

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Callington Community College
Number of pupils in school	849
Proportion (%) of pupil premium eligible pupils	26.12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 -2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	W Ainsworth
Pupil premium lead	G Patton
Governor / Trustee lead	C Pitman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225 937
Recovery premium funding allocation this academic year	£29 435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40 102
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£295 474

Part A: Pupil premium strategy plan

Statement of intent

There is a substantial body of evidence that shows that children from disadvantaged backgrounds, whether that is because of socio-economic circumstances, or due to family upheaval, generally face significant additional challenges in reaching their potential at school. Consequently many do not perform as well as their peers from more advantaged backgrounds with often large gaps seen between the achievements of each group, indeed, after prior attainment, poverty is the single most important factor in predicting a child's future life chances.

Westcountry Schools Trust Colleges are driving forwards standards that will construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. The curriculum in every WeST school will be successfully adapted, designed and developed to be ambitious and meet the needs of all pupils, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Callington Community College, along with the vision for all WeST schools will ensure that disadvantaged pupils are ready for the next stage of education, employment or training. Disadvantaged pupils will have the knowledge and skills they need and, where relevant, gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Our aim is that Disadvantaged pupils achieve the best possible outcomes, exceeding comparable national averages, equaling the outcomes of other pupils.

As part of this goal, we aim to help students understand the steps they need to take in order to **achieve their lifelong aspirations**, and we focus on removing the barriers to their learning and achieving this excellence. **High expectations** for all have an evidenced greater impact on disadvantaged students. We also aim to provide those from disadvantaged background with access to those enrichment opportunities that would otherwise be unavailable to them. This building of cultural capital is vital and needs to be at least equal to their peers.

The Pupil Premium is a fund which comes directly into school from the government to help us to achieve these aims. It is targeted at students who are or have received Free School Meals at any time in the past 6 years; or are 'looked after children' who are in the care of a local authority; or have been adopted having previously been a looked after by a local authority.

Students with one or more parent serving in the armed forces, or in receipt of a pension from the armed forces, whilst not deemed to disadvantaged are allocated Service Pupil Premium funding, that is added to the main grant the school receives.

The Recovery Premium is a one-off grant that all state-funded schools have been awarded in the 2021-22 academic year to further help schools deliver evidence-based approaches for supporting disadvantaged pupils

Whilst the Pupil Premium Grant and Recovery Premium are designed to support schools in raising the attainment of socially disadvantaged children, many of the most effective ways to do this will also benefit other groups of students. We will therefore not limit our plans to interventions that only target disadvantaged students but will also use those 'big' levers that will support all students and help them to thrive and succeed. This includes a strong focus on the providing and further strengthening **quality of teaching for all**.

High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils.

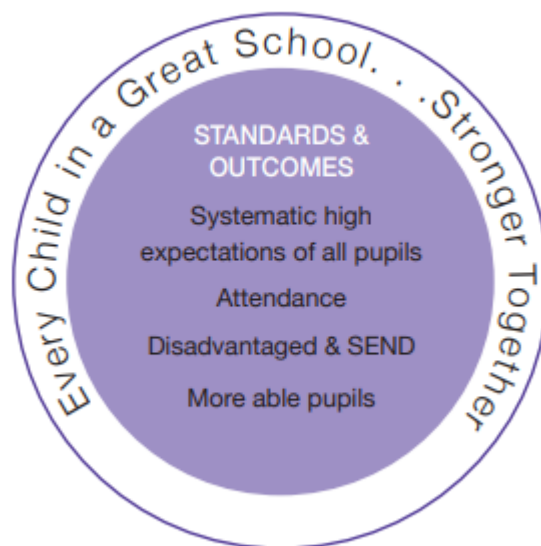
Beyond high quality teaching, our robust support and diagnostic processes enable us to identify the need for early action whether it be academic or pastoral support. These approaches are

rooted in research and utilise evidence that exists relating to tackling the impact of disadvantage (E.g. that collated and published by the Education Endowment Foundation).

