

# Pupil premium strategy statement – Callington Community College

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	866
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2023/24
Date this statement was published	16 December 2022
Date on which it will be reviewed	7 September 2023
Statement authorised by	W Ainsworth
Pupil premium lead	M Inger
Governor / Trustee lead	C Pitman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,255
Recovery premium funding allocation this academic year	£54,372
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£39,210
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£273,837

# Part A: Pupil premium strategy plan

## Statement of intent

**‘There comes a point where we need to just stop pulling people out of the river. We need to go upstream and find out where they are falling in’ – Desmond Tutu.**

**Everything is Possible** - At Callington Community College we believe that every child, regardless of their background, should be able to fulfil their academic potential and go on to thrive. We are committed to delivering a high-quality knowledge-rich curriculum with enrichment that expands across year groups and subjects, as we know that this is the most effective way to support deep, future-facing learning. Working within the wider vision of Westcountry Schools Trust (WeST), through the development of disciplinary literacy, we will ensure that every child can read at or beyond age-related expectation so they can access an adaptive and responsive curriculum.

The aim of this strategy is to identify key challenges to educational achievement within our context and remove barriers to provide equitable and ambitious education and support for our socio-economically and socio-culturally disadvantaged students. Curriculum and Reading sit at the heart of our approach, delivered through a lens of effective teacher learning. We recognise that effective teacher instruction has a disproportionately positive impact on the outcomes of children from the most disadvantaged backgrounds (Sutton Trust, 2011).

We will ensure the progression of our non-disadvantaged students will be sustained and improved alongside improved progression for our disadvantaged students. Our strategy takes a multifaceted approach which aims to support students within a wider community context extending from the classroom, the playground, and the canteen to the home; the approach outlined below will be responsive to common challenges as well as ensuring individual needs are met. Our strategy is driven by diagnostics, careful implementation, and evidential research to ensure that impact is high and sustained. Investment in professional development, training and support for all staff will be integral in terms of effectively implementing our ambitious curriculum. We will use national strategies such as school led tutoring alongside early intervention such as Lexia. This strategy will permeate all aspects of college life to ensure that the ambition and quality on offer at Callington means that our disadvantaged students achieve well.

At Callington we believe that Everything is Possible when children are given the right conditions to thrive. Through this strategy, we aim to be the difference that defies disadvantage.

### Context

Recent projections regarding the impact of COVID-19 suggest the economic and social impact of this crisis is likely to be felt for a staggering 65 years (Caughlan, 2020) – the evidence on effective teaching seems to indicate that the best bet for filling potential gaps is to focus on developing high quality teaching to ensure all pupils have access to the benefits of great teaching (Enser and Enser, 2021). The publication of a 25<sup>th</sup> Anniversary report from the Sutton Trust states that social mobility prospects for the current generation of school-aged children are bleak and predicts a ‘step-change’ 12% decline

in social mobility driven by learning loss caused by the Pandemic (Sutton Trust, 2022). The Sutton Trust report Global Gaps found that ‘bright but poor’ children – those in the top 10% for achievement but in the bottom 25% for socio-economic status – are almost three years behind the OECD average (Kristjansson, 2016) which has been compounded by the impact of the Pandemic.

Callington itself is a former agricultural market town in Southeast Cornwall; once busy with mining, its major industries now are agriculture and tourism with its major employers being the Ginsters factory, Tesco and the College itself. The 2019 Indices of Deprivation show that the centre of Callington and the two areas surrounding (Cornwall 013B) are amongst the 20% most deprived areas nationally, with 30% of children living in poverty (IDCAI, 2019). 23% of adults living in Callington hold no formal qualifications and 15% of households do not have a car (2011 Census).

