

Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tavistock College
Number of pupils in school	1378
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 to 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tristan Forster Associate Principal
Pupil premium lead	Philip Ruse Vice Principal
Governor / Trustee lead	Sean Sweeney

Funding overview

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Detail	Amount
Pupil premium funding allocation this academic year	£294,140
Recovery premium funding allocation this academic year	£33,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£327,345

Part A: Pupil premium strategy plan

Statement of intent

Tavistock College is a large, rural secondary school and is part of the Dartmoor Multi-Academy Trust. We are a co-operative school and therefore our intention is that all pupils, irrespective of their background, or the challenges they might face, can make good progress and achieve high levels of attainment across a curriculum which is challenging and right for them.

Our curriculum is ambitious, knowledge based and challenging. Therefore our pupil premium strategy must support our disadvantaged pupils to aspire to and reach the goals and overcome the challenges inherent within that curriculum offer. We will consider our relatively isolated, rural catchment area within West Devon and recognise the fact that disadvantaged pupils and their families sometimes need additional support to take advantage of the opportunities available to them in the local area, whilst also opening horizons to future opportunities beyond West Devon and the South West of England.

We aim to ensure that all our students leave us as highly qualified, personable, and articulate young people ready to lead happy and enriching adult lives. We believe that excellence cannot be reached without equity, success for every child, and thus promote a consistent and collegiate focus on the provision of an equitable distribution of high educational outcomes across all our students, irrespective of socio-economic or familial circumstance — because this is how we can help create social justice, community cohesion and fairness of opportunity for all.

High quality teaching and learning is at the heart of our approach. All teachers must strive to recognise and support disadvantaged pupils within their classrooms, building relationships within a supportive yet challenging environment. An unrelenting focus on 'the bottom line' and quality first teaching within the classroom is proven to have the greatest impact on closing the disadvantaged attainment gap. High quality CPD will support teacher development and ensure that current practice is continually being evaluated and refined in line with the latest research and best practice studies. At all times teachers will remember that to be most effective, teaching must remain adaptive in meeting individual needs.

Our pupil premium strategy is also integral to wider school plans for education recovery, notably through our Covid-19 catch up programme and the deployment of the National Tutoring Programme to support pupils whose education has been most affected by the pandemic, including non disadvantaged peers.

Our approach will remain aspirational and ambitious, whilst always being responsive to individual and local contextual needs. The wider support offered to all pupils is a pillar that our school is built on. Therefore, there must be a relentless approach to ensuring that our most disadvantaged pupils have this pastoral support, wider extra-curricular opportunities and student leadership opportunities opened up to them at all times. Only then, will all our pupils achieve their maximum potential, with progress and attainment measures showing no evidence of a gap between disadvantaged pupils and their peers. This would represent genuine equity within our school community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring consistency in teaching and learning across the college and maintaining relentlessly high expectations of all disadvantaged pupils inside the classroom to accelerate progress over time and improve levels of attainment.
2	Improving the quantity and quality of parental engagement to ensure a genuine triangulation of support between the pupil themselves, their school and their home life.
3	Attendance of disadvantaged pupils has been shown to be below that of their peers over the last few academic years. This manifests itself in poor attendance and punctuality to tutor time and lessons and can lead to higher than expected rates of persistent absence.
4	Ensuring timely support for disadvantaged pupils and their families at key transition points in their school life – KS2-3, KS3-4 and KS4-5 transition.
5	Recovery from Covid-19 pandemic and disruption caused, with particular impacts on behaviour and mental health and wellbeing.

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	Behaviour data from the last two years shows that disadvantaged pupils are more likely than their peers to spend time being isolated outside of the classroom and to receive sanctions such as fixed term exclusions.
6	Our assessments, attendance data, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This was exacerbated by issues around technology, particularly during the March 2020 lockdown. This is reinforced by numerous national studies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils are progressing in line with, or better than their peers. Equity in progress for disadvantaged pupils.	Disadvantaged pupils will progress faster or at least in line with other disadvantaged pupils in Devon, nationally and in similar schools with P8 used as a key indicator. Disadvantaged pupils progress in line with their non disadvantaged peers who have a similar starting point. The gap between P8 scores for disadvantaged and other students is narrower than the gap evident between P8 scores for disadvantaged and other students in Devon, nationally and in comparison with similar schools..
Disadvantaged pupils are showing improved levels of attainment across the curriculum and at the end of KS4.	The standards of attainment reached by disadvantaged students as measured by the Attainment 8 score, by the percentage of students achieving at least grade 5 in English and mathematics, and by the Average Point Score in Ebacc subjects, is securely above the standards reached across Devon, nationally and in comparison with similar schools.

