

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	1308
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Tristan Muller -Forster Principal
Pupil premium lead	Robert Kelly Assistant Principal
Governor / Trustee lead	Victoria Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£327,800

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. Our shared vision is *“Working together to provide the highest quality of education for all local children to ensure that pupils from all backgrounds are able to succeed”*. Therefore our purpose is to enable all students, but especially those from disadvantaged backgrounds; make good progress, achieve high levels of attainment across a broad and balanced curriculum and engage with extra-curricular opportunities that are presented to 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 and has been proven to have the most impact on closing the disadvantaged attainment gap. All teachers must strive to recognise and support disadvantaged pupils within their classrooms, building relationships within a supportive yet challenging environment. We have six teaching and learning strategies and these alongside our relational practice seeks to build relationships that are designed to support all students to succeed in the classroom. Our College Charter includes our STAR behaviours policy (**S**it up, **T**rack the speaker, **A**sk and answer questions like a scholar, **R**espect those around you) and our Reminder, Reset, Removal to ensure learning can proceed without disruption or distraction.

We recognise that disadvantage can affect students in myriad ways, and so our model of approaches seeks to benefit all students, with forensic diagnosis of need allowing individual challenges to be met alongside our whole school approach.

In summary our key principles are:

1. Ensuring high quality classroom practice that impacts positively on pupil progress
2. Use deliberate practice CPDL to develop classroom practice and relational practice
3. Use data monitoring to identify barriers and target support
4. Use tutoring and mentoring to promote good attendance and progress

Challenges

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

Challenge number	Detail of challenge									
1	<p>The disadvantaged gap in student outcomes at GCSE and other level 2 courses is a barrier to their success in their future endeavours. A positive Progress 8 is a key target for Tavistock College, so we aim to raise progress of all students with disadvantaged students making more significant improvements in attainment</p> <table><tr><th>Progress 8</th><th>Disadvantaged</th><th>Non-disadvantaged</th></tr><tr><td>2021-22</td><td>-0.70</td><td>-0.03</td></tr><tr><td>2022-23</td><td>-0.90</td><td>-0.15</td></tr></table>	Progress 8	Disadvantaged	Non-disadvantaged	2021-22	-0.70	-0.03	2022-23	-0.90	-0.15
Progress 8	Disadvantaged	Non-disadvantaged								
2021-22	-0.70	-0.03								
2022-23	-0.90	-0.15								
2	<p>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.</p>									
3	<p>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.</p> <table><tr><th><u>Attendance</u></th><th>Disadvantaged</th><th>Non-disadvantaged</th></tr><tr><td>2021-22</td><td>82.7%</td><td>88.6%</td></tr><tr><td>2022-23</td><td>86.4%</td><td>90.5%</td></tr></table>	<u>Attendance</u>	Disadvantaged	Non-disadvantaged	2021-22	82.7%	88.6%	2022-23	86.4%	90.5%
<u>Attendance</u>	Disadvantaged	Non-disadvantaged								
2021-22	82.7%	88.6%								
2022-23	86.4%	90.5%								
4	<p>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 suspensions.</p> <table><tr><th>Suspensions (total days)</th><th>Disadvantaged</th><th>Non-disadvantaged</th></tr><tr><td>2021-22</td><td>120</td><td>210</td></tr><tr><td>2022-23</td><td>216.5</td><td>215.5</td></tr></table>	Suspensions (total days)	Disadvantaged	Non-disadvantaged	2021-22	120	210	2022-23	216.5	215.5
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2021-22	120	210								
2022-23	216.5	215.5								

5	Increased engagement in extracurricular activities indicates students' involvement in wider college life and demonstrates a richer engagement with opportunities available. Increasing our range of opportunities offered and monitoring involvement of disadvantaged students will increase engagement.
6	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.

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
Student progress improves for all students, but significantly for disadvantaged students	Tavistock College achieves a positive Progress 8 in Summer 2024, with the disadvantaged gap reducing to -0.25 this year (from -0.85) and/or compares favourably with P8 scores for disadvantaged and other students in Devon, nationally and in comparison with similar schools.
Disadvantaged students are successful in lessons	Monitoring indicates staff ensure the success of disadvantaged students in lessons, evidence by use of our College Charter behaviour system and lesson removals being no higher than the proportion of disadvantaged students in the school (fewer than 28% of lesson removals are of disadvantaged students)
Attendance of disadvantaged students is in line with those of their peers	The attendance gap of disadvantaged students is less than 1% below non-disadvantaged peers, and greater than 90% and/or compares favourably with attendance figures for disadvantaged and other students in Devon, nationally and in comparison with similar schools.
Relational practice by staff supports students success in College and at social times	Behaviour data indicates that disadvantaged students are not more likely to receive sanctions than their peers
Monitoring of disadvantaged students targets support where needed on a case by case basis	Our disadvantaged monitoring spreadsheet records progress, attendance and engagement with extracurricular to indicate where support should be directed

