



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	2020/21	Total PP budget	£218,695	Date of most recent PP Review	Sept 2020
Total number of Students	1139	Number of Students eligible for PP	26%	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Students eligible for PP (your school)</i>	<i>Students not eligible for PP</i>
P8	-0.22	0.57 (all Students – Sept 20)
Attainment 8 score average	46.62	55.29(all Students – Oct 20)
Basics - English / Maths (5 and above)	43.2%	58.65% (all Students – Oct 20)
Attendance	92.7% until 20/03 (91.9% national) 89.8% until 17/07	95.4% until 20/03 (95.5% national) 91.4% until 17/07

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.

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
i.	Staff knowing about and then acting upon the information on individual PP students' barriers.
ii.	Confidence, self-esteem and resilience – Metacognition.
iii.	Independent study practices including homework, revision and reading.
iv.	Students inconsistently challenged and lowered expectations of PP students in lessons.
v.	Lack of Cultural experiences which inhibits students' vocabulary and literacy as well as the ability to relate to cultural situations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
i.	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.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All teaching and support staff to be as informed as possible about the individual needs of PP students and consequently individual strategies put in place to target these barriers in the classroom. This will be tracked and measured through lesson observations, strategies added in teacher tracking folders, data drop grades.	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.	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.
C.	Students know how to utilise their independent study time appropriately to further their progress. Measured by homework submission, grades and 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
D.	All PP students to be challenged in the same way as their non-PP peers in lessons. Economic disadvantage is not used as a justification for lowered expectations by staff. Where PP students do not meet desired expectations, they are challenged and pushed to meet them. This will be measured through department and RAL MER.	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.
E.	Increased participation and opportunities in extracurricular activities for PP students. This will be measured by attendance to activities and opportunities (when possible due to Covid-19 restrictions)	Students eligible for Pupil Premium in all years increase their cultural capital enabling them to access course content and future aspirations.

F.	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.
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5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistently high expectations of work/learning from PP students	a. Whole-school teacher approach that expectations are as high of PP students as non-PP students	a. Evidence that nationally and historically we are of the opinion that “low income pupils are more likely to be judged as below average than higher income pupils.” (Mary Myatt)	Lesson observations/drop-ins will show that teachers have high expectations of all the students in their classrooms (seen through questioning/book scrutinies/attitude to learning)	RAL PP	MER calendar of monitoring points produced by KW (RA lead)
	b. PP students consistently challenged when expectations not met	b. PP students sometimes going unchallenged when expectations are not met. Economic disadvantage is not a valid reason as to why a lot of these expectations can't be met	Lesson observations/drop-ins by STLs and RALs show that expectations are consistently challenged and upheld.	RAL PP	MER calendar of monitoring points produced by KW (RA lead)
	c. High expectations shared in lessons and tutor time	c. Evidence from internal monitoring of student work shows that PP students sometimes still do not have high expectations of their own work.	Monitoring of class books monthly by Subject Team Leaders (STLs), College Leadership Team (APT) and The Raising Achievement Team (RALs)	RA Lead (AP)	MER calendar of monitoring points produced by KW (RA lead)
Teachers have a clear understanding of students' gaps in learning and understanding	a. All teachers to complete post-lockdown audit to assess gaps	a. Early identification of any gaps in learning/understanding will allow Covid-19 Catch-up spending to be focused and targeted.	Impact of identification and subsequent strategies will be monitored through internal assessment data.	RA Lead	½ termly after initial identification
	b. T&L Rosenshine/TLAC foci	b. A lot of the techniques/strategies focused on will allow for a greater understanding of gaps on both a class and individual level and allow the teacher to have more immediate responses to a class/individual's gap in understanding. (This is particularly important this year when teachers have to remain at the front of the classroom due to Covid-19 risk assessment)	Lesson observations by STLs/RALs/APT will see more immediate responses to understanding gaps in action.	T&L Lead (AP) RAL PP	MER calendar of monitoring points produced by KW (RA lead)