To ensure maximum impact we have the following Whole School Areas of Development:

- **Culture:** whole school approach in which all staff take responsibility for facts of good behavior and a respectful culture, especially for disadvantaged pupils' outcomes to raise expectations of what they can achieve. This is known as the 'doppelganger' approach and staff use a non-disadvantaged 'pace car' to ensure that disadvantaged students are keeping pace with their peers. Students are respectful and low-level disruption is dealt with effectively.
- **Attendance:** All key stakeholders working with students and families to ensure that attendance is improving and that the importance of good attendance is known and understood.
- **Curriculum:** Improve the quality of teaching using evidence based approaches to ensure that knowledge is built over time and that student know more and can do more. Teacher understand that that everyone needs to improve, not because they are not good enough but because we can all be better.
- **Reading:** Attention is paid to developing all readers to be in line with or above age-related reading ages. Key vocabulary is establish and used with fluency to enable students to access not only the full curriculum but the reading required to become a well-rounded and successful citizen.

The plans that follow, set out the strategic actions we will take with the additional funding (Pupil Premium Grant and Recovery Premium) we have been allocated in order to tackle the main areas of challenge facing our disadvantaged students.



Challenges

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

Challenge number	Detail of challenge
1	Learning loss due to COVID will have a greater impact on disadvantaged students with greater impact on core skills such as literacy and numeracy.

	Evidence: Baseline assessments
2	Disadvantaged students are exposed to less tier 2 & 3 vocabulary and as a result show slower vocabulary development leading to lower levels of engagement with reading . Evidence: Baseline reading tests showing those below age-related expectations & research
3	A higher proportion of students struggle to behave appropriately in lessons and at social times . This is partly related to not always having a strong positive influence at home. Evidence: RTL referrals and Behaviour data
4	Key Disadvantaged sub-groups make insufficient progress in their learning (eg. White, British boys) Evidence: Progress measures.
5	Average attendance levels of Disadvantaged students is lower than that of their peers and a disproportionate number are deemed to be persistently absent . Evidence: Analysis of attendance data
6	A number of PP families struggle to engage from home to provide appropriate support/challenge with regards to education – in particular with attendance, home learning or participation in wider enrichment activities that the College makes available. Evidence: Parent evening/general school communications/HoT/Tutors/SLT.
7	Disadvantaged students often show lower levels of engagement with home or independent learning. Students are often poorly organised and find it difficult to utilise time or study support effectively. This issue can be further compounded due to lack of resources/ICT equipment. Evidence: SMHW/GCSEPod usage stats & ICT audits from Lockdown.
8	As a result of Challenge 3, disadvantaged students may be at greater risk of fixed-term exclusions as they struggle more with interactions and appropriate behaviours both in lesson and during social times.
9	Higher levels of social, emotional and mental health issues are seen amongst a greater proportion of these students. Evidence: Safeguarding log
10	Many are reluctant to access and/or stay involved with the enrichment opportunities available to them through school Evidence: Lack of provision as well as transport barriers due to rurality.
11	Students ability to develop metacognitive skills and resilience is lower than non disadvantaged peers. Evidence: EEF Metacognition and self regulation & Pupil Premium reports

