



National College for  
Teaching & Leadership

## Pupil premium strategy statement: 2020/21

### School: TAVISTOCK COLLEGE

1. Summary information					
School	Tavistock College				
Academic Year	2020/21	Total PP budget	£282,680	Date of most recent PP Review	2019/20 (DTSA PEER REVIEW)
Total number of pupils	1,350	Number of pupils eligible for PP	416	Date for next internal review of this strategy	December 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2018/19)	-0.33	-0.29
Attainment 8 score average (from 2018/19)	42.7	47.7
Progress 8 score average (from 2019/20) unvalidated teacher assessment	+0.09	ALL +0.08
Attainment 8 score average (from 2019/20) unvalidated teacher assessment	47.08 ↑	49.49 ↑ (national 2019 46.69)

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 HPA (FSM) male students is making the least improvement when compared with other micro-cohorts within the disadvantaged group. This is a pattern, over time. And although there was some shift in 2019/20 COVID paused face to face interventions and thus gaps have not closed swiftly enough. In 2020 HPA FSM boys numbered 6 of the 7 HPA males in the disadvantaged category. 2/6 had a negative P8 and 4/6 underachieved in mathematics. HPA P8 in 2020 was -0.18 and this was the only microcohort of disadvantaged students to have a negative P8.
<b>B.</b>	Although disadvantaged SEND (EHCP/K) progress students is better than their non- disadvantaged SEND peers, morally this is no grounds for complacency and more must be done to bring the disadvantaged SEND P8 to 0 or better).
<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. COVID has potentially exacerbated this and thus this target rolls forward almost unchanged.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Continuing and unabated contextual and demographic weaknesses in acquisition of social and cultural capital (further exacerbated by COVID) 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. This does not change, year on year , as demographics remain fairly static or circumstances deteriorate for students.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Progress for HPA disadvantaged boys, especially FSM, 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 0 and HPA FSM boys P8 will be within 0.2 of a grade of the progress of non-disadvantaged HPA boys.
<b>B.</b>	Further and rapidly improve quality of early intervention and provision for SEND disadvantaged students with EHCPs and "K" on the register to rapidly close progress gaps . Measured through data drops and analyses, teaching and learning reviews and internal PP QA and monitoring	SEND progress will be P8 0 or positive.
<b>C.</b>	In light of COVID 19 continue to ensure that mental health provision is relentlessly prioritised and 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. Measured through engagement records/notes/mapping of activity e.g; 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 (seen in recent MAT and internal surveys)and case studies will show that students engage in a range of Tier 1 – 3 interventions but that Tier 1 is able to decelerate cases and ensure that only complex cases progress to Tier 2+.
<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 remain 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

2020/21

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?
<p>1.Target carried forward in part from 2019/20 due to COVID pause and lack of evidence over a full academic year. Progress for HPA (FSM) disadvantaged boys will accelerate further 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. (2019/20 gap was -0.18 HPA male dis v non disadvantaged HPA). 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".  <b>Pedagogy focused on working memory, retrieval practice, modelling of extended writing and spaced practice.</b> This includes a further extensive suite of directed developmental CPD for teachers with a focus on quality of middle leadership to identify need and drive improvement.  <b>Opportunities for boys to meet role models and have teaching and mentoring from positive role models.</b>  <b>Access to personalised and bespoke packages of resources</b> to improve outcomes e.g. revision materials, workshops etc.  <b>Development of boys' growth mind set pedagogical strand of The Bottom Line. Includes staff CPD . RAG letters, surrogacy, lesson monitors etc.</b> GCSE Pod licence for all students and resources for GCSE English written by the research lead (£1,000).            Mathematics - £1,000 to support group tutoring for</p>	<p>HPA disadvantaged boys, especially FSM HPA disadvantaged, still 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 post COVID academic recovery plan. Link governor monitoring. 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 – challenge, scaffold and feedback (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 PPG</p>	<p><b>December 2020</b>  <b>March 2021</b>  <b>June 2021</b></p>

	targeted students in Spring 2021.				
--	-----------------------------------	--	--	--	--