High quality intervention strategies to support the learning of PP students in the classroom	a. Staff CPD (RAL PP to work more closely with APT T&L lead)	a. EEF states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” National Governance Association suggests training for teaching staff makes a difference to the progress of Pupil Premium students.	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&L team on what the CPD needs to cover. 60% of subject meeting time to be dedicated to CPD.	T&L lead (AP) RA Lead (AP) + RAL PP	MER calendar of monitoring points produced by KW (RA lead)
	b. Consistent use of assessment to inform planning and teaching	b. EEF suggests that Mastery learning has a + 5 month impact on PP students. To enable mastery learning, assessment must inform planning and teaching	b. Impact will be monitored through a cycle of learning walks and data analysis, post data-drops.	RA lead (AP) + RAL Team/STLs	MER calendar of monitoring points produced by KW (RA lead)
	c. High quality homework	c. EEF suggests at secondary school’s homework has a + 5 month impact on PP students.	c. Class teachers monitor students’ completion and quality. STLs monitor the teachers. RALs will monitor students & subjects.	RA lead (AP) + RAL team	Monthly
	d. Feedback	d. EEF suggests that good quality feedback has a high impact of +8months	d. Lesson observations/drop-ins to observe impact of immediate feedback on teaching and learning. Monitoring of class books observing impact of feedback on student progress.	T&L lead ZB (AP) RA Lead (AP) + RAL team	MER calendar of monitoring points produced by KW (RA lead)

<p>Students have a strong understanding of how to work effectively independently and the resources that they need</p>	<p>e. Y7 induction including a session on KOs and home learning</p> <p>f. Free GCSE revision guides for PP students and lessons on how to use them effectively</p> <p>g. Y11 and Y13 revision technique sessions (Maximise/Tutor time)</p> <p>h. ICT at home audit</p>	<p>e. EEF suggests at secondary school's homework has a + 5 month impact on PP students. Knowledge rich KS3 curriculum supports the demands of the most recent GCSE specifications.</p> <p>f. Previous cohorts report having revision guides, but not knowing how to use them effectively.</p> <p>g. Internal data suggests that independent learning increases the gap at NAC.</p> <p>h. Ensuring that all students have access to the ICT that they require to complete work independently at home (particularly if we are to have another lockdown)</p>	<p>e. All Y7 students are aware of the importance of KOs and how to effectively learn from them. Teachers monitor the completion of KOs daily (until tutor time takes place in the morning again)</p> <p>f. STLs to ensure revision guides are given to PP students and that lessons are delivered on how to use them as part of the Y11 curriculum.</p> <p>g. Conversations with Y11/Y13 students and parents show that students know how to revise effectively at home. This will be evidenced by the gap between PP and non-PP students narrowing in external exams.</p> <p>h. All PP students to have access to ICT at home. Home Learning/Coursework hand in rates amongst PP students to increase.</p>	<p>RAL KS3</p> <p>RAL KS4/PP</p> <p>RAL KS4/5</p> <p>RA Lead/ RAL PP</p>	<p>Monitored ½ termly by RAL KS3</p> <p>½ termly</p>
<p>Teaching and Learning in the Sixth Form has the same explicit PP focus as in Y7-Y11</p>	<p>a. Sixth Form teaching staff to use Y12 and Y13 360 reviews more effectively</p> <p>b.</p> <p>c. Whole school T&L foci being exploited in the Sixth Form</p>	<p>a. Teaching staff and tutors in the Sixth Form to be aware of barriers that individual students have and to use this information effectively.</p> <p>b. A lot of the techniques/strategies focused on will allow for a greater understanding of gaps on both a class and individual level and allow the teacher to have more immediate responses to a class/individual's gap in understanding. (This is particularly important this year when teachers have to remain at the front of the classroom due to Covid-19 risk assessment)</p>	<p>a. Learning walks/book scrutinies/ALPS data analysis. Develop a 6th form 360 process to continue the work on the barriers experienced.</p> <p>b. Lesson observations by STLs/RALs/APT will see more immediate responses to understanding gaps in action.</p>	<p>RAL KS5/RAL PP</p> <p>T&L lead (AP)</p>	<p>½ termly</p> <p>Termly</p>

Knowledge rich curricula	a. Effective use of knowledge organisers	a. Recent Ofsted research defined a 'knowledge-rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know".	a. Students' retention of key knowledge is much improved. Tutor checks of KO booklets. Regular low stakes quizzes in class (monitored by STL/RAL)	RAL KS3 / RA lead	Termly
	b. Increased cultural capital through curriculum.	b. Ensuring that all PP students have access to the same cultural exposure as their non-PP peers.	b. RSM work on curriculum development will ensure that reference is made to cultural capital.	Curriculum lead (AP) & DTI	Through curriculum design work.
	a. Reading comprehension / IR b. DEAR	c. EEF suggests reading comprehension strategies have a high impact of +6 months	f. Monitoring and use of Accelerated Reader	T&L lead ZB & RAL lead	Termly
Total Budgeted Cost					£205,158