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
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<p>To improve the literacy and maths skills of those impacted by Covid</p>	<p>Literacy and maths assessments show that disadvantaged students in the current KS3 cohorts are increasingly achieving in line with their more advantaged peers</p>
<p>To achieve and sustain improved attendance levels for all pupils, including those who are disadvantaged</p>	<p>To achieve sustained levels of attendance for all pupils with the gap between PP and their peers to be rapidly decreasing. Percentage of persistently absent students among disadvantaged to have consistently decreased and to being no more that 2% lower than their peers.</p>
<p>To strengthen the levels and quality of parental engagement from families of disadvantaged students. This includes appropriate and timely homeworks are set and recorded on SMHW.</p>	<p>Attendance at parents evening or other events shows sustained improvement and is close to or in line with attendance of non-disadvantaged parents. Home learning reports and records show regular and sustained engagement from parents. Homework completion rates improve across all subjects. Home learning club is well utilised across all year groups.</p>
<p>To improve the behaviour and conduct of disadvantaged students both in lessons so that RLT referrals are less for disadvantaged students than their peers. To improve the conduct and levels of respect shown at social times.</p>	<p>Referrals to RTL less than 26% of the main cohort. Teacher feedback from lesson times and duties support the evidence for this improvement.</p>
<p>To improve the metacognitive and self regulatory skills of disadvantaged pupils across all subjects so that learners are support to ensure they know more, can remember and do more as a result of quality first teaching</p>	<p>Lesson dip feedback evidences quality practices in the classroom so that all students have the chance to succeed. High levels of engagement reported as standard due to consistently high expectations.</p>
<p>To improve wellbeing for disadvantaged students so that early help is identified and implemented swiftly.</p>	<p>High levels of referrals may continue to be recorded on CPOMS as this demonstrates the right information is being acted upon. Student voice and parent voice indicates wellbeing is considered and supported.</p>
<p>To encourage wider reading across the College but especially for disadvantaged students as the evidence support high impact.</p>	<p>Reading for pleasure is normalised. The library is used regularly and parents/students request books as part of PP provision. DEAR is established and well utilised in all areas of the Curriculum.</p>
<p>To see greatly increased evidence of adaptive teaching of the well sequenced curriculum.</p>	<p>Learning pace varies and astute identification of gaps in prior knowledge to then remove these barriers, to build the story in a memorable way is an essential part of teaching. Targeted support and well sequenced lesson/s will yield greater success (subject reviews)</p>

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: £147 737 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain strong leadership of the Pupil Premium Strategy	The importance of narrowing this gap is well documented in research such as EEF and the Subject Review Series. Allocated Senior AP for leading the College's drive in tackling this gap	All
Targeted classes in Year 7 & 8 for Maths and English with our Primary experienced teacher and HLTA	EEF improving Maths at KS2/3 and Improving Literacy in Secondary schools- ensuring that there is a bridging programme from Primary to Secondary that identifies and closes early gaps in core knowledge and understanding. HLTA – driving forward the reading comprehension and vocabulary.	1,2,3,4,6,7
Implement EduKey Provision Map so that class teachers have ease of access to all key student needs	EEF: Ensuring staff have an awareness of each student in their class and their respective needs/challenges. Effective planning to support and adapt teaching to individuals so that all students are able to know and do more.	4,7,10
Continue to develop teachers' skill set with adaptive teaching methods via the use of appropriate, evidence based CPD	The teacher is a great resource – importance of planning the questions over planning a resource. Using prior knowledge and identifying potential barriers is an essential part of teaching. To support individual teachers in developing their practice it is essential that each one have access to high quality professional development that empowers them to improve as practitioners	2,4,11
Improved access to appropriate research and guidance to enhance teaching and learning methodology.	All subjects (where appropriate) to be an active member of the associated Subject Association. T&L library and clinic ensure a culture of research and development is embedded across the College so that all stakeholders are learning and modelling what this looks like.	2,4,10

	DfE- Subject reviews.	
Improved classroom resources to enhance delivery and feedback	Developed practice with modelling answers as an effective metacognitive technique to improve students learning. (specifically use of visualisers in classrooms) EEF Use of digital technology to improve learning	1,2,3,4,11
Continue to strengthen the social, emotional and mental wellbeing of students via the College's tutoring programme.	Training of a staff member to deliver the emotional logic programme as well as promoting wellbeing throughout every facet of College life. This has the potential to improve educational outcomes for all students but especially amongst disadvantaged students.	9
Continue to strengthen the KS3/4 Careers Education programme (in relation to the Gatsby Benchmarks & Baker clause) to provide students with a clearer understanding of the steps needed for them to achieve their aspirations by exposing to a range of people, jobs and career options	Given the natural of our rural College and family ties to limited industries a gap exists between what is out there for students to strive towards. Ensuring students know what is possible and the steps needed to take them there is more likely to be effective at broadening their horizons. EEF Limited research on aspiration interventions.	6,7
Continued development of the use of DEAR time within lessons to enhance students opportunities to read, read widely, read for comprehension as well as pleasure.	<i>'In listening to and following a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating 'sticking points' at phonemic, semantic or word level to focus on comprehension.'</i> Wood et al 1976, Kuhn et al 2010 Supported by: Brown et al 1989, Sutherland 2015 Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention	1,2

