

Pupil premium strategy statement

School overview

Metric	Data
School name	Callington Community College
Pupils in school	906
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£214 875
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	W Ainsworth
Pupil premium lead	G Patton
Governor lead	C Pitman

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.82
Ebacc entry	24%
Attainment 8	29.58
Percentage of Grade 5+ in English and maths	11%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Teaching should use effective activities and strategies so that ALL students, including those with lower prior attainment and especially those with SEND/PP learn and achieve more. (reducing PP gap with overall PP an improving trajectory)	Sept 23
Attainment 8	To tackle and reduce the gap in relative attainment between PP and their Doppelganger	Sept 23
Percentage of Grade 5+ in English and maths	To be in line with or above non PP students and at least in line with similar schools nationally	Sept 23
Other	Attendance to be in line with or above non PP students	Sept 23
Ebacc entry	EBacc entry for all students including disadvantaged to be an improving trajectory towards being in line with national figures.	Sept 23

Teaching priorities for current academic year

Measure	Activity
Priority 1	Embed quality first teaching and learning via the whole College strategic use of Rosenshines principals via intensive implementation of the new and developing teaching approaches. Active encouragement
Priority 2	Embed high quality work and expectations such that ALL students learn and succeed WELL over time with an emphasis on curriculum planning and delivery with probing and challenging questions to ensure student know more and can do more.
Barriers to learning these priorities address	Weaker language, communication and cognitive skills leading to weaker achievement Access to resources (ICT)
Projected spending	£85 500

Targeted academic support for current academic year

Measure	Activity
Priority 1	Focus on literacy development across the curriculum with planned opportunities to extend academic vocabulary and oracy with an emphasis placed on academic reading to help reduce the progress gap. DEAR/Forensic Reading Weekly CPD menu of support for teachers to tailour a bespoke package to their needs.
Priority 2	Bespoke support within the classroom to ensure teaching and learning is maximising impact from Rosenshine. (PP upgrade and Doppelganger comparisons) 1-1 and small group tuition for core subjects. Primary catch up expertise for KS3 selected students.
Barriers to learning these priorities address	Disadvantaged students may lack cultural capital to link complex vocabulary to in context examples. Provide opportunities to ensure that disadvantaged students can access activities that increase their exposure to vocabulary within the classroom and with cultural capital experiences. Aspirations can be lower – see wider strategies.
Projected spending	£85 500

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed doppleganger practice for disadvantaged students to ensure equal opportunities and increase awareness across ALL aspects of College life and where comparisons can be made between groups of students. Career guidance to support students with suitable aspirations and to encourage parental engagement with all aspects of College life.
Priority 2	Improve attendance for disadvantaged students (inc a reduction in broken weeks)
Barriers to learning these priorities address	Low aspirations linked to family aspirations and poor levels of parental engagement. Demographic can be too insular and farming focused in some cases.

	<p>Large number of student have been exposed to ACEs therefore behaviour and emotional interventions are paramount.</p> <p>Increasing levels of referrals due to mental health issue with students as well as close family members as well as increasing levels of involvement with external agencies due to negative influences in the local area.</p>
Projected spending	£43 500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and for staff to get to know the PP students and to plan for the Doppelganger upgrades.</p> <p>Training of staff to deliver the Forensic Reading programme effectively.</p> <p>Lesson dips</p>	<p>Use of INSET days, CPD time and leadership/ department meetings to ensure professional training for T and L is central to the school's development.</p> <p>Time given within WeST for FR training.</p> <p>Reviewing of PP students and strategies are set Agenda items for Department meetings.</p>
Targeted support	<p>Ensuring additional intervention sessions available for bespoke support for English and Mathematics to enable good progress from all starting points.</p> <p>KS3 gaps in core skills in English and Maths</p>	<p>Budgeting for option block drop down sessions for students meeting criteria. Additional tuition for selected non Y11 HPA students 1-1.</p> <p>Primary colleague working with specific KS3 teaching groups to address identified gaps.</p>
Wider strategies	<p>Engaging families of PP students effectively so that they buy-in to the College culture of aspirations and success.</p>	<p>Proactive communication channels maintained by pastoral teams as well as identified learning mentor (covid return). Attendance officer monitoring broken weeks data as well as targeting PP absentees.</p> <p>RTL data analysed to ensure barriers to learning identified and addressed.</p>

Review: last year's aims and outcomes

Aim	Outcome
Improved Progress	<p>Intervention and support with Post 16 PP students yielded a positive VA of 0.02 (NPP -0.02)</p> <p>Remote resources provided consistently to ensure engagement. Attendance of Y10/12 closely monitored and actioned upon June return.</p> <p>RTL process enables bespoke provision to be set up for those requiring it (support menu: Pastoral/Nurture/counselling/safeguarding/emotional)</p>

	<p>Vocational BTEC outcomes (CAG) for PP students had a higher proportion secure L2M – L2D* than non PP by 10%.</p> <p>Single Science PP students outperformed NPP in all 3 subject disciplines. This also occurred in Psychology.</p>
Parental Engagement	<p>Transparency of funding and provision offered. Parental request process active. Barriers such as uniform and equipment removed. Revision resources provided automatically.</p> <p>Active engagement with non-booked families for all parents evenings generally yields a 10-20% improvement in attendance to the evenings. Parental engagement with RTL</p> <p>Proactive support with use of remote provision and enabled engagement to not drop despite moving to online provision.</p>
Attendance	<p>Prior to lockdown attendance for PP students was more stable than previous years and (cumulatively) was within 3% of the whole College attendance figure and showing the smallest gap in 3 years with an improving trend.</p>
Aspirations	<p>Only 3% difference in homework submission rates showing improved engagement with Show My Homework.</p> <p>Rewards actively promoted across the College with majority of PP students being rewarded in line with other or more frequently than other students. Proactive targeting of rewards for PP/SEND students.</p> <p>1-1 interviews for all PP students to discuss P16 and P18 choices.</p> <p>Bespoke Post 16 tutor team to ensure consistency of support.</p> <p>Bursary/scholarship fund opportunities share with eligible students.</p>