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 Y7 PP students. Teachers using these to develop in-class strategies.	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. Teachers should be addressing individual barriers, not just labelling students as 'pupil premium'.	a. RA Lead, RAL PP and RAL KS3 will completed the interviews with all Y7 PP students. This information will inform actions. Teachers will have a copy of the 360 passport for each Y7 that they teach once completed.	RAL PP	After each year group is completed
	b. Student action plans	b. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months	b. Look to develop the process to incorporate tutors so that they become effective and reviewed regularly	RAL PP	½ termly
	c. Tutoring – Peer (Yr 9 & 6 th form), small group (if possible later in the year due to Covid-19 restrictions on bubbles being lifted)	c. 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	c. 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.	RAL PP	½ termly
	d. Y11 PP weekly tutor group with RALs	d. Y11 students rotate around different Eng/Ma/Sci tutors throughout the year. This means that sometimes consistency in terms of	d. Key Y11 PP students' academic and pastoral progress monitored across the academic year. Impact monitored by KS4/PP RAL.	RAL PP/KS4	½ termly

		tracking/monitoring/parental communication can be lacking.			
	e. Revision classes	e. 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.	e. Attendance of key Y11 PP at revision sessions monitored (particularly group featured in Y11 tutor group mentioned above) Parents of those who should attend contacted by RAL/STLs/class teachers.	RA Lead / RAL KS4	½ termly
	f. 3 school meals a day with specific homework club (3 meals a day available when possible due to Covid restrictions)	f. EEF suggests that homework completion at secondary has an impact of +5 months. There is also a lot of evidence to support the necessity of breakfast to increase academic progress.	f. Daily attendance taken and monitored by ALC who is paid to supervise 3 Club. Homework completion monitored by RAL team.	RAL PP	Termly
	g. Easter holiday revision camp (if possible)	g. EEF suggests impact of +2 months. This is in addition to internal data suggesting independent learning increases the gap at NAC	g. Staff paid for their time. Data analysis of exam data after external exams to see the impact.	RAL PP	After camp (particularly when exam results available)
	h. Enrichment activities (as and when possible)	h. Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers. EEF suggests that participation in the arts, sport and outdoor learning has +2/+4 months impact.	h. Whole school enrichment activities should be accessed by at least the percentage of PP students in the College (participation monitored by RAL PP). All PP students should receive subsidised funding to access enrichment activities and parents to be aware of this. PP funding application to provoke thoughts on impact.	RAL PP	Termly (once clubs/trips are up and running again)
	i. Computer software & devices	i. EEF suggests digital technology can have a +4 month impact. Lockdown highlighted the fact that many of our PP students don't have access to appropriate ICT resources to effectively complete independent work at home.	i. Every effort will be made to ensure that any PP student without appropriate ICT resources at home will be supplied with this. More chrome books to be purchased.	RA lead (AP) Business Manager	½ termly
	j. Service children package	j. These children are not PP financially but need additional support for their needs in terms of health and mental well-being.	j. Parental guidance on support needed for each service students	RAL PP	Termly
	k. CiC package	k. EEF Suggests social and mental learning has an impact of +4 months. Attachment training supports this	k. PEP plans to inform individual support needed	RA AP	Yearly

