



**Pupil premium strategy statement:** Newton Abbot College will endeavour to Inspire, support and challenge every Pupil Premium student to overcome the additional barriers they face as an individual to increase opportunities, maximise outcomes and improve their life chances.

## School: Newton Abbot College

1. Summary information					
School	Newton Abbot College				
Academic Year	2018/19	Total PP budget	£200,557	Date of most recent PP Review	July 2018
Total number of Students		Number of Students eligible for PP	268	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Students eligible for PP (your school)</i>	<i>Students not eligible for PP (national average)</i>
<b>P8</b>	-0.31	0.35
<b>Attainment 8 score average</b>	43.16	51.95
<b>Basics - English / Maths</b>	66%	81%
<b>Attendance</b>	91.4%	93.6%

3. Barriers to future attainment (for Students eligible for PP including high ability)
Barriers identified through the use of internal data, student voice and staff consultation alongside research on PP barriers such as the Education Endowment Foundation / Sutton Trust (EEF) toolkit.
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )

<b>i.</b>	Student work in books – presentation is particularly poor in boy’s PP books. Very few of the PP students’ progress in their work by acting upon advice and many do not produce the quality of work that their prior attainment
<b>ii.</b>	Confidence, self-esteem and resilience
<b>iii.</b>	Independent study practices including homework, revision and reading
<b>iv.</b>	Students are challenged in lessons to maximise outcomes
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>i.</b>	Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that Students are part of a wide catchment area and many are dropped off, and picked up, each day by local transport.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved feedback enables students to present their work smartly and make rapid progress in their work. Monitored by MER practices of STLs, RALs and APT.	Students eligible for Pupil Premium in all years will make rapid and sustained progress so that by the end of the year so that almost all Students eligible for Pupil Premium are making similar positive progress to those not eligible for Pupil Premium.
<b>B.</b>	Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way. Measured in number of students knowing career paths, students sanctioned and receiving praise. Number of PP students attending clubs, in teams and attending trips etc	Students eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them will achieve an increase in the number of rewards and decreased number of sanctions by the end of the year. Students eligible for Pupil Premium in all years will have accessed the variety of clubs, teams and trips at least in line with the % of Pupil premium students in the College
<b>C.</b>	Students know how to utilise their independent study time appropriately to further their progress. Measured by homework submission. Grades, attendance at revision clubs. improved drop off of predicted grades for PP in the lead up to exams and final results	Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all students eligible for Pupil Premium are making positive progress
<b>D.</b>	High quality teaching and learning maximises the achievement of Pupil premium students through appropriate data driven planning and delivery.	Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Students eligible for Pupil Premium make positive progress.
<b>E.</b>	Parents engage with all aspects of students learning, are supported in assisting the students’ independent learning and are proactive towards communication with the College.	All parents to be actively involved in their son / daughter’s learning, resulting in improved pupil outcomes.

5. Planned expenditure					
Academic year		2018/19			
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?
Consistently high expectations of work from PP students	<ul style="list-style-type: none"> <li>a. High expectations shared in lessons and tutor time</li> <li>b. Handwriting &amp; presentation intervention</li> </ul>	<ul style="list-style-type: none"> <li>a. Evidence from internal monitoring of student work shows that PP students do not have high expectations of work standards.</li> <li>b. Ofsted's 2013 PP Report – School should never confuse PP with low ability and therefore should focus on Students achieving at the highest levels.</li> </ul>	Monitoring of class books monthly by Subject team leaders (STLs), College leadership team (APT) and The raising achievement team (RALs)	<ul style="list-style-type: none"> <li>Principal( IC T&amp;L)</li> <li>Assistant Principal - RAL</li> </ul>	Monthly
High quality intervention strategies to support the learning of PP students in the classroom	<ul style="list-style-type: none"> <li>a. Staff personalised CPD</li> <li>b. Consistent use of assessment to inform planning and teaching</li> <li>c. High quality homework</li> <li>d. Appraisal linked to improving practice</li> <li>e. Feedback</li> </ul>	<ul style="list-style-type: none"> <li>a. Ofsted's 2013 PP Report suggests quality teaching first – Always National Governance Association suggests training for teaching staff makes a difference to the progress of Pupil premium students.</li> <li>b. EEF suggests that Mastery learning has a + 5 month impact on PP students. To enable mastery learning, assessment must inform planning and teaching</li> <li>c. EEF suggests at secondary schools homework has a + 5 month impact on PP students.</li> <li>d. EEF states that there is low impact for a low cost based on limited evidence. However, The Colleges objectives are research based and incorporates CPD for T &amp; L. It is therefore felt that this will have a larger impact than just a data driven Appraisal system.</li> <li>e. EEF suggests that good quality feedback has a high impact of +8months</li> </ul>	<ul style="list-style-type: none"> <li>a. Impact will be monitored through a cycle of learning walks from STLs, APTs and RALs. Feedback from these learning walks will inform the T &amp; L team on what the CPD needs to cover. Some will be department based, some individualised.</li> <li>b. Impact will be monitored through a cycle of learning walks.</li> <li>c. Class teachers monitor students' completion and quality. STLs monitor the teachers. RALs will monitor students &amp; Subjects</li> <li>d. Improved practices in T &amp; L recorded by teachers and monitored by STLs. APT – RAL ensures process has impact and develops CPD from findings</li> <li>e. Monitoring of class books observing quality and impact of feedback on student progress</li> </ul>	<ul style="list-style-type: none"> <li>Principal( IC T&amp;L)</li> <li>Assistant Principal + RAL team</li> <li>Assistant Principal + RAL Team</li> <li>Assistant Principal + RAL team</li> <li>Assistant Principal RSL</li> <li>Assistant Principal + RAL team</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Monthly</li> <li>Monthly</li> <li>Termly</li> <li>Monthly</li> </ul>

