

Pupil premium strategy statement –Tavistock College

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1355
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022-23 to 2024-25
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tristan Muller -Forster Principal
Pupil premium lead	James Buchanan Vice Principal
Governor / LSB	Victoria Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	313,230
Recovery premium funding allocation this academic year	£22,287
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£335,517

Part A: Pupil premium strategy plan

Statement of intent

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

Our curriculum is ambitious, knowledge based and challenging. Therefore our pupil premium strategy supports our disadvantaged pupils to aspire to reach the goals and overcome the challenges inherent within the curriculum. We consider our rural catchment area within West Devon to be relatively isolated and recognise 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 contribute positively to society, leading 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 learning routines, 'S T A R behaviours' and quality first teaching within the classroom is proven and has the greatest impact on closing the disadvantaged attainment gap.

STAR BEHAVIOURS; (student friendly language) Sit up, Track the speaker, Ask and answer questions like a scholar, Respect those around you.

High quality CPD also supports teacher development and ensures 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 bespoke and individual learning 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 is aspirational and ambitious, whilst always responsive to individual and local contextual needs. The wider support offered to all pupils is a pillar that our school is built on. There is a relentless approach to ensuring that our most disadvantaged pupils have high quality pastoral support, wider extra-curricular opportunities and rich student leadership opportunities open to them at all times. With our ambitious plan in place, our pupils can achieve their maximum potential, with progress and attainment measures showing no evidence of a gap between disadvantaged pupils and their peers. This will 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. 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	Ensuring disadvantaged learner outcomes are linked directly to our rapid improvement strategies, including; culture for learning and living, community cohesion, equality for all and inclusion.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance to be demonstrated by: <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.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 5% and not lower than their non disadvantaged peers.
Disadvantaged pupils are progressing in line with, or better than their peers.	<p>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.</p> <p>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.</p>
Disadvantaged pupils at KS4 and KS5 have a bespoke programme of careers education, designed to raise aspiration.	<p>Disadvantaged pupils engage with the existing careers programme through the PSHE curriculum, tutor programme and careers IAG/visits.</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>
Equality for all. Pastoral systems function effectively ensuring the avoidance of the marginalisation of disadvantaged students.	<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>Triage is personalised and effective.</p> <p>Case studies showing academic progress of students as a result of pastoral interventions.</p> <p>Relationships are strong and lessons see high engagement levels.. Standards of behaviour are high, resulting in a significant and secure reduction in the time out of lessons, e.g. Moorland rescue referrals and FTEs.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<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, such as open evening support.

	Tutor and mentor relationships are strong and effective. Enrichment activities are plentiful.
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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: £156,000

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 <i>T&L reviews and QA structure is clearly defined and adhered to.</i> <i>Spring term T&L review had 'progress and attainment of disadvantaged pupils' as an area of focus, demonstrating it is high agenda for both SLT and HoF.</i>	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 <i>CPD programme has clear objectives and structure and is aligned to principles of high quality teaching and learning.</i> <i>Staff feedback and evaluation following inset days suggests input is well received by staff and impactful on day to day practice. Programme is clearly linked to AIP, RIP and relevant FIPs.</i>	1
Setting up of disadvantaged faculty champions who will help to disseminate the	This is a new strategy to strengthen the dissemination of informed research	1

latest research based evidence and act as a conduit between the disadvantaged lead and faculty teams of teachers.	<p>from the Disadvantaged Lead down to classroom teachers and practitioners. These 'champions' will then become a working group to further develop pedagogical approaches in line with the latest research.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Example-of-Implementation-Plans.pdf (Pg 5 implementation activities)</p>	
Funding of a Disadvantaged Lead practitioner who will lead on this strategy 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.	<p>This is an established role and ensures that the focus remains firmly on T&L in the classroom. Organisation and leadership of the student surrogacy programme and academic intervention is within this remit too.</p> <p>NFER work into overall strategy supports this approach:</p> <p>https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/</p> <p>Effective communication with parents/careers ensures that all data is shared in line with assessments. Current progress is always shared with focus on progress praise or intervention as required</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,2,3,4
Appropriate resources to support the implementation and impact of the curriculum across faculties, with a particular emphasis on the core subjects.	<p>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.</p> <p>Supported by KS4 progress and information events</p>	1,5,6
Increased parental engagement. Improving quality and quantity	<p>Parent voice, linking to rapid improvement strands is providing data to inform and triangulate our policy and further shape our work with the student body.</p> <p>Community engagement is improving rapidly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2