	<p>l. Persistent FSM support</p> <p>m. Subject teams PP finance</p>	<p>l. 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)</p> <p>m. Planning for PP spending has improved whole college P8 results by 0.5.</p>	<p>l. Persistent FSM students to continue to be highlighted to teaching staff. Monitoring of attainment grades and then individualised support for those students as a priority. (3club etc)</p> <p>m. Subject Teams more accountable for the spending of their PP budgets. Will need to show impact to receive funding the following year</p>	<p>RA AP</p> <p>RA AP</p>	<p>Termly</p> <p>Termly</p>
Improved & consistent tutor involvement of PP students learning	<p>a. Ready to learn (equipment)</p> <p>b. Improved knowledge through improved communication within College</p> <p>c. Improved communication with</p>	<p>a. The College has identified that lack of equipment for some students disrupts their learning time / ability</p> <p>b. 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</p> <p>c. EEF Suggests parental involvement has an impact of +3 months.</p>	<p>a. Equipment check and providing of equipment for PP</p> <p>b. Any pastoral / academic emails should include tutor</p> <p>c. Regular phone calls from RAL and tutors</p>	<p>RAL PP</p> <p>RA lead (AP)</p> <p>RAL PP</p>	<p>Daily</p> <p>½ termly</p> <p>½ termly</p>
Improved parental involvement in PP students' learning	<p>a. Continued increased parental involvement through the 360 process.</p> <p>b. Support sessions/Parents' Evening follow up sessions (particularly where ICT at home doesn't allow them to engage with remote support/parents eve)</p> <p>c. FSM parent meeting for Y6 parents (as part of FSM Y6 induction day)</p>	<p>a. AfA core module to improve achievement for all. EEF Suggests parental involvement has an impact of +3 months. Previous year's work shows us that parents are - on the whole – happy to engage and see it as a worthwhile process. Where the parental communication has continued, real progress has been made.</p> <p>b. EEF Suggests parental involvement has an impact of +3 months.</p> <p>c. EEF Suggests parental involvement has an impact of +3 months. Parental feedback from previous event was very positive.</p>	<p>a. RAL KS3/RAL PP and RA Lead to engage with Y7 PP parents. RAL/APT links to continue with the links they made last year with current Y8 students.</p> <p>b. PP parents contacted after support/parents eve to organise an alternative time to discuss students' progress.</p> <p>c. New Year 7 parents meeting about support students will receive (as part of Y6 FSM induction day)</p>	<p>RA lead (AP) & RAL PP</p> <p>RAL PP</p> <p>RA lead (AP) & RAL PP</p>	<p>½ termly</p> <p>After each event</p> <p>Summer term (year 6)</p>
Total budgeted cost					£9,543

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, 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. Governor PP lead to visit and meet with RAL PP	RA lead (AP)	½ termly
	b. MER of Attainment / Achievement, Teaching and Learning	b. Inconsistent approaches across departments need to be monitored to ensure effectiveness	b. MER throughout all stages of leadership, standing MER item on meeting schedules	RA lead (AP)	termly
	c. Closer monitoring of attendance/lateness amongst PP students (particularly persistent FSM students)	c. Attendance is vital for attainment and achievement	c. Tracking system & review meetings and closer work with HoH with responsibility for attendance and RAL	AP/RAL	½ termly (using Babcock reports)
	d. Praise and Reward	d. Monitoring that PP students are rewarded at least as much as non-PP students is something that is yet to be completed.	d. Tracking system & review meetings with RAL PP/HoH responsible for rewards.	AP/RAL	Termly (to be completed at RAL/SS meetings)
	e. Sanctions	e. Monitoring of sanctions/PLR data to ensure PP students not overly targeted. Analysis of any key times of day/subjects that are difficult for some PP students.	e. Tracking system & review meetings	AP	½ termly
	f. Clubs and teams (when possible)	f. To ensure clubs and teams are made up proportionately of PP students (25%)	f. Clubs/sports team audit (after clubs/teams up and running again)	RAL PP	Termly
	g. Tracking of funding and impact through Analysis, Action, Impact.	g. To ensure spending is appropriate and has an impact. If not strategy is removed.	g. Application for funding based on needs analysis, action, and impact. Evidence required to evaluate impact	Business Manager and RA lead (AP)	Termly

Raising aspirations, confidence and resilience	h. Rewards	h. PP students rewards proven to boost confidence	h. PP students being rewarded proportionally (25%)	RAL PP	Termly
	i. Careers advisor and Coordinator support	i. PP students often those who have little aspiration or struggle for work experience	i. Prioritise PP students in work experience and Career interviews	RA lead (AP)	½ termly
	j. PP newsletter highlighting PP students achievements inside and outside of college	j. Increased awareness so therefore positive relationships within College will enable more specific support	j. Termly newsletter given out in briefing	RAL PP	Termly
	k. NCS/DofE/Ten Tors	k. Participation in the wider curriculum can have an impact of 2+ months	k. Active promotion amongst PP students. RAL PP to work alongside coordinators to encourage targeted students to participate.	RAL PP	Upon take up
	l. University visits (when possible)	l. Widen PP students' horizons, especially those who have parents who did not go to university	l. University trips (ideally out of area)	RAL PP	After event
Total budgeted cost					£3,994