Low-income residents of Callington can face geographical isolation; Callington is 50 miles from Truro (the nearest city in Cornwall) and 14 miles from The City of Plymouth (which is across the river Tamar in Devon). To access employment opportunities in Plymouth, residents do not benefit from the Cornwall bus journey discount as this does not extend to Devon destinations. There is no train service from Callington.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The impact of cumulative dysfluency on access to and progression through the curriculum. This has been compounded by the impact of covid-19. There is a need to develop the use of assessment to ensure progress at KS3 to further minimise the impact on the attainment of disadvantaged students.</p> <p>Evidence: Baseline assessments, staff voice, lesson observations; P8 and A8 figures</p>
2	<p>Cultural Capital: students must have equitable access to a range of experiences and hold a strong understanding of their own aspirations and how to achieve them. There is a need to embed deliberate modelling of aspiration, self-reflection, and opportunity in tutor time.</p> <p>Evidence: Work Experience locations, engagement demographic for My Journey, My Story, access to extra curricular activities and opportunities</p>
3	<p>Access to High Quality Curriculum Delivery: As a College we need to continue to raise expectations and level of challenge. This must be combined with the deliberate consideration of composites and components of the curriculum in addition to the use of data-rich student</p>

	<p>information and in-class assessment to inform planning and curriculum adaptation.</p> <p>Evidence: Lesson Observations/ Learning Walks/ Lesson Dips/ Student Voice/ Progress and attainment data</p>
4	<p>Prevalence and understanding of Metacognition and Self-regulated learning; accurate, evidence-informed staff understanding of and deliberate modelling of metacognitive strategies in lessons.</p> <p>Student access to revision/study space and materials.</p> <p>Evidence: Warn-move-park data/ Lesson Observations/ Learning Walks/ Lesson Dips/ Student resilience/ Progress and attainment data</p> <p>EEF Metacognition and Self-Regulated Learning</p>
5	<p>Parental Engagement and Collaboration: There are many potential barriers that limit the engagement of parents/carers in their child's education which can include shift-patterns, ill-health, family commitments etc</p> <p>Evidence: Engagement of parents/carers of disadvantaged students with parents evenings/ information evenings/ SMHW/ Class Charts</p> <p>EEF Working with parents to support children's learning</p>
6	<p>Wellbeing and Self-perception:</p> <p>Students do not yet globally understand the power of their education or see its role in their future wellbeing. Students are therefore not yet proactive in their learning.</p> <p>Increased Social, Emotional and Mental Health (diagnosed, or undiagnosed) needs mean that some students have increased difficulty in regulating their behaviour which can result in an increased number of behaviour incidents. Students do not always have strategies for self-regulation (coping mechanisms) and communication so that they can access their prefrontal cortex and learn effectively.</p> <p>A lack of opportunity for enrichment and socialisation brought about by the pandemic is still having a disproportionately negative impact on disadvantaged students.</p> <p>Evidence: Warn-move-park data/ student voice/ staff voice/ learning walks/ lesson dips/ number of disadvantaged students with behaviour points/ exclusions</p>

## 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
<p>Improved P8 Outcomes for disadvantaged students across all subjects</p>	<p>Learning Walks and Lesson Dips will demonstrate responsive teaching and robust curriculum enactment which deliberately builds knowledge</p> <p>Students will have access to a wide range of experiences both within the curriculum and through out of College opportunities in order that they develop greater cultural capital.</p> <p>The progress of PP students is improved and is at least sustained for non-PP students.</p>
<p>% Grade 5 achieved in English and Maths Improved</p>	<p>Strong basics outcomes in line with the national average.</p> <p>WeST target of 41% achieved</p>
<p>Precision around practice which pervades College priorities (Curriculum, Assessment, Reading, SEND)</p> <p>e.g. The Unmissable 10</p> <ul style="list-style-type: none"> <li>Curriculum Progression</li> <li>Assessment</li> <li>Feedback</li> <li>Disciplinary Reading</li> </ul> <p>Pilot metacognitive strategies within a small group of staff/ depts (Geog and Sci) through the ALS</p>	<p>QA/ Faculty Reviews show a deliberate approach to cog sci through The Unmissable 10</p> <p>Departmental Feedback policies implemented; LW and BL show feedback which progresses learning</p> <p>Disciplinary reading is mapped and used as DEAR across all faculties</p> <p>Improved metacognitive strategy awareness in students who have been a part of the pilot (student voice)</p>
<p>Improved engagement in all aspects of College life to increase and sustain social and emotional wellbeing in all students including those who are disadvantaged</p>	<p>Increased engagement in a range of extra-curricular activities by students who are disadvantaged</p> <p>Qualitative student voice data/ parent surveys</p> <p>Increased parental engagement in information evenings/ parent evenings amongst disadvantaged students</p>