	f. Reading comprehension	f. EEF suggests reading comprehension strategies have a high impact of +6 months	f. Monitoring and use of Accelerated Reader	Principal( IC T&L)	Termly
	g. Individualised instruction – student action plans	g. While EEF states that mentoring has little or no impact, the idea of the student action plans is one that PiXL champion to enable students to understand the steps with which they need to improve their progress. This sets high expectations, gives clarity and is explicit about what is expected from the student.	g. Class teachers to create action plans for those students whose progress is negative. These are to be shared with tutors and RALs	RAL PP	Termly

£168,019

## ii. Targeted support

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?
Individualised strategic interventions for PP students	a. 360 review of PP students	a. Sir John Dunford – National Pupil Premium Champion (2014) and TSC Effective PP reviews state that schools should identify barriers that need to be addressed in-school as well as external factors	a. The team of Raising Achievement leaders plus several key members of staff will conduct the 360 interviews. This information will inform actions	Assistant Principal RSL	After each year group is completed
	b. Tutoring – Peer (Yr 9 & 6 <sup>th</sup> form), small group	b. EEF suggests that Peer tutoring has an impact of +5 months for very little cost. According to EEF Small group tuition has a +4 month impact	b. Year 9 to buddy year 7 and year 12 to tutor years 10 & 11. Key members of staff to oversee with analysis before and after to assess impact. Registers taken and rewards for tutors.	RAL PP	½ termly
	c. Revision classes	c. In college, data suggests gap widens significantly within the last year during revision periods. EEF suggest extending the school time to have a +2 month impact but will support to close the gap in independent study.	c. Registers taken and parent / carers informed of non-attendance. Sessions run by class teachers	RAL PP	½ termly
	d. 3 school meals a day with specific homework club	d. EEF suggests that homework completion at secondary has an impact of +5 months.	d. To encourage attendance of invited students provide a three club where food is provided before and after College as well. Staff paid for their time,	Assistant Principal RSL	½ termly
	e. Summer/ holiday camp	e. EEF suggests impact of +2 months. This is in addition to internal data suggesting independent learning increases the gap at NAC	e. Staff paid for their time, Key leader who plans the sessions.	RAL PP	After camp and Annually
	f. Hand writing intervention	f. The College has identified that boys in particular are losing marks because their handwriting is illegible and presentation of work does not support progress	f. Whole College drive on presentation in books, individual intervention for particular cases.	RAL PP	½ termly

