



## Pupil premium strategy statement: 2019/20

### School: TAVISTOCK COLLEGE

1. Summary information					
School	Tavistock College				
Academic Year	2019/20	Total PP budget	£244,000	Date of most recent PP Review	May 2019
Total number of pupils	1,357	Number of pupils eligible for PP	297 (22%)	Date for next internal review of this strategy	December 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (from 2017/18)	-0.22	+0.05 (-0.27 gap)
Attainment 8 score average (from 2017/18)	41.46	49.18
Progress 8 score average (from 2018/19) unvalidated	-0.35	-0.29 (-0.06 gap)↑
Attainment 8 score average (from 2018/19) unvalidated	42.7↑	47.7

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>	The progress of FSM students is making the least improvement when compared with other micro-cohorts within the disadvantaged group. This is a pattern, over time. (FSM P8 -0.76, Non FSM -0.24 . Gap = -0.52).
<b>B.</b>	Over time, the progress of high prior achieving disadvantaged boys is improving at too slow a rate when compared to that of other HPAs and other disadvantaged students in general.

<b>C.</b>	Increased and increasing numbers of, reported, Tier 1 and some Tier 2 mental health difficulties have impacted on attendance, some behaviour and levels of resilience, particularly in relation to disadvantaged students.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Contextual and demographic weaknesses in acquisition of social and cultural capital creates barriers that preclude some vulnerable children from accessing the more challenging curriculum concepts and fundamental blocks of applied knowledge. A significant majority of vulnerable and disadvantaged students are inherently "Tavistock-(ethno)centric" in experience, aspiration, outlook and engagement.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Further rapidly accelerate progress for all disadvantaged but close the gap between the sub micro cohorts such that FSM, Ever 6 and CiC make similar or the same rates of progress and FSM gaps close more rapidly. Measured through data drops and analyses, teaching and learning reviews and internal PP QA and monitoring.	The progress of FSM students will mirror that of other disadvantaged students in outcomes and improve to between +0.1 and +0.2. Improvements will be seen at successive data drops as well as in terminal data.
<b>B.</b>	Progress for HPA disadvantaged boys will accelerate and they will make better progress than other male disadvantaged students. Gaps between HPA disadvantaged boys and non-disadvantaged boys will also reduce. Measured through data drops and analyses, teaching and learning reviews and internal PP QA and monitoring	HPA disadvantaged boys progress will be within 0.5 of a grade of the progress of non-disadvantaged HPA boys.
<b>C.</b>	Ensure that mental health provision is both explicit and implicit through targeted work and intervention as well as generic curriculum based opportunities and target disadvantaged students as priority 1 through pastoral and safeguarding systems and processes. Intent is to offer a broad range of early intervention and wrap around resilience support to all. Embed positive mental health strategies and develop Multi Agency Steering Team activity. Measured through engagement records/notes/mapping of activity, IBP, PSP, Early Help and multi-agency record scrutiny and analysis.	Students, parents and staff will recognise the range of implicit and explicit provision for EH4MH and case studies will show that few cases progress from Tier 1 to Tier 2 and/or beyond this.
<b>D.</b>	Continue to grow and maximise cultural capital through personal development curriculum, CEIAG, academic curriculum, targeted use of PPG for enrichment and engagement with extra and co-curricular opportunities. Measured through engagement and impact reviews, engagement records, pupil voice and case studies.	Intentions in all planning and policy will be clear. The efficacy of pastoral support will be strengthened and engagement of, and outcomes for, students will be reflected in improved attendance, behaviour and outcomes for disadvantaged children and young people.