<p>2. Further improve quality of early intervention and provision for SEND disadvantaged students with EHCPs and "K" on the register to rapidly close progress gaps . Disadvantaged EHCP/K progress P8 in 2020 was -0.55</p>	<p>Deployment of interventions for SEND students including <b>pedagogy focused on working memory, retrieval practice, modelling of extended writing and spaced practice.</b> with Assistant Teachers working alongside class teachers to scaffold more extensively from lower taxonomical levels to higher . <b>Interventions to ensure that exam rubric is understood and responses rehearsed and practiced</b> so that structures for tackling examination level assignments and tasks are in place. <b>Rigorous assessment of additional needs ref; exam access and concessions</b> to be accompanied by <b>investigations at subject levels into executive functioning</b> and examination technique gaps. RAG letters, surrogacy, lesson monitors etc</p>	<p>SEND disadvantaged students make better progress than their non- disadvantaged SEND peers in 2020 disadvantaged EHCP/K P8 was -0.55 whereas non disadvantaged EHCP/K P8 was -1.20. This is not a cause for complacency though as disadvantaged SEND students still make 0.5 grade less progress than is expected.</p>	<p>Per above</p>		
<b>Total budgeted cost</b>					<b>£204,650</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>Essence off the target carried forward from 2019/2020 due to COVID pauses and also to support already vulnerable students as they return to education after a long break. Continue to 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. Further embed positive mental health strategies. Measured through engagement records/notes/mapping of activity; ,graduated response, relational support planning, IBP, PSP, Early Help and multi -agency record scrutiny and analysis.</p>	<p><b>Continued targeted use of EH4MH “Living Life To The Full”</b> (LLTTF) with disadvantaged cohort. Includes staff training and utilising virtual methods of access where feasible/necessary. <b>More emphasis on parental engagement</b> and synergy between home and school in approaches to adolescent mental well- being. Relational support planning. <b>Access to mentoring (including attachment based) and mental health first aid</b> as a priority. Includes staff training and training for staff “supervision” model to support.Aim to develop a well-being hub within the college.<b>Develop and embed the work begun in 2019/2020 with University of Plymouth Occupational therapy clinical trainees</b> by taking more trainees on additional placements and maximising the interventions as well as ensuring that there is a legacy of this and from this when trainees move on from placement. Further refinement of CPOMS recording to identify EH4MH cases very explicitly and then monitor activity and impact thereof.<b>Access to a part time college based well-being worker</b> who will carry a caseload of mentoring cases via HoY referral. Further EH4MH staff training including local voluntary agencies, CAMHS and others. Consolidate 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. Further develop multi agency working. This brings a wealth of support and opportunity and is embedded but needs more time to become transformational . In the current depressed financial climate more needs to be made of cost neutral/minimal cost community support that remains COVID safe. .</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. Multi agency 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/Disadvantaged Coordinator</p>	<p>December 2020 March 2021 June 2021</p>
---	--	---	---	-------------------------------------	---

<b>Total budgeted cost</b>					£38,590
<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 but in a more grass roots school led demonstrating sustainability , value for training and previous financial commitments and in an embedding/ transformative way. (Devoting prior learning as well as fiscal commitments to initiatives). Resources for co and extra curricular /enrichment opportunities where disadvantaged students are participating. "Budgets" for: <ol style="list-style-type: none"> <li>1. PE <b>£1,000</b> ( aligned to their EEF/Sports Trust project for 2020/21)</li> <li>2. Creative Arts - to maximise quality of engagement in the formal and informal curricula. <b>£3,500</b></li> <li>3. MF Languages cultural development opportunities. <b>£1,500</b></li> </ol>	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 remains an ethical response.	Integral to the ethos of the 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. PP review 2020/21.	VP/HoYs	December 2020 March 2021 June 2021

	<p>4. Literacy, the school library and reading appreciation/development activities especially relating to BAME, LGBTQ+ and other critical socio/political and humanitarian endeavours. <b>£550</b></p> <p>5. Diversity Group <b>£350</b> to facilitate access to peer led conferences and events etc.</p> <p>Use of SPPG for a support group for relevant children led by an ex-armed forces facilitator.</p>				
<b>Total budgeted cost</b>					£39,440

6. Review of expenditure				
<b>Previous Academic Year</b>		<b>2019/20</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 £182,988</b>

<p>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> <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>Disadvantaged coordinator to over- see operational implementation of strategies. Use of RAM (Raising Achievement Meetings) with SLT/HoY/Coordinator and core HoFs participating. Line Management focus on disadvantaged through school data (SISRA and FFT), Atkinson Report scrutiny. 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. 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. Access to GCSE Pod with disadvantaged FSM students targeted. Continue with "surrogate parenting" programme for disadvantaged.</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>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.</p> <p>HPA disadvantaged boys progress will be within 0.5 of a grade of the progress of non-disadvantaged HPA boys.</p>	<p>Strategies worked well as the gap was reversed and disadvantaged students per se, outperformed their non- disadvantaged peers. Where impact was not seen , students disengaged with school and did not attend but this was a very small minority who had complex needs . COVID pauses and impact make us cautiously optimistic. UPHIGH too complex and Power of 3 more straightforward and pedagogically sound.</p> <p>Strategies worked well with disadvantaged generically, as the gap was reversed and disadvantaged students outperformed their non- disadvantaged peers. However 2/7 HPA disadvantaged males had negative P8 in totality and of the five with a positive P8 overall, 2 has negative P8 in mathematics. 4/7 had negative P8 in mathematics leading to a conclusion that for this cohort, provision in mathematics was less effective. Disadvantaged HPA in 2020 was -0.18 compared to an overall disadvantaged P8 of +0.09.</p>	
--	---	--	--	--

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost £40,664</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” (LLTFF) 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>Students, parents and staff will recognise the range of implicit and explicit provision for EH4MH (seen in recent MAT and internal surveys)and case studies will show that few cases progress from Tier 1 to Tier 2 and/or beyond this.</p>	<p>Access to high quality generic and bespoke mental health support is both valued and valuable as seen in student and parental responses to questionnaires and also the engagement of students with the interventions and support mechanisms. Students were broadly contained at Tier 1 due to the range of support mechanisms available. The unplanned project working with trainee Occupational Therapists reaped many benefits that will be rolled forward as strategy into the 2020/21 plan. There is still a huge shortfall between school based available support and that which is available through multi agency endeavour , in the community , in West Devon. Compared to other areas of the county, West Devon remains extremely under provided for.</p>	
---	---	--	---	--

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b>	<b>Cost; £20,348 Total £244,000</b>

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Early CEIAG support continues to be key as does access to work based mentoring that has authenticity and integrity – more emphasis is needed on this as when ex forces personnel mentored children there was demonstrable buy in by the young people.</p>	
--	---	---	--	--

<b>7. Additional detail</b>