	g. Virtual Cinema and theatre	g. EEF suggests that participation in the Arts has an impact of +2 months. It has been found to re-engage older learners and close the social and cultural gap	g. The English department will run this as a monthly session with rewards such as ice cream for attendance	RAL PP	½ termly
	h. Enrichment activities	h. Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers.	h. Whole school enrichment activities should be accessed by at least the percentage of PP students in the College. All PP students should receive funding to access enrichment activities. However these activities should be backed up with additional positive discrimination such as support sessions, enhanced time etc Funding application to provoke thoughts on impact.	RAL PP	½ termly
	i. Computer software & devices	i. EEF suggests digital technology can have a +4 month impact.	i. If identified in 360 review the student needs digital technology support this will be accessed for them	Assistant Principal RSL	Annually
	j. Reading recovery / Grow@literacy	j. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically PP homes compared with their peers.	j. Will be run as part of the 3 school meals project and run by English teacher	Assistant Principal RSL/ STL English / KD	½ termly
	k. Service children package	k. These children are not PP financially but need additional support for their needs in terms of health and mental well-being.	k. Parental guidance on support needed for each service students	RAL PP	½ termly
	l. CiC package	l. EEF Suggests social and mental learning has an impact of +4 months. Attachment training supports this	l. PEP plans to inform individual support needed	Assistant principal Vulnerable groups / RAL PP	½ termly
	m. Persistent FSM support	m. The education policy Institute says that students who have been FSMs most of their lives have an even larger attainment gap by the end of school life (19.3 months to 24.3 months)	m. Monitoring of attainment grades and then individualised support for those students as a priority. (3club etc)	Assistant Principal RSL	Termly

Improved & consistent tutor involvement of PP students learning	<ul style="list-style-type: none"> <li>a. Positive Mentoring</li> <li>b. Next steps programme</li> <li>c. Ready to learn (equipment)</li> <li>d. Improved knowledge through improved communication within College</li> <li>e. Improved communication with home.</li> </ul>	<ul style="list-style-type: none"> <li>a. EEF Suggests positive mentoring has an impact of +1 months.</li> <li>b. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months.</li> <li>c. The College has identified that lack of equipment for some students disrupts their learning time / ability</li> <li>d. Tutors are the first point of call for all issues with a student. The College has identified they need to be more informed about the needs of the students</li> <li>e. EEF Suggests parental involvement has an impact of +3 months.</li> </ul>	<ul style="list-style-type: none"> <li>a. Activities within tutor time</li> <li>b. Student action plans</li> <li>c. Equipment check and providing of equipment for PP</li> <li>d. Any pastoral / academic emails should include tutor</li> <li>e. Regular phone calls from RAL and tutors</li> </ul>	<ul style="list-style-type: none"> <li>½ termly</li> <li>½ termly</li> <li>Daily</li> <li>½ termly</li> <li>½ termly</li> </ul>	
Improved parental involvement in PP students learning	<ul style="list-style-type: none"> <li>a. Structured conversations</li> <li>b. Support sessions</li> <li>c. Library clubs</li> <li>d. Lunch with the Principal</li> <li>e. Personal invites with incentives</li> </ul>	<ul style="list-style-type: none"> <li>a. AfA core module to improve achievement for all</li> <li>b. EEF Suggests parental involvement has an impact of +3 months.</li> <li>c. EEF Suggests parental involvement has an impact of +3 months.</li> <li>d. EEF Suggests parental involvement has an impact of +3 months.</li> <li>e. EEF Suggests parental involvement has an impact of +3 months.</li> </ul>	<ul style="list-style-type: none"> <li>a. TBC</li> <li>b. PP parents called re Support sessions and additional times in ASDA given</li> <li>c. Parent and child sessions. Waterstones / charity book shops trips</li> <li>d. New year 7 parents</li> <li>e. Events including extra-curricular events invites.</li> </ul>	<ul style="list-style-type: none"> <li>TBC</li> <li>After event</li> <li>½ termly</li> <li>Autumn term</li> <li>After events</li> </ul>	
<b>Total budgeted cost</b>					£27,850