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<p>Disadvantaged pupils at KS4 and KS5 have a bespoke programme of careers education, designed to raise aspiration.</p>	<p>Disadvantaged pupils engage with the existing careers programme through the PSHE curriculum and tutor programme.</p> <p>All disadvantaged Y11 and sixth form pupils have at least one careers interview with a L6 trained advisor.</p> <p>Gatsby Benchmarks termly evaluations show Tavistock College is performing above regional and national averages.</p>
<p>Pastoral systems to be set up and function effectively to ensure the avoidance of the marginalisation of disadvantaged students.</p>	<p>High quality relational support plans being completed by form tutors.</p> <p>Identification of tier 1,2,3 students and appropriate triage and interventions.</p> <p>Case studies showing academic progress of students as a result of pastoral interventions.</p> <p>Relationships are strong and lessons are disruption free. Standards of behaviour are high, resulting in a significant and secure reduction in the time out of lessons, e.g. LRC referrals and FTEs.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny with class plans being used as an evaluated tool in lesson planning and implementation.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance to be demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, and there being no tangible attendance gap between disadvantaged pupils and their non-disadvantaged peers. ● the percentage of all pupils who are persistently absent being low and in line with their non disadvantaged peers.

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<p>Regular and timely communication and contact to be in place with disadvantaged families.</p>	<p>Improved attendance at parents evenings and pupil progress evenings. No significant gap to be present in attendance (or non attendance) between disadvantaged and non disadvantaged families. Observations and feedback from pastoral teams including form tutors, heads of year and learning support officers when contacting families. Increased presence of parents or carers from disadvantaged families in events such as Parent voice and Parent Forums.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing and happiness at school, which are evidenced by:</p> <ul style="list-style-type: none"> * qualitative data from student voice work, observations and conversations with students, parents and staff. * high numbers of disadvantaged pupils engaging with extra-curricular activities, trips and visits and student leadership opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An unrelenting approach and commitment to our 'bottom line' of teaching & learning through quality first teaching in every classroom. Our termly T&L reviews and QA strategy ensure that disadvantaged pupils and their progress and attainment is continually reviewed.	Particular focus on strands within the EEF work which demonstrate the most impact such as 'feedback' and 'mastery learning'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Pedagogical practice and CPD to be focused on evidence based research and further embed aspects of high quality retrieval practice, teacher explanation, use of feedback and modelling.	Staff CPD to continue threads from the last 2 academic years and to utilise access of the National College online webinars and courses in both whole school and faculty based CPD. https://info.thenationalcollege.co.uk/testimonials	1
Setting up of disadvantaged faculty champions who will help to disseminate the latest research based evidence and act as a conduit between the disadvantaged lead and faculty teams of teachers.	This is a new strategy to strengthen the dissemination of information from the Disadvantaged Lead down to classroom teachers, without tHoFs being the sole point of contact. These 'champions' will then become a working group to further develop pedagogical approaches in line with the latest research.	1
Funding of a Disadvantaged Lead practitioner who will lead on this strategy	This is an established role and ensures that the focus remains firmly on T&L in the classroom. Organisation and leadership of the	1,2,3,4

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within the school and across Dartmoor MAT. Forensic level analysis of progress and attainment of disadvantaged pupils with a proactive programme of lesson observation/ learning walks and monitoring.	student surrogacy programme and academic intervention is within this remit too. NFER work into overall strategy supports this approach: https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/	
Appropriate resources to support the implementation and impact of the curriculum across faculties, with a particular emphasis on the core subjects.	The need for further investment in tangible teaching resources, such as texts and revision guides to support delivery and help mitigate against the knowledge gaps and interruption to education that pupils have faced over the last few years.	1,5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in some SEMH specific Assistant teacher(s) to provide targeted one-to-one or small group academic support for students.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5,6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,6 See separate 'catch up plan' document for further details.

