever6/CiC and FPPG in planning Clarity about what a lesson objective and outcome will look like via CPD.	Monitoring demonstrates that differentiation is not smart or sharp enough and there are far too few scaffolded steps built in to learning episodes. Fundamental to this, feedback aimed at accelerating learning is not clear enough. EEF shows that feedback is low cost and can add up to 8 months’ progress and that mastery interventions are also low cost but may add up to 5 months’ progress.	Links directly into CIP and CPD plans. Monitoring and evaluation via middle leaders, line management systems and processes, SLT accountability systems, teaching and learning review, PPG internal review. <b>Costs:</b> <ul style="list-style-type: none"> <li>• Part Cost of TLR for CPD development £3,200</li> <li>• Part Cost of VP salary for one day p/w PPG £16,421</li> <li>• Growth Mind Set resources, CPD and interventions £850</li> <li>• HoF time to devote to faculty based disadvantaged monitoring £22,000</li> <li>• Resources to be given to students £6,500 inclusive of GCSE POD for Y11.</li> </ul>	VP	December 2018 March 2019 June 2019

<b>Total budgeted cost</b>					£70,221
<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>

<p>To improve disadvantaged attendance so that it equals or is better than non- disadvantaged attendance</p>	<p>Use of PP Champion Mentoring through “surrogate parenting” Use of EWO time Access to co and extra-curricular opportunities and planning/signposting in class plans. Anchor Group for transition not ready target group.</p>	<p>Target groups identified in 2017/18 monitoring = Y7 FSM, Y8 FSM males, Y11 FSM males, Y11 SPPG males and Post 16 Ever 6. Gaps did not close quickly enough. ABCC approach to disadvantaged.</p>	<p>Monitoring of attendance needs to be more sharply focused by the HOY team and their teams of tutors, becoming practice with disadvantaged families to bring about target cohorts to National all. Evaluation of attendance data by HOY team to be timetable in a bi weekly meeting with the attendance team, scrutinizing all micro cohorts, including FSM, CiC, Ever 6 and SPPG as well as Forces children.</p>	<p>AP and PP Champion</p>	<p>December 2018 March 2019 June 2019</p>
<p>To have supported and intervened with the behaviour of those disadvantaged students who currently struggle to self-regulate and behave well. Behaviour monitoring will show improvements in target groups.</p>	<p>Use of HumanUtopia opportunity Ready 2 Learn including triage, mentoring and reintegration EH4MH School Counsellor priority Diversity engagement project. Parental digital literacy intervention to address use of social media and online learning capacity of students.</p>	<p>EEF indicates that behaviour interventions are moderate cost but may add up to 4 months’ progress. Pupil voice suggest that some students would benefit from additional help with their mental health. Parent and pupil voice indicates that some disadvantaged students have gender identity issues that require a whole school approach. EEF indicates that digital technology inputs can add up to 4 months progress.</p>	<p>Heads of Year will analyse pupil behaviour data and plan interventions including multi agency based responses. Line management and use of meeting time with line leads and EWO to monitor. PP Champion will lead on Diversity work. “Experts” to deliver digital literacy programmes. <b>Costs:</b></p> <ul style="list-style-type: none"> <li>• Part cost of AP attendance £14,750</li> <li>• Part Cost of EWO £10,000</li> <li>• Part Cost of attendance officer £5,250</li> <li>• HumanUtopia costs £10,000 plus staffing £1750</li> <li>• School counsellor extra hours £4,280</li> <li>• Anchor group staffing for MPS and support staff £50,000</li> <li>• SENDCo time for quality first teaching development £3,780</li> <li>• RTL part cost for therapeutic mentoring £15,000</li> <li>• Share of PPG Champion Salary £19,200</li> <li>• Extra Curricular and Co-curricular opportunities £9,750</li> <li>• Diversity project costs £350</li> <li>• Surrogate parenting admin and sundry costs £175</li> <li>• Release time for Early Help prac and regional forums plus behaviour support salary costs associated £9,750</li> <li>• LLTTF admin and supervision costs £8,750</li> </ul>	<p>AP and PP Champion</p>	<p>December 2018 March 2019 June 2019</p>

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<b>Total budgeted cost</b>					£162,785
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**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?
Improved independent Careers Advice and Guidance using Gatsby benchmarking to ensure that disadvantaged students get more and additional support especially at transition times K3-4, 4-5 and Post 16.	All disadvantaged students see an independent adviser at key transition times. Supported personalised pathways for nominated disadvantaged students with SENDI.	Progression route are vital for disadvantaged students to be able to see where they are going and why. Currently, some disadvantaged students have to have their KS4 and 5 options adjusted and even reduced because of poor, unsupported. choices	Line Management systems Link to CIP Action plan.  <b>Costs:</b> <ul style="list-style-type: none"> <li>• Proportion of AP salary £14,800</li> <li>• Cost of CEIAG £4,000</li> <li>• Visits to HE and other institutions £5,200</li> <li>• Proportion of specialist TA time £3,235</li> <li>• Share of ASENDCo and Deputy SENDCo time £6,770</li> </ul>	AP	December 2018 March 2019 June 2019