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

Budgeted cost: £73 868 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Primary specialist and HLTA for small group and 1-1 interventions to ensure a programme of support for those (particularly in KS3) who have been most impacted by the pandemic	Teaching groups created based upon specific needs as well as tuition groups being established can be effective in supporting those who are behind, at risk of falling behind or those with specific knowledge gaps to bridge those gaps. EEF 1-1 and small group tuition.	1,2,4,7
Return to school meetings for absent students, those with broken weeks or those identified as at risk so require early intervention	Research shows that the EWO is an effective partner for both prevention and intervention – this RTS process is an ‘early help’ version of this intervention. Anticipating risk points before the PA occurs will reduce PA levels. DfE Improving schools attendance advice.	5,6
Develop metacognitive and independent skills in all pupils	Teaching metacognitive strategies to pupils as part of daily practices is an inexpensive yet powerful way to help pupils become more independent learners EEF Metacognition & self-regulated learning.	4,5,6,11
Support students in KS3 with learning in Mathematics through retrieval practice via the use of Sparx	Research shows tools such as Sparx for retrieval practice can be highly effective in supporting students learning and progress NFER	1,11

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

Budgeted cost: £73 868 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 targeted support programme to ensure all students have access to required revision resources. Support with home learning (SMHW/ GCSEPod/ Mathswatch/ Kerboodle/ Seneca etc)	Students supported to develop practices of ‘deliberate practice’ is shown to have a positive impact on learning. 10 000 Hours practice research	2,6,7

Strengthen systems for the early identification and support of students whose behaviour and conduct might cause concern	Behaviour and achievement are utterly linked and one needs to proactively supported to complement the other rather than waiting for the difficulties to arise. Prevention is better than cure. DfE Tom Bennett Creating a Culture.	3,4,8
Ensure that all disadvantaged students can have equal access to school uniform and basic equipment so as to further strengthen their sense of belonging and identity as members of the school community	It is essential that all students feel included and have a sense of belonging to the school community. Also that they are able to take part in everyday activities in lessons alongside their peers without any barriers DfE Statutory Guidance on Cost of School Uniforms	6
Continue to develop effective working practices with the local authorities EWO service to support the College's own attendance interventions	Research shows how both preventative measures coupled with responsive intervention measures will help to improve students attendance. NFER EWS Working practices.	5,8
Contingency fund for bespoke issues and support	Based on current experiences, we have set aside and small amount of funding to enable us to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £295 474

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020/2021 we planned an expenditure of £214 875 for the pupils who were eligible for the pupil premium. This was used to provide the following additional support for disadvantaged students:

- Literacy intervention at KS3
- Numeracy intervention at KS3
- Additional SEN support at KS3
- Additional support at KS4
 - English
 - Maths
 - Revision and Study skills support
 - Curriculum adjustments: 70% went on to achieve basics and of that 38% achieved strong basics.
- Support from the student pastoral support assistants
- Intervention from EWO
- Specialist IAG from Careers Advisor
- Off-site curriculum trips and activities (where possible to run)
- PE resources and provision (Time2Move)
- Transition support between remote/on-site learning
- Uniforms, equipment and purchase of revision materials

Oversight of this spending was provided by the Financial Director (CH) and monitoring of pupil progress and achievement by the Senior Assistant Principal in charge of Pupil Premium. Due to COVID-19, performance measures have not been published by the DfE for 2019/20 or 2020/21, however evidence from the Teacher Assessed Grades shows that outcomes for disadvantaged students are still not in line with their non-disadvantaged peers and that a gap remains.

Outcomes (Last published figures 2019)

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average

Progress 8 score average	-0.82	-0.41	0.13
Attainment 8 score average	29.58	43.47	50.30
Strong Basics	11%	27%	50%
Standard Basics	25%	51%	72%

Attendance

Attendance of disadvantaged students March 2021-July 2021 improved to finish the year 2% higher than prior to the closure due to covid. The gap is also reducing between disadvantaged and non-disadvantaged attendance compared to previous, non covid years.

Destinations:

78% of disadvantaged students went on to Post16 provision and of that 11% remained at CCC for 6th Form, this is higher than previous cohorts.

8/37 – no information provided

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tuition (online)	Coachbright
Summer School	Positively Mad