	A reduction in behaviour incidents, increased attendance and academic attainment amongst disadvantaged students
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## 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: £135,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a specialist teacher supported by an experienced HLTA to deliver a Maths and English catch-up curriculum to targeted students in year 7 and 8 to ensure they can fully access the wider curriculum.</p>	<p>EEF Literacy Guidance Report EEF Closing the attainment gap</p>	<p>1,3,4,6</p>
<p>Development and implementation of a cognitive science approach to the CPD curriculum narrative (Curriculum, Assessment, Reading, SEND)</p> <p><b>Whole College:</b></p> <ul style="list-style-type: none"> <li>● Window of Tolerance Training (to include students)</li> <li>● Autism Training</li> <li>● Curriculum Development-through an assessment and feedback lens</li> </ul> <p><b>Curriculum Leader Training:</b></p> <ul style="list-style-type: none"> <li>● Curriculum Development-through an assessment lens</li> <li>● Effective Implementation</li> <li>● Developing Staff</li> <li>● Emotional Leadership</li> </ul>	<p>The evidence on effective teaching seems to indicate that the best bet for filling potential gaps is to focus on developing high quality teaching to ensure all pupils have access to the benefits of great teaching (Enser and Enser, 2021)</p> <p>EEF Professional Development Guidance Report: Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</p> <p>Development of CPD Curriculum carefully considers recommendations in EEF PD Guidance Report including:</p> <ul style="list-style-type: none"> <li>- Mechanisms of approaches (revisiting and building on prior learning; PD design in response to staff feedback (small group CPD); evidence-based (key focus Willingham – How Knowledge Helps and Fordham – Skills cannot be taught)</li> <li>- PD Designed and curated to build knowledge, motivate staff, develop teaching techniques and embed practice.</li> </ul>	<p>1,2,3,4,6</p>

<p><b>Departmental/team development:</b></p> <ul style="list-style-type: none"> <li>● Subject Content Knowledge</li> <li>● Composites &amp; Components of the Curriculum</li> <li>● Embedding the Curriculum Discussion Framework</li> <li>● Assessment &amp; Feedback</li> </ul> <p>This will include facilitating the release of staff from lessons for coaching/joint observations/ visiting other schools within the Trust to observe best practice.</p> <p>Funding of departmental training through 'Dragonfly'</p> <p>Individual Development – Funding of Subject Association membership</p> <p>Funding of individual training through OneCornwall (e.g. Teaching Excellence)</p>	<ul style="list-style-type: none"> <li>- PD designed to align fully with school and Trust priorities (Curriculum, Assessment, Reading, SEND)</li> </ul> <p>Shulman – Knowledge Growth in Teachers (PCK – composites and components in the curriculum)</p> <p>Bruner – Knowledge Representation (Telling the Story of an Idea)</p> <p>Mager – Learning Outcomes - If you don't know where you are going you may end up somewhere else</p> <p>EEF Moving Forwards, Making A Difference: Triangulation of diagnostic assessment highlights where pupils have not retained powerful knowledge and therefore their capacity to perform certain skills is limited. This in turn limits progress. MCQs with 'plausible distractors' and low stakes assessment supports the identification and deliberate addressing of misconceptions so that the curriculum can be adapted.</p>	
<p><b>Action Learning Sets to run on:</b></p> <p>SEND</p> <p>Metacognition</p> <p>Curriculum Progression (Assessment)</p> <p><b>Working Party Groups:</b></p> <p>Culture</p> <p>Feedback and Assessment</p> <p>Home Learning</p>	<p>EEF Guidance Report on Metacognition and Self-Regulated Learning: Disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being taught these strategies.</p> <p>EEF Guidance Report: Special Educational Needs in Mainstream Schools</p> <p>EEF Guidance Report: Teacher Feedback to improve pupil learning</p> <p>ResED: Assessment</p>	<p>1,3,4</p>