6. Review of expenditure				
Previous Academic Year		2019 – 2020 – allocation £221,595		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost £181,470
Consistently high expectations of work from PP students	a. High expectations shared in lessons and tutor time	a. Evidence from internal monitoring of student work shows that PP students have high expectations of work standards.	a. Book scrutinies and lesson drop ins showed that there are few discernible differences between PP and Non-PP students in terms of their expectations of work standards. The more noticeable differences appeared between boys and girls (PP and non-PP). These findings support the findings of OFSTED in 2019, when they identified that “Teachers’ high expectations ensure that pupils engage well with their learning.....The difference between disadvantaged pupils and others is diminishing.” However, last year other foci such as Boys attainment clouded the picture a little and watered down the effect.	
	b. Handwriting & presentation intervention	b. Ofsted’s 2013 PP Report – School should never confuse PP with low ability and therefore	b. As above – MER book scrutinies have identified that differences between PP and non-PP presentation of work are disappearing.	

		should focus on Students achieving at the highest levels	We need to ensure that any gaps between genders are also focused on (both PP and non-PP)	
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<p>High quality intervention strategies to support the learning of PP students in the classroom</p>	<p>a. Staff CPD</p> <p>b. Consistent use of assessment to inform planning and teaching</p> <p>c. High quality homework</p> <p>d. Feedback</p> <p>e. Reading comprehension</p> <p>f. Individualised instruction – student action plans</p>	<p>a. EEF states that “good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils”.</p> <p>b. EEF states that mastery learning has a + 5 month impact on PP students (teachers being able to judge accurately when this has been achieved and how to modify planning and teaching going forward)</p> <p>c. EEF states that homework has a + 5 month impact on PP students.</p> <p>d. EEF states that feedback has a + 8 month impact on PP students.</p> <p>e. EEF states that reading comprehension strategies have a high impact of +6 months</p> <p>f. 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. This also means that staff are aware of individual needs, barriers and targets for improvement across the school.</p>	<p>a. Focused CPD meant that more evidence of whole school foci (retrieval/questioning) could be seen across the college consistently through learning walks.</p> <p>b. Dedicated CPD time and training meant that Atkinson and ALPs reports were utilised more effectively to inform planning of strategies at KS4 and KS5. Effective analysis of internal KS3 data is less consistent across departments.</p> <p>c. SMHW, monitoring and tracking of submission has had a large impact on the quality and quantity of home learning. Conversations with parents has improved where necessary as well. 3 Club developed further to support KS3 FSM students with home learning. KOs have not been as effective as they should have been especially for the PP students.</p> <p>d. Immediate feedback being used more regularly and with more success and whole class feedback has increased across the college, meaning more time for strategic planning of how to close the gaps rather than individual written marking. Focus on Rosenshine’s Principles of Instruction has also meant that AfL continues to be a huge part of lessons. This was affected by the closure of the college and move to remote learning.</p> <p>e. Accelerated reader programme was successful for the majority of students but the data was not shared more widely for analysis and future planning. Increased time to be given in future to ensure progress is embedded and closes the gap. An increase in the range of books is needed. CPD for the teachers involved would support better analysis of the data.</p> <p>f. The successful 360 review process continued with all Y7 and Y11 PP students being interviewed (along with all Y7 parents) and ‘PP passports’ being produced for each student. This allowed teachers and staff to understand where each individual student’s barriers lie and how to address them in their own class. Some students set targets, but these need to be more systematically followed up to allow them to be as effective as possible. Time is the issue so that the process can be effectively reviewed.</p>	
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II				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost £36,272
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	The use of the 360 reviews continued to be very successful in identifying barriers and allowing teachers to know these to inform the planning. More senior staff were involved in the implementation of the Year 7 process and this allowed us to meet with almost all Y7 PP parents, which added a further element to the 360 reviews.	
	b. Student action plans	b. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months	Some Year 7 PP students had focused action plans which came as a result of the 360 review process although lockdown meant that these could not be followed up/developed as well as hoped. Key Year 11 PP students were assigned a member of APT/RAL as a mentor for the year. In some cases action plans drawn up together worked well and in others the meetings were on a more ad-hoc basis.	
	c. Tutoring – Peer (Yr 9 & 6 th form), small group	c. EEF suggests that Peer tutoring has an impact of +5 months for very little cost.	More Y9 mentors were trained up to deliver the second round of the Y7/Y9 mentoring cycle. This did not happen due to Covid-19 and will not be able to happen for the foreseeable future due to year group bubbles. Additionally due to the closure of the college during Covid Year 12 peer mentoring did not take place.	
	d. Revision classes	d. According to EEF Small group tuition has a +4 month impact	Revision classes were organised and run in-department. It was less controlled by RAL KS4 although mentoring by RAL/APT meant that key Y11 PP students were encouraged to attend, and their attendance tracked and monitored more. Depts encouraged to focus on getting PP students to attend. Due to lockdown, these obviously ceased in March.	
	e. 3 school meals a day with specific homework club	e. EEF suggests that homework completion at secondary has an impact of +5 months.	3 Club continues to be a successful initiative for those who attend, providing 3 daily meals in college and a place for students to complete their home learning with the help of an ALC. Home Learning rates for some of our most disadvantaged who attend continue to rise.	
	f. Summer/ holiday camp	f. 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.	This did not happen due to lockdown. It was, however, planned and sign-up was good, particularly with PP boys.	