iii. Other approaches					
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?
Leadership & Governance ensures robust MER processes to ensure practice is consistent, t and challenged and supported where necessary	a. Governance training and monitoring visits	a. AfA – leadership module, National Governance Association – spotlight on Disadvantaged, DfE & nfer - Most effective ways to support PP pupils’ achievement. No 7. Clear responsive leadership – set even higher aspirations and lead by example. Hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Spotlight on Disadvantaged – The role and impact of governing boards in spending, monitoring and evaluating the pupil premium	a. Paid into the AFA programme and Governance training led by Achievement coach	Assistant Principal RSL	½ termly
	b. MER of Attainment / achievement, Teaching and learning,	b. inconsistent approaches need to be monitored to ensure effectiveness	b. MER calendar, MER throughout all stages of leadership, Standing MER item on meeting schedules	Assistant Principal RSL	Fortnightly
	c. Attendance / lateness	c. Attendance is vital for attainment and achievement	c. Tracking system & review meetings	Assistant Principal RSL	Monthly
	d. praise and reward	d. Monitoring that PP students are rewarded at least as much	d. Tracking system & review meetings	Assistant Principal RSL	Monthly
	e. Sanctions,	e. Monitoring of sanctions to ensure PP students not overly targeted	e. Tracking system & review meetings	Assistant Principal RSL	Monthly
	f. Additional interventions	f. Awareness of what we are doing to close the gap and the impact	f. Tracking system & review meetings	Assistant Principal RSL	Monthly
	g. Clubs and teams	g. To ensure clubs and teams are made up proportionately of PP students	g. Tracking system & review meetings	Assistant Principal RSL	Monthly
	h. Tracking of funding and impact through Analysis, action, impact.	h. To ensure spending is appropriate and has an impact. If not strategy is removed.	h. Application for funding based on needs analysis, action, and impact. Evidence required to evaluate impact	Business Manager and Assistant Principal RSL	Termly
Raising aspirations, confidence and resilience	i. Rewards	i. PP Students rewards proven to boost confidence	i. Specific rewards for PP students on top of College wide reward system	RAL PP	½ termly
	j. Careers advisor and Coordinator support	j. PP students often those who have no aspiration or struggle for work experience	j. Prioritise PP students in work experience and Career interviews	Assistant Principal RSL	½ termly
	k. Newsletter to staff to promote positive conversations	k. Positive relationships within College will enable more specific support	k. Monthly newsletter given out in briefing	RAL PP	Monthly
	l. Share good work home to parents / carers	l. Encourage parental engagement	l. Shared at parents evenings / support evenings	STLs	After events

	m. NCS, D of E n. University visits	m. Participation in the wider curriculum can have an impact of 2+ months n. Widen PP students horizons, especially those who have parents who did not go to University	m. Active promotion amongst PP students n. University trips	RAL PP RAL PP	Upon take up After event
Improved awareness of Mental health and wellbeing of individual PP students	a. Ambassadors for chosen students (chosen by students)	a. Tried and tested strategy within the College	a. Ambassadors identified through the 360 review process.	PP RAL	½ termly
<b>Total budgeted cost</b>					£4,688

6. Review of expenditure					
Previous Academic Year		2017 - 2018			
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost	
	Contribution towards CPD: Training, implementing and monitoring classroom strategies to support Pupil Premium children	Staff have received training targeted at supporting the needs to pupil premium children, which has then supported all other activities and approaches used.	This is always under review, assessing new systems of training available and whether they are appropriate for our needs.	£5000.00	
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
	Contribution towards the provision of Learning Coaches and the Inclusion Team	EAL/Refugee. CiC second Lang English delivery (1:1) SEMH/THRIVE style support for K students and CiC Support for CoPE where a high number of KS4 EHCP students, Cognition and Learning, K students attend. This allows for small ratios to students and one to one support.	The staff members play a key role in supporting students for whom pupil premium funding applies and how their roles are undertaken is always under review.	£14,000.00	

	Provision of Broadband access for Pupil Premium Children	Students who were previously unable to access a computer or the internet have been provided with this provision, to enable them to complete research and work online away from the College.	Closer monitoring of what the students are accessing is desirable, but not necessarily possible due to maintaining privacy under the GDPR.	£9000.00
	Support and contribution for children to attend trips and activities to help in raising their aspirations	Students who come from households that are unable to afford to provide the opportunities given by attending trips were able to visit places they would not have had the chance to experience.  LIONS events – preparation and support allows for success in sports, especially for those with EHCPs, K and wit fine and gross motor challenges or auditory processing and communication and interaction issues (ASD)	Use of Facebook and photographic evidence needs to be collated more often as students often ‘forgot’ that the experience was positive and fall back into old mindsets around sports.	£7000.00
	Contribution towards peripatetic music tuition	A total of 69 students had peripatetic lessons last year and five of those were in receipt of pupil premium funding. Of those five only two students accessed the funding available for the lessons.	The provision needs to be further advertised to the students to enable them to achieve their full potential in music.	£3500.00
	Contribution towards Creation of Awards, Rewards Resources and Leadership Opportunities, including Junior Sports Leaders, Leadership Course and careers advice	DSEN Awards normalise DSEN and learning needs and celebrates effort  Careers advice is a key aspect of year 11 EHCP reviews	Independent advice by Careers South West should be used more often to help source less mainstream post 16 providers.	£3000.00
	Provision of a Hardship Fund, allowing Pupil Premium children to buy uniform and supporting transport costs	Attendance and parity by the students being at College	We should hold more uniform items at the College – especially blazers and PE kit.	£3000.00
	Contribution towards CoachBright	15 year 10 students attended the CoachBright mentoring sessions, delivered by year 12 students. Progress data shows a slight impact, but also students who now have a rapport with older students who can help when they become stuck or are struggling with academic work.	Peer mentoring is successful in a variety of ways. Training needs to be given to the coaches so they successfully coach the younger students. This programme can be run internally and will enable many students to gain leadership experience.	£200.00