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tutoring will be disadvantaged, including those who are high attainers.		
Adopting a targeted reading intervention programme for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Narrowing the vocabulary gap can have transformative impacts on a students ability to embrace the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,5,6
Use of Humanutopia and the 'heroes' programme to develop student leadership and pupil voice work.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.humanutopia.com/impact/	3,5,6
Establishing the 'excellence pod' with investment in high quality academic tutoring for small groups of pupils, with a particular focus on mathematics and English.	Diagnostic use of RAM meetings to identify students who would benefit from intensive, high quality provision and small group tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £87,345

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in a team of learning support officers, as part of a whole school relational approach, who have an unrelenting drive and focus on the wider mental and physical health of all students at the college, including disadvantaged pupils.</p>	<p>Restorative Practice is a 'way of being' where the focus is on building strong, meaningful, trusting and respectful 'relationships', and repairing relationships when difficulties or harm arises. Devon's vision is to embed restorative practice throughout Children's Services and within our partner agencies. This will make a positive difference to the lives of Devon's children to enable them to be happy, safe, feel cared for and to reach their full potential in life.</p> <p>https://www.devon.gov.uk/workforcedevelopment/devon-childrens-social-work-academy/restorative-practice</p>	<p>3,4,5,6</p>
<p>Embedding principles of good practice set out in DfE's advice around improving attendance and reducing persistent absence rates.</p> <p>Utilising EWO time effectively and ensuring strong relationships are developed between school pastoral teams and disadvantaged families through strategic and regular communication.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3</p>
<p>Increase parental engagement with all aspects of student life at the college. Virtual parents evening software and widespread use of class charts ensures regular and timely communication and barriers between home and school to be broken down.</p>	<p>EEF research highlights a moderate impact on student outcomes for very low cost and investment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2</p>
<p>Use of skilled practitioners to provide timely pastoral and wellbeing support that is built around and reacts to pupil</p>	<p>In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Mentors typically</p>	<p>1,3,4</p>

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<p>need, e.g. pastoral support worker, student wellbeing worker.</p>	<p>build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Continued development of 'Living Life to the Full' programme, built around sixth form student leadership and peer mentoring.</p>	<p>This is an established programme at Tavistock College. A proactive approach to helping young people manage their own mental health, and make proactive, positive decisions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>3,4,6</p>
<p>Ensure disadvantaged students can attend breakfast clubs, are able to access sporting opportunities, peripatetic lessons and LAMDA. Students are supported to have the requisite equipment to access such activities and are helped with the cost of educational trips and visits.</p>	<p>There is a history of engagement and subsequent success in our school community which sees disadvantaged students access a range of co-curricular and extra-curricular activities and opportunities. The benefits of this are varied and incalculable. Opportunities to further enhance and develop the cultural capital for all students, including those that are disadvantaged are taken.</p>	<p>3,6</p>
<p>Contingency fund available to support disadvantaged pupils and their families for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 327,345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Reviewing the impact of last year's strategy statement is incredibly difficult due to the reasons associated with the Covid-19 pandemic:

- *Exam data is limited in its reliability as a way of measuring academic progress.*
- *Many of the academic support and wider strategies either did not happen in their entirety or could not be evaluated due to the disruption and loss of time in the academic year.*

However, some general principles can be taken from our work due to the fact that they are longer term strategies which are embedded across the College.

Firstly the work of our disadvantaged lead has a tangible impact through the monitoring of student progress, feeding into 'Raising attainment meetings' and strengthening the pastoral support for disadvantaged pupils. A student surrogacy programme is well embedded with case studies that demonstrate increased levels of progress and high student attainment.

Work that supports the development of cultural capital amongst our disadvantaged student population is a high priority. Peripatetic music lessons, Lamda lessons and contributions to other extra-curricular opportunities and/ or trips and visits has a tangible impact on students and their sense of belonging in the wider school community.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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Programme	Provider
Living Life to the Full	Virgin Care
Humanutopia heroes programme	Humanutopia

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils premium students benefited from a range of strategies as detailed in the last strategy document. These were not limited to service children.
What was the impact of that spending on service pupil premium eligible pupils?	High engagement with careers events where armed and uniform services held careers talks, workshops and engagement events with students, e.g. Marines, RAF and the Navy.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The Pupil premium Strategy document will remain 'live' during the academic year and be reviewed termly, before a full evaluation at the end of the academic year. This fits within our normal cycle of SLT quality assurance and evaluation.

Additional costing detail for PP+ students (additional child in care funding)

<u>Name of child</u>	<u>Description of items</u>	<u>Cost of items</u>
AB	BTEC National Applied Science Student Book 1 (BTEC Nationals Applied Science 2016)	£37
	BTEC National Health and Social Care Student Book 1	£30
	WJEC Level 3 Applied Certificate & Diploma Criminology	£30
CE	Small group work The cost is calculated for English and maths 2 hours per week and this is the proportion Candie uses.	£460
	Times Table book	£4.00
	Reading pen	£250
CS	Maths Workbooks	£20
MB	1-1 English support	£150
	Drama Therapist	£420
RJP	1-1 learning mentor	£180
SC	Guitar lessons	£130
TD	English Tutor- Winchmore	£600