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: £ 163,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Quality of Education review process ensures a relentless approach on curriculum delivery, and encompasses learning walks, book looks, student group focus (disadvantage & SEND), curriculum conversations, T&L conversations and feedback.	<p>The EEF menu of approaches brief states that evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students</p> <p>This approach ensures that our disadvantaged students stay at the forefront of our focus on Quality of Education</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	1, 2, 3
Our deliberate practice model ensures that staff receive weekly peer to peer CPDL to develop pedagogy relating to our high quality T&L 6 which are: Retrieval practice, Modelling, Targeted Questioning, Learning new vocabulary, Extended work and Feedback.	<p>Our pedagogical approaches are supported by evidence:</p> <p>Dunlosky et al. 2013</p> <p>Rosenshine, 2010</p> <p>Pressley et al, 1987</p> <p>Quigley, 2018</p> <p>Archer and Hughes, 2011</p> <p>Hattie and Timperley, 2007</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 3
Disadvantaged leadership being brought into the senior team - Director of SEND and Disadvantaged lead meeting fortnightly to monitor and plan response through Q of E process	<p>This approach ensures that our disadvantaged students stay at the forefront of our focus on Quality of Education</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	1, 2, 3, 4

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>	6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £98,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Teachers provide targeted one-to-one or small group academic support in specific roles as ATs for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Physical and/or Sensory needs	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 6
Engaging with the National Tutoring Programme (NTP) to provide a blend of face to face, in-school interventions alongside online tutoring.	<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>	1
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>	1, 3, 4

	Adopting a tiered approach to bespoke planning and intervention https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf	
SLT mentoring programme in Y11 - staff mentor Y11 students whose progress is below expectations. Ongoing, bespoke mentoring and check ins for the whole academic year. Student voice highlights this valued additional support.	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.. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 3, 4
Career advisor focussing CEIAG Free support from working pension to specifically give unbiased advice to students at TC with a focus on PP.	EEF guidances states that specific interventions can support other areas beyond curriculum, such as careers guidance	5

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

Budgeted cost: £65,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our "Team Tavi Promise" is a series of events and activities for each year that run free of charge for all students.	EEF guidance states "Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes."	1, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<p>“Make bullying extinct” campaign - Year 8’s lead this campaign and made pledges to support making bullying extinct in school. An assembly was delivered by HOY to introduce the campaign and then pledges were completed in tutor time. A display was then created in the concourse. Anti bullying ambassadors then continued this campaign during social times asking students from other year groups to make pledges.</p>	<p>The EEF “Improving behaviour in schools” report states that teaching learning behaviours has a positive impact in supporting PP students to be successful in school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	3, 4
<p>Our proactive sixth form student leadership team that supports students within lower school. This is in the form of supported reading, mental health ambassadors and anti-bullying ambassadors</p>	<p>The EEF teaching toolkit states that social and emotional learning can have a +4 months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4
<p>Investment in 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. CPDL deliberate practice for all staff on Relational Practice</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>	3, 5

	<p>Relational approach is embedded across the LSO team, preparing all students requiring intervention for successful curriculum outcomes.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Embedding principles of good practice set out in DfE's advice around improving attendance and reducing persistent absence rates.</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>Pastoral work is largely focused on attendance to prioritise safeguarding and progress.</p>	3, 5
<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. A return to face to face meetings for selected parents evenings to encourage families into the school building</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>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6

<p>Ensure disadvantaged students 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.</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>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>	<p>5, 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>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>5, 6</p>

Total budgeted cost: £327,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 performance data

PP progress 8 was -0.77 as compared with -0.21 for non-PP students, therefore a gap of -0.56. This is a small reduction in gap as compared with 2021-22 when the gap was -0.61.

PP recipients had an attendance figure 4.17% lower than that of non-PP students (3.43% in Year 11), which will have clearly had an impact on their progress.

In September 2022 Tavistock College entered an Ofsted monitoring process following an Inadequate grading from an inspection in May 2022. Following on from a Rapid Improvement Plan and subsequent monitoring visits significant improvements have been noted in Safeguarding and Behaviour & Attitudes. Whilst these foci identified in the report have also brought about a small improvement in outcomes for our PP students, we have now moved on to an Academy Improvement Plan with a much sharper focus on outcomes, especially for those who are PP recipients.

Alongside our Team Tavi promise, 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	Teaching Personnel