	<p>g. Enrichment activities</p> <p>h. Computer software & devices</p> <p>i. Reading recovery / Grow@literacy</p> <p>j. Service children package</p> <p>k. CiC package</p> <p>l. Persistent FSM support</p> <p>m. Subject teams PP finance</p>	<p>g. Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers.</p> <p>h. EEF suggests digital technology can have a +4 month impact.</p> <p>i. 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.</p> <p>j. These children are not PP financially but need additional support for their needs in terms of health and mental well-being.</p> <p>k. EEF Suggests social and mental learning has an impact of +4 months. Attachment training supports this</p> <p>l. 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)</p> <p>m. Planning for PP spending has improved whole college P8 results by 0.5.</p>	<p>Increased involvement of PP students on trips and at clubs. Audit was due to take place to see whether 25% of clubs attendees were PP (to match whole school PP %) but was halted due to lockdown. Successful PP trips run for Y7 Drama, GCSE PA, KS3 History. Activities Week did not take place due to Covid-19.</p> <p>Year 11 PP students without ICT at home identified and laptops loaned to them to allow them to complete coursework/online revision. During lockdown, a lot of work went into identifying PP students without adequate ICT access at home (laptop and wifi) and resources were allocated as quickly as possible to avoid the gap widening due to not being able to access/complete the work. This is an area to continue to develop</p> <p>Although some volunteers did come into college before lock down this did not really run last year due to Covid.</p> <p>The successful Service Children programme continued to run and students met and felt supported as a group. A trip did not take place due to covid. Service children passports were also produced to allow teachers to understand the barriers that these students have. This is something that needs to be developed by the member of staff who has taken on the responsibility.</p> <p>Individual PEP plans monitored and adapted for the individual need. PP lead and staff are aware of their additional needs because they are identified. They receive priority when it comes to interventions.</p> <p>Teaching staff have been made aware of who our persistently disadvantaged students are (detailed on 360 passports) and differences between these and Ever 6 students highlighted. More work to be completed on this this year in terms of using this information for strategic interventions.</p> <p>This was not completed consistently across departments and Subject Team Leaders.</p>	
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Improved & consistent tutor involvement of PP students learning	<p>a. Ready to learn (equipment)</p> <p>b. Improved knowledge through improved communication within College</p> <p>c. Improved communication with home.</p>	<p>a. The College has identified that lack of equipment for some students disrupts their learning time/ability to complete tasks.</p> <p>b. 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</p> <p>c. EEF Suggests parental involvement has an impact of +3 months.</p>	<p>All PP students equipped to learn at all times. Much improved levels of equipment seen across classes.</p> <p>This is improving and needs to continue to be pushed with parents. They sometimes skip to a RAL or student support before communicating with the tutor. To combat this tutors need to make the first contact in year 7. A lot of very good work with parents was completed by tutors during lockdown and good relationships built up during this time. This has continued with the new year 7 students induction.</p> <p>RAL team ensure all parents are contacted when it come to support evenings and parents evening. We now have a much bigger % of parents engaged. All Y7 parents were contacted as part of the Y7 360 review process and the vast majority came into college to meet with the assigned RAL/APT and this has started a positive relationship with the college.</p>	
Improved parental involvement in PP students learning	<p>a. Structured conversations</p> <p>b. Support sessions</p> <p>c. Library clubs</p> <p>d. FSM parent meeting for Y6 parents</p>	<p>a. AfA core module to improve achievement for all</p> <p>b. EEF Suggests parental involvement has an impact of +3 months.</p> <p>c. EEF Suggests parental involvement has an impact of +3 months.</p> <p>d. EEF Suggests parental involvement has an impact of +3 months.</p>	<p>This became our 360 review process, which was carried out successfully with almost all Y7 PP students and parents.</p> <p>Non-attending PP parents contacted after parents' evening/support evening to have a follow up meeting. Always get between 4 and 8 parents who would not have come in getting support attending these 1:1 sessions.</p> <p>This did not take place due to Covid. However, parents engagement in reading increased during lock down with online books and regular testing of students at home.</p> <p>This did not take place due to Covid-19. Newsletter containing key information was designed and sent to all Y6 FSM parents instead.</p>	