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
	Contribution towards Student Support team wages - providing support for areas including Anti bullying and befrienders programmes and the production of resource materials. Providing restorative justice, meeting with attendance officers, social workers and parents	The contribution made by this team in providing pastoral support to students is key in helping those for whom pupil premium funding is intended. For many this team are the family the students need to give stability in their lives.	The team need to continue providing excellent support and growing relationships with the students whose needs are greatest.	£50,000.00
	Contribution towards Assistant Principal wages: Pupil Premium Coordinator, Data Manager/ Raising Standards Leader, Student Leadership and Attendance, Post 16 Pathways Recruitment, NEETS, Pupil Premium SEND children	All members of leadership were accountable for the PP provision in their areas of leadership. This meant that there was not one member of staff dedicated to improving the outcomes for students who receive pupil premium funding to ensure a consistent approach to measuring the impact and providing support for the individuals concerned.	Overall responsibility should be down to one senior leader who is wholly accountable for the progress and provision of PP students. To support this, a dedicated Raising Achievement leader should support the team and be accountable for the additional provision of these students. Other staff roles are always being reviewed to maximise impact.	£35,000.00
	Contribution for Special Educational Needs Staff	Engagement for K students into quality first teaching, fulfilling the EHCP requirements. Reading and spelling data shows 57% making 7+ months reading improvement after intervention and 74% making 7+ months progress in spelling.	Reading tests need to be differentiated for those achieving reading ages of 10+ years, as the assessments have a ceiling and this can suggest limited progress when in fact the test has an age limit. Dyscalculia assessments need to be planned in terms of intervention that follows, this is still a new area for the College and needs further development.	£26,500.00
	Contribution to department budgets to support Pupil Premium children	Enhanced budgets allow departments to buy resources targeted at specific students needs	Departments need to think further about making sure the purchases they make suit all needs and abilities. Evidence of impact on spending must be more stringent.	£18,000.00

	Contribution towards Primary Leadership Events - supporting Pupil Premium children in participating with such events	No impact could be monitored for this, although allowing students the opportunity to mix with primary school children can help them understand the growth and achievements that have made since leaving primary school themselves.	To rethink how to undertake any such leadership activities in the future. Investigate Children's University	£2000.00
	Contribution towards the Accelerated Reader programme and software for weak readers (Read, Write, Gold)	Supporting a whole College approach to reading, improving, testing and intervening with students who are failing to make adequate progress in reading. In addition, data analysis, production, and Read Write Gold has supported those students with dyslexia support.	Read Write Gold needs to be rolled out across the whole College, but using non-DSEN staff in order to avoid stigmatising.	£1500.00
	Contribution towards 4Matrix, ALPS membership - software for producing data analysis	Subject teachers have increased awareness of students' progress rather than attainment. Intervention strategies have identified pupil premium students to significantly improve their Progress 8 scores from previous years.	Knowledge of students, not just their data, is significant in being able to provide the correct intervention strategies. Academic data is the starting point for teachers to identify those not progressing, as they should.	£1000
	Contributing to the provision of a wide range of over 50 lunchtime and After School Clubs, including Homework Club and Inclusion Homework Club	Pupil premium students are able to attend all clubs offered at the College, as well as specific clubs to suit their needs, specifically Pokémon, which is for ASD groups and those who have trouble with social skills and befriending. A gardening club has also been set up for students who need support with ASD and sensory areas.	Ensuring the speciality clubs are tailored to the needs of the students is something that develops over time and is dependent on the students taking part. Tracking of PP attendance will give us a true picture of engagement.	£600
	Supporting the provision of Exam Revision breakfasts	Breakfasts enabled students to have a good start to the day by having a substantial meal and to have revision sessions with teachers that helped set them up to undertake exams.	Widening the support to students by providing more meals is to be investigated further in the new academic year.	£200
	Contribution towards Tassomai for Science revision and Show My Homework	Improvements in Science results from 58% to 68% 9-4 in the last year. Science revision is organised – this can be intimidating to students to approach, as it is such a vast area. It can also be linked to a number of CiC PEPs.	This has dropped away in terms of rewarding Tassomai in year 11 assemblies and needs to be reviewed.	£2500.00