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

## 5. Planned expenditure

Academic year

2019/20

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?
Further rapidly accelerate progress for all disadvantaged but close the gap between the sub micro cohorts such that FSM, Ever 6 and CiC make similar or the same rates of progress and FSM gaps close more rapidly. Measured through data drops and analyses, teaching and learning reviews and internal PP QA and monitoring.	<p>Disadvantaged coordinator to over- see operational implementation of strategies.</p> <p>Use of RAM (Raising Achievement Meetings) with SLT/HoY/Coordinator and core HoFs participating.</p> <p>Line Management focus on disadvantaged through school data (SISRA and FFT), Atkinson Report scrutiny.</p> <p>Continue to use the refined top tips (FIRST/UPHIGH), now distilled as "Power of 3" and provide CPD for all staff to exemplify what this looks like as part of The Bottom Line.</p> <p>Resources for faculties and individual students, with FSM as priority 1, as identified in line management, PEP etc to include revision materials, access to booster sessions, one to one booster tuition etc.</p> <p>Access to GCSE Pod with disadvantaged FSM students targeted.</p> <p>Continue with "surrogate parenting" programme for disadvantaged.</p>	<p>Many/most of these strategies have been implemented and gradually refined over the preceding three years and have led to a discernible three year trend of gaps closing. As the approaches move beyond embedded status it is reasonable to say that they are transforming outcomes. Consistency is leading to success. The school is ranked 11<sup>th</sup> in 2019, in Devon, for closing gaps.</p> <p>Key to any success is the quality of teaching and learning. EEF data supports this view. Internal teaching and learning reviews show that pedagogical inputs need to be simple, consistently understood and measurable hence the further refinement of top tips into Power of 3.</p> <p>Some responses need to be bespoke and personalised to take into account distinct and very specific circumstances.</p>	<p>Integral to College Improvement Plan (CIP). Use of teaching and learning reviews (one per term, per faculty) led by senior leaders and with specific foci. Pupil pursuits for individuals led by senior leaders and disadvantaged coordinator to quality assure. Monitor through line management, data analyses, RAM (notes of meeting). Provision of CPD and adherence to Power of 3 within the "Bottom Line" for T&amp;L framework. Case studies for individual inputs. Evaluation of school improvement activity through three monitors of this plan presented and shared at SLT meetings.</p>	VP	<p>December 2019</p> <p>March 2020</p> <p>June 2020</p>