<b>Total budgeted cost</b>					£34,005 (£267,011)
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**6. Review of expenditure**

<b>Previous Academic Year</b>	<b>2017/18</b>
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**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost £88,500
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<p>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.</p>	<p>Use of Top Ten tips and Little Helper Extend questioning and use of SOLO taxonomy in particular higher order questioning to challenge and develop target student vocabulary and confidence. Develop resilience in speaking and listening through open mind set ethos which focuses on contribution and not “being right”. Use of “Walking Talking” assessments.</p>	<p>1. Reading ages of KS3 PPG students are within 1 – 2 chronological year of age in 80% of cases. Year 7 PP reading age data: 88 PP pupils. Reading age is above chronological age - 20 (23%). Reading age is the same as chronological age - 2 (2%). Reading age is below chronological age - 64 (73%). No data - 2 (2%).</p> <p>2. Lesson observation through learning and teaching review, walk through etc show that oracy and speaking and listening and given priority.</p> <p>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.</p> <p>4. “Walking/Talking” approaches to assessment are evident in learning and teaching review, walk through and class planning. Area for development to be led by Science (JHY).</p>	<p>1. More emphasis needed on grass roots phonics and basic teaching of reading to those who are wholly non-readers/beginners.</p> <p>2. Focus on dialogic approaches has sharpened and become a greater priority in lessons and this was seen in learning and teaching reviews as well as HoF monitoring and internal PPG review. Too few questions though in written feedback are challenging students. Some teachers still mark “thinly” and do not give feedback aimed at accelerating progress. The focus on DIRT has diluted over 2017/18.</p> <p>3. Top Tips seen in class planning, monitoring and observation as well as work scrutiny. Some faculties still have work to do to embed this. Tips need to be reduced and better exemplified and this was done in Summer 2018.</p> <p>4. We were late delivering the CPD as this was synchronised with the start of the formal examination season.. There is some good practice in Science, maths and English but it is not yet transformationally embedded.</p>	<p>Proportion of AP/English HoF and Specialist TA salaries to oversee literacy support (with on costs). <b>£31,800</b></p> <p>Proportion of support staff and specialist teaching salaries, plus on costs, to staff Anchor nurture group for KS3 disadvantaged students in Y8 who still have below chronological age reading/spelling. <b>£44,500</b></p> <p>CPD costs related to top tips and waking talking approaches. <b>£500</b></p> <p>Proportion of school librarian salary to cover reading intervention through AR and e.g. h/w club for target students. <b>£4,750</b></p> <p>AR, books, resources and sundries for literacy acceleration <b>£6,950</b></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost £65,000</b></p>

<p>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.</p>	<p>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.</p>	<p>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. All students have a rewards trip per annum and PPG costs are funded if necessary.. Special events to include drones/services presentation for Y7 &amp; 8 14/11/17 and refugees focus assembly led by START for all students. Peripatetic music for PPG as well as LAMDA lessons for PPG students. PE residential costs for PPG students funded.</p> <p>2. Register of take up will demonstrate that 90% of target group are engaging. Not yet at 90% for independent engagement although rewards trips will be 90%+ as will special events</p> <p>3. Incidences of low level poor behaviour from PPG students as recorded on SIMS reduce because students have the context to access curriculum matter.</p> <p>4. Outcomes for PPG in English, Humanities and Social Studies improve in KS3 with 65% on PPG making at least expected progress..</p>	<p>1. There is an over-arching link between cultural enrichment and engagement in such activities and improved outcomes. PPG+ students benefit clearly from this but it has been harder to accurately map FSM/Ever 6 and FPPG.</p> <p>2. Mapping all activities, has proved challenging. This remains work in progress. Focus on diversity and disadvantaged still requires some development and re-shaping.</p> <p>3. Incidences of red boards are fewer for PPG than non in autumn 2017. However incidences of parking for PPG exceed those for non PPG in this period. Far fewer PPG fail to participate than non PPG in autumn 2017. Slightly fewer PPG truant lessons than non PPG in this period. Significantly more PPG student perpetuate bullying are put into ISU and are excluded than their non PPG peers. There are fewer equipment infringements and far fewer homework non compliance based sanctions for PPG. This is good evidence of impact.</p> <p>4. Y11 on DD1 P8 (17 STUDENTS FSM) FSM -1.1, NFSM - 0.46. Gap is -0.64 (2017-0.73). A8 DD1 : English 9 FSM students not achieving standard or strong pass, Science 15 not achieving standard or strong pass, Maths 11 FSM not achieving standard or strong pass, Humanities 2 FSM students not achieving standard or strong pass. Y7 DD1 HPA disadvantaged out -perform non disadvantaged. Y8 DD1 disadvantaged perform in line with non- disadvantaged. March 2018 A&amp;O monitoring, evaluation and impact report states that “disadvantaged students are exceeding their target&gt;60% in years 8-11”. Class plans work well but do not always explicitly identify extra and co-curricular enrichment opportunities. No 2017/18 terminal data until Summer 2018.</p>	<p>Peripatetic LAMDA/music etc. <b>£12,450</b></p> <p>Disadvantaged students’ fees paid for curriculum based activities e.g. willow workshops, theatre trips, catch up lessons (PPG+) etc. <b>£6,850</b></p> <p>Cost of Humautopia – not planned discretely but sourced as a means of developing ethos, resilience and engagement <b>£13,000</b> + staff cover costs x 3 x 5 days <b>£2,700</b></p> <p>Part costs of art therapy approaches, forest school, mindfulness, counselling , mentoring and animal care to disadvantaged students support students’ cultural and social development , including share of staffing costs. <b>£25,000</b></p> <p>Rewards trips for disadvantaged <b>£5,000</b></p>
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b>	<b>Cost £10,300 (A) £71, 975 (B) = £82,275</b>