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost £3,858
Leadership & Governance ensures robust MER processes to ensure practice is consistent, 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	Feedback from Assistant Principal at Governors meetings were held early on in the year with regular feedback until we went into lock down.	
	b. MER of Attainment / Achievement, Teaching and Learning	b. Inconsistent approaches need to be monitored to ensure effectiveness	A more consistent approach to monitoring which meant that regular evaluation was completed to inform planning.	
	c. Attendance / Lateness	c. Attendance is vital for attainment and achievement	Work still needs to be completed in this area, but PP attendance still remains higher than the national average. A new HOH is now in charge of attendance data and is an area to develop.	
	d. Praise and Reward	d. Monitoring that PP students are rewarded at least as much	Postcards to D students improved motivation. Tracking of the prizes and rewards still needs to be completed further.	
	e. Sanctions	e. Monitoring of sanctions to ensure PP students not overly targeted	PLR room data was shared, however a monitoring of key groups such as PP was not consistent. Therefore strategies to support students was not instigated effectively.	
	f. Additional interventions	f. Awareness of what we are doing to close the gap and the impact	This did not really take place other than in challenge spots due to Covid.	
	g. Clubs and teams	g. To ensure clubs and teams are made up proportionately of PP students	Trips and additional funding monitored and impact assessed. Audit of attendance at clubs did not take place due to lockdown.	
	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.	Tracking and monitoring of departmental spending needs to be tighter, with department leads being able to analyse their PP spending and assess whether the strategies are having the desired impact.	

Raising aspirations, confidence and resilience	<ul style="list-style-type: none"> a. Rewards b. Careers advisor and Coordinator support c. Information leaflet to staff to promote awareness d. NCS, D of E e. University visits 	<ul style="list-style-type: none"> a. PP students rewards proven to boost confidence b. PP students often those who have no aspiration or struggle for work experience c. Increased awareness so therefore positive relationships within College will enable more specific support d. Participation in the wider curriculum can have an impact of 2+ months e. Widen PP students' horizons, especially those who have parents who did not go to university 	<p>Postcards continue to be very well received by parents and students and the Y7 PP drama rewards trip was a particular highlight for lots of students.</p> <p>Work Experience did not take place but PP students were prioritised in CEIAG such as work experience and transition meetings.</p> <p>These were produced termly and tied in with the delivery of the PP focused challenge spots. Feedback from staff was positive.</p> <p>NCS did not take place due to Covid. PP RAL and DofE coordinator worked together to identify PP students who would benefit from DofE programme and approached them separately and provided financial help where possible to allow them to take part.</p> <p>After a successful trip the previous year, this was planned but didn't take place due to Covid-19. Exeter Scholars programme was also accessed by Y10 HPA PP students.</p>	
Improved awareness of Mental health and wellbeing of individual PP students	<ul style="list-style-type: none"> a. Ambassadors for chosen students (chosen by students) 	<ul style="list-style-type: none"> a. Tried and tested strategy within the College 	<p>Ambassadors become the pushy parents in College. Support students and encourage them to apply for prefecture, attend parents' evenings, revision etc</p>	