<p>Progress for HPA disadvantaged boys will accelerate and they will make better progress than other male disadvantaged students. Gaps between HPA disadvantaged boys and non-disadvantaged boys will also reduce to 0. Measured through data drops and analyses, teaching and learning reviews and internal PP QA and monitoring</p>	<p>Deployment of the T&amp;L pedagogical refinement strategy led by a published research based author of "Boys Don't Try? Rethinking Masculinity in Schools". Pedagogy focused on working memory, retrieval practice and spaced practice. This includes an extensive suite of directed developmental CPD for teachers with a focus on quality of middle leadership to identify need and drive improvement. Opportunities for boys to meet role models and have teaching and mentoring from positive role models. Access to personalised and bespoke packages of resources to improve outcomes e.g. revision materials, workshops etc. Development of boys' growth mind set pedagogical strand of The Bottom Line. Includes staff CPD .</p>	<p>HPA disadvantaged boys make less progress than their other disadvantaged peers. All data shows this clearly. Success will be predicated on success of engagement in the curriculum and quality of differentiation and scaffolding . (EEF data and research bears this out). Middle leaders should be the agents for change. Middle leadership needs to improve in relation to early identification of need and delivery of subject specific and subject level interventions. Some responses need to be bespoke and personalised to take into account distinct and very specific circumstances.</p>	<p>Integral to College Improvement Plan (CIP) and link governor. Use of teaching and learning reviews (one per term, per faculty) led by senior leaders and with specific foci. Pupil pursuits for individuals led by senior leaders and disadvantaged coordinator to quality assure. Monitor through line management, data analyses, RAM (notes of meeting). Provision of CPD led by research owner and author. Adherence to Power of 3 (for HPAs) within the "Bottom Line" for T&amp;L framework. Case studies for individual inputs. Evaluation of school improvement activity through three monitors of this plan presented and shared at SLT meetings</p>	<p>VP</p>	<p>December 2019 March 2020 June 2020</p>
<b>Total budgeted cost</b>					<b>£182,988</b>
<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>Ensure that mental health provision is both explicit and implicit through targeted work and intervention as well as generic curriculum based opportunities and target disadvantaged students as priority 1 through pastoral and safeguarding systems and processes. Intent is to offer a broad range of early intervention and wrap around resilience support to all. Embed positive mental health strategies and develop Multi Agency Steering Team activity. Measured through engagement records/notes/mapping of activity, IBP, PSP, Early Help and multi - agency record scrutiny and analysis.</p>	<p>Targeted use of EH4MH “Living Life To The Full” (LLTTF) with disadvantaged cohort. Includes staff training. Access to mentoring (including attachment based) and mental health first aid as a priority. Includes staff training and training for staff “supervision” model to support. Further development of Tavistock Multi Agency Support Team (MAST) with a focus on EH4MH and engagement with a broader range of local voluntary and volunteer agencies. Aim to develop a well-being hub within the college. Further refinement of CPOMS recording to identify EH4MH cases very explicitly and then monitor activity and impact thereof. Access to a part time college based well being worker who will carry a caseload of mentoring cases via HoY referral. Further EH4MH staff training including local voluntary agencies, CAMHS and others. Roll out of the ABC (attendance, behaviour and curriculum – this includes growth mind set) project to improve consistency of quality of IBPs and PSPs and provision of positive well being interventions integral to this project and allied to Early Help protocols.</p>	<p>Monitoring of CPOMS (and other student records) along with generic student voice and parent voice shows that reduced resilience is most often identified amongst disadvantaged students and is used as a caveat for low personal aspirations and failure to engage. This mind set needs to change rapidly. Reinvigorated MAST is in its second year (2019/20) and is gathering momentum and executive agency. This is bringing a wealth of support and opportunity and needs more time to embed fully. In the current depressed financial climate more needs to be made of cost neutral/minimal cost community support.</p>	<p>Integral to College Improvement Plan (CIP) and link governor.. Monitor through line management, data analyses, RAM (notes of meeting). Provision of CPD utilising external expertise. Soft data analysis using CPOMS and outcomes data. . MAST notes shared with MAT through the MAT strategic mental health group and safeguarding forum.. Case studies for individual inputs. Evaluation of school improvement activity through three monitors of this plan presented and shared at SLT meetings. Line management activity and supervision for well being worker.</p>	<p>VP</p>	<p>December 2019 March 2020 June 2020</p>
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<b>Total budgeted cost</b>					<b>£40,664</b>
<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>
Continue to grow and maximise cultural capital through personal development curriculum, CEIAG, academic curriculum, targeted use of PPG for enrichment and engagement with extra and co-curricular opportunities. Measured through engagement and impact reviews, engagement records, pupil voice and case studies.	Continued engagement with HumanUtopia and their "heroes" programme. Resources for co and extra curricular /enrichment opportunities where disadvantaged students are participating. Resources pro-rated according to % of disadvantaged who participate at least once per month. This includes peripatetic tuition opportunities. Use of SPPG for a support group for relevant children led by an ex-armed forces facilitator.	IDACI demographics analysis shows that students in catchment are in some of the most deprived deciles for deprivation e.g. Princetown is 7 <sup>th</sup> decile nationally and Bere Alston and Tavistock both 4 <sup>th</sup> decile (where 1 is the most deprived) Tavistock is in the 4 <sup>th</sup> decile for income deprivation. Students need to have cultural capital in order to access a range of curriculum specific concepts and contextual issues. Services students proliferate due to the proximity of services facilities. These students have pastoral needs that have to be catered for. This is an ethical response.	Integral to College Improvement Plan (CIP). Evaluation of school improvement activity through three monitors of this plan presented and shared at SLT meetings. Pupil and student voice for HumanUtopia/SPPG activity to evaluate at regular intervals and ensure value for money. Fractional staffing dedicated to operational implementation and oversight. Case studies for individuals.	Principal/VP	December 2019 March 2020 June 2020
<b>Total budgeted cost</b>					<b>£ 20, 348 Cumulative £244,000</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2018/19</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b>	<b>Cost £70,221</b>	