<p>Funds will be used to release staff for training/ lesson observations/ visits to schools within the Trust to observe best practice where appropriate</p>	<p>Bjork – Desirable difficulty</p>	
<p>Develop and embed Disciplinary Reading opportunities which demonstrate a progression of academic reading throughout the curriculum</p>	<p>The Matthew Effect (Stanovich)</p> <p>Scarborough’s Reading Rope</p> <p>The Simple View of Reading</p> <p>EEF Reading Comprehension Strategies: It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage the text and enough challenge to improve reading comprehension</p> <p>EEF Moving Forwards, Making a Difference: Teaching reading comprehension through modelling and supported reading</p> <p>Improving Literacy in Secondary Schools: Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject</p> <p>Why Closing the Word Gap Matters: Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<p>1,2,3,5,6</p>
<p>Embed The Unmissable 10: Learning outcome and GTWT</p>	<p>Willinghams working memory model</p> <p>Sweller’s Cognitive Load Theory</p> <p>Mager (1962) – Stating what you expect learners to know and be able to do as a result of your instruction provides an important roadmap for the instruction to come and helps learners to organised for learning.</p>	<p>1,3,4</p>

	<p>Bruner (1966) – Knowledge can be rendered more or less recognisable and understandable by teachers when they consider its mode of representation, its economy and its power (when learners become more advanced they still tend to ground complexity in the foundational knowledge they acquired in the earlier, enactive stage). The Unmissable 10 should be used to consider not whether the learner is ready to understand a piece of knowledge, but whether a piece of knowledge is ready to be understood.</p>	
<p>Purchase and deployment of visualisers across the College</p>	<p>EEF Five A Day (using technology)</p> <p>Sweller’s Cognitive Load Theory; Willingham’s Working Memory Model suggest that the use of visualisers:</p> <ul style="list-style-type: none"> <li>- minimises the redundancy effect</li> <li>- supports the modelling of worked examples (reducing cognitive load)</li> <li>- enables better quality feedback</li> <li>- utilises the production effect</li> </ul> <p>supports the development of metacognitive strategies</p>	<p>1,3,4</p>

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

Budgeted cost: £127,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Primary specialist and HLTA to deliver small group and 1-to-1 intervention to ensure gaps are addressed for those identified as having highest cumulative dysfluency</p>	<p>EEF Toolkit One to One Tuition: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p>	<p>1,3,4,6</p>
<p>StAR meetings (informed by data on behaviour, attendance, SEND and safeguarding) to take place throughout the year to focus in-class actions for students who are not making sufficient progress</p> <p>(deliberate in-lesson 'micro mentoring' to support metacognition, self-belief and self-efficacy of targeted students)</p>	<p>Marc Rowland's An Updated Practical Guide to the Pupil Premium and Addressing Educational Disadvantage in Schools and College: The Essex Way</p>	<p>1,3,4,5,6</p>
<p>Catch up tutoring</p> <p>Purchase of materials to support tutoring</p>	<p>EEF Toolkit One to One Tuition</p>	<p>1,3,4,6</p>
<p>Training of selected C6 students to engage in peer tutoring with selected students</p>	<p>EEF Toolkit: Peer Tutoring</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees. Peer tutoring is most effective when being used to review or consolidate learning.</p>	<p>1,3,4,6</p>