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

Budgeted cost: £ £93,000

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.	<p>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.</p> <p>Additional staff to support higher need EHCP students have been recruited for Jan 2023.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5,6
Engaging with the National Tutoring Programme (NTP) 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 tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>35 KS4 students are currently accessing NTP</p> <p>https://educationcatchup.campaign.gov.uk/#tutoring</p>	1,6
Adopting a targeted reading intervention programme for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<p>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 student's ability to embrace the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-reading-interventions</p>	1,5,6

	learning-toolkit/reading-comprehension-strategies	
Use of Humanutopia and the 'heroes' programme to develop student leadership and pupil voice work.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.humanutopia.com/impact/</p> <p>36 HumanUtopia heroes in Y9 are working with Y7 students on a peer mentoring programme.</p> <p>By the end of academic year all of Y7 students will have had a 6 week mentoring block.</p> <p>The heroes are involved with community projects (e.g care home support and Transition day events).</p> <p>All students are involved in Diversity and Equality for all projects which link directly into our Rapid Improvement strand - Equality for all.</p> <p>https://www.annafreud.org/schools-and-colleges/peer-support/</p>	3,5,6
Establishing clear lines of communication between colleagues around pupils with a focus on progress and attainment across the curriculum.	<p>Diagnostic use of RAM meetings to identify students who would benefit from intensive, high quality provision and small group tutoring.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Adopting a tiered approach to bespoke planning and intervention</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</p>	1,6

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

Budgeted cost: £86,517

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 and mentoring 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><i>Relational approach is embedded across the LSO team, preparing all students requiring intervention for successful curriculum outcomes.</i></p> <p><i>Wider school behaviour policy has been adapted to reflect the STAR behaviour approach with a change from 'Learning Recovery Centre' to Moorland Rescue. All key stakeholders kept upto date through clear and concise information which links explicitly to high standards, expectations and outcomes for all students including disadvantaged.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</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</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>

school pastoral teams and disadvantaged families through strategic and regular communication.	<p>EWO is working closely with HoY and the attendance lead. Clear strategy is in place.</p> <p>Pastoral work is largely focused on attendance to prioritise safeguarding and progress.</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>EEF research highlights a moderate impact on student outcomes for very low cost and investment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>All parents evenings were held virtually in 2021-22 academic year and have been continued into 22-23 academic year. Subsequently, overall attendance for all year groups has increased. Evidence that harder to reach parents are more likely to attend virtual than face to face parents evening. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2
Use of skilled practitioners to provide timely pastoral and wellbeing support that is built around and reacts to pupil needs, e.g. pastoral support worker, student wellbeing worker.	<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 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>LSO have a mentoring caseload which is moving to a 6 week cycle to help demonstrate clear impact. Changes to the behaviour policy and strategy to include dynamic mentoring and effective triage.</p> <p>Catalyst mentors, external/internal mentoring and provide skillful and timely</p>	1,3,4

	<p>wellbeing and pastoral support for a range of students.</p> <p>Student surrogacy programme in Y11 - staff mentor Y11 PP students. Ongoing, bespoke mentoring and check ins for the whole academic year. Further evaluation needed to ensure greater consistency. Student voice highlights this valued additional support.</p>	
Continued development of 'Living Life to the Full' programme, built around sixth form student leadership and peer mentoring.	<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>Mental health ambassadors in Y12/13 working with KS3/4 students. Improved MH and resilience across the student body, impacting on longer term positive progress and attainment through improved MH.</p>	3,4,6
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>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.</p> <p>Opportunities to further enhance and develop the cultural capital for all students, including those that are disadvantaged are widely advertised and regularly taken up.</p> <p>Late buses run all year round on a Tues and Thurs to remove barriers to attendance at after school clubs. Full termly programmes of clubs - particularly within creative arts and PE registers taken and attendance monitored closely and show strong up-take from disadvantaged students.</p> <p>Breakfast club runs from 8am 5 days a week. Increased numbers in attendance following covid restrictions being lifted.</p> <p>A number of students have received funding support to attend peripatetic music lessons and LAMDA lessons. Examinations also paid for within these 2 disciplines.</p>	3,6

<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>Pre pre-loved uniform is available to assist PP families.</p> <p>Financial support given to a number of students to allow attendance on various extra-curricular trips, e.g. visits to shows at Theatre Royal and Hall for Cornwall.</p> <p>Curriculum enrichment activities span across all faculties and are integral to our pupils' development and progress.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>All</p>
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Total budgeted cost: £335,517

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 performance data.

P8 overall outcomes for disadvantaged pupils in the 2021 to 2022 academic year (FSM E6) were -0.69. In comparison the non FSM E6 cohort P8 overall outcomes were -0.08. The gap between PP and non PP eligible students is -0.61

The impact of COVID-19 continues to make it difficult to interpret why the results/overall outcomes are as they are. In addition, changes were made to KS4 exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

Moving forward from COVID-19 disruption, our strategy clearly identifies priorities to close the gap between pupil premium students and their non eligible peers. 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 enrichment and extracurricular opportunities and trips and visits have a tangible impact on students and their sense of belonging in the school and wider community.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	
Exam 'buster' and resilience	Positively You

HumanUtopia Heroes Programme	HumanUtopia
Living Life to The Full MH programme	DMAT/TC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Our aim is to ensure that no children are disadvantaged at school in any way. Our focus with service children is to ensure no child is disadvantaged due to the service of their parent/s. We use our SPP to contribute towards the following:

monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress

intervention strategies and support are put into place to support their learning where progress is limited due to family circumstances

pastoral focus to support individuals to further develop social skills, self-esteem and develop positive attitudes to learning, therefore raising academic attainment and aspirations.

Extensive promotion of extra-curricular offers to enable service children to take part in enrichment activities, either in school or through trips and visits.