<p>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.</p> <p>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.</p>	<p>SOLO taxonomy including thinking maps Top Tips (re-worked) – FIRST and UPHIGH. CPD to focus on T&amp;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&amp;L reviews Identify FSM/Ever6/CiC and FPPG in planning “Grade 9” teaching to the top!</p> <p>SOLO taxonomy including thinking maps Top Tips (re-worked) – FIRST &amp; 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 &amp; DIRT. RAMs/Pupil Pursuits T&amp;L reviews Identify FSM/Ever6/CiC and FPPG in planning Clarity about what a lesson objective and outcome will look like via CPD.</p>	<p>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. Expected that outcomes will improve and gaps close.</p> <p>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. Expected that outcomes will improve and gaps close.</p>	<p>T&amp;L reviews show that “challenge” (demonstrated through rigorous homogeneous end point tasks for all) is embedded but not yet transformational because there is in year variation in outcomes across subjects and within subject groups, within cohorts. It is evident that there is still a small amount of variation in individual teacher practice and appraisal is being used to address this. HPA disadvantaged boys underperform to a much greater extent than their peers. Internal Data (in the absence of terminal data) shows that at DD3 on FPG, girls FSM P8 is +0.13 whereas FSM boys register a P8 of -0.47. We thus need to focus in 2019/20 on disadvantaged PPG boys as a target cohort. There are still minor pockets of underperformance by staff in relation to challenge. Reviews of the “Up High” and “FIRST” principles have led to a further honing of generic strategies into The Power of 3 for PPG and HPAs and staff now have faculty based exemplars articulating what key responses and interventions look like from subject specific points of view. MAT monitoring by a former HMI recommends that we continue to do few things well and continue to adhere to “The Bottom Line”.</p> <p>T&amp;L reviews, which happen each term formally, show that differentiation is becoming sharper and more focused but that in a small number of cases, simplification and extension work are still replacing pure differentiation and chunked scaffolds. More sustained CPD is needed for some colleagues to accelerate their ability to devise effective strategies. Internal data (in the absence of any terminal 2019 data) reveals that, in DD3 and for FPG, in English, the EBACC and the open buckets PPG students make less good progress than non PPG peers. However, in Mathematics, PPG students who are FSM have a P8 score of +0.26 as opposed to non FSM students whose P8 in Mathematics is +0.01. There will, therefore, be an imperative in 2019/20 to analyse mathematics practice and establish what works well for PPG/FSM students in this forum that can be shared as effective pedagogy globally. MAT monitoring by a former HMI recommends that we continue to do few things well and continue to adhere to “The Bottom Line”.</p>	<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> <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>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost £162,785</b>

<p>To improve disadvantaged attendance so that it equals or is better than non- disadvantaged attendance</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 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>Use of HumaUtopia 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>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. Expected that disadvantaged attendance will improve and be in line with national targets.</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. Expected that behaviour of disadvantaged students will improve.</p>	<p>Spring HT4 attendance data shows that PPG attendance is 92.4% and non PPG is 94.1%. Pupil premium champion to analysed the disadvantaged data and formulated a specific disadvantaged attendance plan centred around parental and student involvement to improve disadvantaged attendance. This is RAG graded with the Attendance Officer every month. FSM identified through meetings to be a potential ‘hard to reach group’ and pupil premium champion is developing family meetings and home visits protocol , where appropriate , for attendance.</p> <p>Pupil and parent voice records positive responses to HumanUtopia. Peer support mechanisms are qualitatively believed to impact positively on resilience and self -coping strategies. What was missing was a “24/7” opportunity so the college opted into a clinical trial of a conversational CBT app, HEALIOS. Data collected through questionnaires and face to face focus groups by HEALIOS indicate that students have found this helpful. All strategies have now been incorporated into a mental health strategy and policy and the college have trained Mental health 1<sup>st</sup> Aiders to further augment and improve provision. Living Life to The Full (LLTTF) has also come online and disadvantaged students are discretely targeted to be both ambassadors and users of this service. Behaviour monitoring shows that in April 2019 the “top ten” behaviour concern students include; 0 x FSM, 2 x Ever 6, no FPPG and 0 CiC. 80% of key concerns are <b>not</b> PPG/disadvantaged.</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> <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>
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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; £34005</b>

<p>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.</p>	<p>All disadvantaged students see an independent adviser at key transition times. Supported personalised pathways for nominated disadvantaged students with SENDI.</p>	<p>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. Expected that disadvantaged NEETS will be 0 and all disadvantaged students will have additional transition support to facilitate effective transition.</p>	<p>Disadvantaged students prioritised for early and additional transition/options interviews and support inclusive of support from an independent careers adviser. Some disadvantaged given work placements to aid employability. No data on NEETS yet available for 2918/19.</p>	<p>*Proportion of AP/English HoF and Specialist TA salaries to oversee literacy support (with on costs). £31,800  *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. £44,500  *CPD costs related to top tips and waking talking approaches. £500  *Proportion of school librarian salary to cover reading intervention through AR and e.g. h/w club for target students. £4,750  *AR, books, resources and sundries for literacy acceleration £6,950</p>
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**7. Additional detail**