	Four to ten week intensive blocks (4-5 times per week) appear to provide maximum impact	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a dedicated, supervised study space (lunchtime and after school) for targeted students who do not have access to this at home (Y10-11)</p> <p>Funding for transport home where appropriate</p> <p>Home Learning Club(Y7-9)</p> <p>SSS Club (Study, Snack and Support)</p>	<p>EEF Toolkit: Homework</p>	<p>1,4,6</p>
<p>Provision of a staffed wellbeing room for students who struggle at social times.</p> <p>(This will be set up with a view to using PP funding to staff a full time wellbeing room where students will be able to reflect and reset through an understanding of their Window of Tolerance)</p>	<p>Improving Social and Emotional Learning in Primary Schools: EEF Guidance report</p> <p>Relationships Matter (Brekelmans, 2005)</p> <p>Window of Tolerance (Siegel, 1999) &amp; Polyvagal Theory</p>	<p>6</p>
<p>Stepping Stones – Provision of targeted student intervention to support behaviour, attendance and wellbeing. SS team work closely with students, parents and teachers to ensure students receive the support they need with an aim to reintegrate into a full timetable</p>	<p>Improving Social and Emotional Learning in Primary Schools: EEF Guidance report</p>	<p>1,3,5,6</p>
<p>Development of My Journey My Story and Extra-Curricular opportunities.</p>	<p>Bordieu – Cultural Capital</p> <p>Willingham – How Knowledge Helps</p>	<p>1,2, 5,6</p>

<ul style="list-style-type: none"> <li>- Funding resources for MJMS</li> <li>- Funding Brilliant Club</li> <li>- Funding for Student Leadership Team</li> <li>- Subsidised and fully funded opportunities (e.g. Enrichment Week)</li> <li>- Funding of kit and equipment</li> <li>- Funding/subsidy of music lessons</li> <li>-</li> </ul> <p>Purchase and implementation of a tracking system to track and monitor engagement and participation ensuring equal access to all opportunities</p>	<p>The Matthew Effect</p>	
<p>Creation of Extended Leadership Roles for:</p> <p>Student engagement and enrichment (to included PP Strategy training with PP Lead)</p> <p>Parental engagement – Building positive relationships and supporting engagement</p> <p>Appointment of SMSC Lead</p>	<p>EEF Moving Forwards, Making a Difference (wider strategies)</p>	<p>1,2,5,6</p>
<p>Purchase of EBacc subject revision guides and ‘revision packs’ for selected students</p> <p>Positively You – Workshop sessions for students</p>	<p>EEF Toolkit: Homework</p>	<p>1, 4, 5, 6</p>

**Total budgeted cost: £278,770**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Whilst the DfE has strongly discouraged comparison with previous years due to the impact of Covid 19 making it difficult to interpret why results sit as they are, the increasing gap between non-PP and PP students in our results is significant and needs to be addressed as it demonstrates the disproportionate impact of Covid 19 on our PP students in terms of their cumulative dysfluency.

Our analysis shows a significant in-year movement for PP year 11 students, particularly for Progress 8, which increased from -1.67 (November mock examination data) to -0.76 (summer examination data). The increase in the proportion of students achieving Standard Basics also increased from 17.1% (November mock examinations) to 26.9% (summer examination data). In both measures, the gap between PP and non PP students decreased within the year. This can be attributed to curriculum adjustments which were implemented for 61 students across the year where students were given additional tuition in English and Maths. The College Reading Strategy has improved SAS for PP participants by +3.5 compared to an improvement of +3.3 for non-PP peers who received the same intervention.

In terms of attendance, the difference between PP students and their peers nationally is broadly in line with that of non-PP students. There remains a large gap in attendance between our PP students and their non PP peers (6.7%). Our Stepping Stones provision has supported PP students who experience anxiety around attending College or Emotional Based School Avoidance (EBSA).

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