<p>A) 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.</p> <p>B) 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.</p>	<p>A) Parents are supported to support their PPG children access the web and improve their digital literacy. All PPG students have access to online facilities. Roll out virtual mentoring CPD for staff through collaboration with University of Southampton . Develop use of Show My Homework.</p> <p>B) All PPG students who do not attend regularly have a mentor. PPG attendance is reviewed every half term by HoY and PP Champion . Use of TAF and Early Help is either considered or facilitated by HoY through Right for Children .(EWO to be involved) 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. .</p>	<p>A) Parents are supported to support their PPG children access the web and improve their digital literacy. Parent voice is positive in 90%+ of cases. Not yet attempted. All PPG students have access to online services. Register kept and updated including access to Show My Homework , Google Classroom and engagement with.. Roll out virtual mentoring to encompass 10 additional PPG priority students across the academic year. 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.</p> <p>B) All PPG students who do not attend regularly have a mentor. (Register kept). PPG attendance is reviewed every half term by HoY and PP Champion and target students identified and intervened with (record of reviews kept). Still no PPG Champion but this is under review. Use of TAF and Early Help is either considered or facilitated by HoY through Right for Children and this is evidenced through monitoring records. Example see LE Y8</p>	<p>A) There is a need for parent based education to facilitate a better understanding of how children and young people access the web. This will be addressed in 2018/19. Since 09/2017 70% of non PPG students have logged on to SMHW at least once a week compared to 64% of PPG so although there is a gap, it is not significant. Use of ICT and digital media seen in varying stages of development in teaching and learning reviews, HoF monitoring and staff voice. In the best examples, digital media is used to flip learning and allow students to complete input low order tasks in preparation for lessons that are output based and that focus on higher order skills e.g. analysis, synthesis and evaluation . Good examples in Computing, Technology, Humanities.</p> <p>B) Monitoring of attendance is sharply focused by the lead AP, attendance officer who are in constant contact with the EWO with Weekly meetings and attendance monitoring..By HT4 2017/18 FSM college attendance was higher than for FSM nationally. Target groups identified Y7 FSM, Y8 FSM males, Y11 FSM males, Y11 SPPG males and Post 16 Ever 6. These will carry forward to 2018/19.</p>	<p>A)Virtual mentoring costs of hardware – 5 extra ipods, chargers, cases etc <b>£3,250</b> Release time for mentor equivalent of one day p/w plus on costs <b>£3,750</b> Release time for staff involved in Uni Soton training and research plus on costs and disbursements <b>£3,000</b></p> <p>B)Additional EWO and EP hours for disadvantaged student work <b>£9,750</b> Proportion of AP salary plus on costs for monitoring and intervention for disadvantaged <b>£12,850</b> Proportion of PPG Champion salary +TLR plus on costs <b>£18,750</b> Proportion of Attendance Officer salary with on costs for monitoring of, and recording disadvantaged student attendance <b>£4,725</b> Proportion of VP salary equivalent to one day p/w on PPG business incl on costs <b>£16,421</b> Admin time and Early Help Forum release time and cost of providing support through TAF e.g. uniform etc. <b>£6,349</b> Sundry costs <b>£3,150</b> including breakfast sundries and emergency food outside lunches.</p>
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**7. Additional detail**