

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	898
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2025/26
Date this statement was published	31.12.23
Date on which it will be reviewed	31.12.24
Statement authorised by	Wendy Ainsworth
Pupil premium lead	Kate Lamb
Governor / Trustee lead	WeST Hub Advisory Board

Funding overview 2023/2024

Detail	Amount
Pupil premium funding allocation this academic year	£ 256,963
Recovery premium funding allocation this academic year	£ 57,960
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <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>	£64,527
Total budget for this academic year <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>	£379,450

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 early diagnosis, 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 Read, Write Inc: Fresh Start.

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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **(Slightly amended and refined from the previous academic year)**

Challenge number	Detail of challenge
1	KS4 outcomes are not in line with non-PP peers. Historically, progress and attainment of PP students is significantly below their non-PP peers in GCSE examinations, particularly in Maths, English and Science. This reduces the access of PP students to FE and employment and thus impacts upon their long-term education and career. In 22-23, there was a 19% gap in % strong basics and a 22% gap in attainment for standard basics in KS4.
2	Inconsistent assessment practice has not allowed PP students to retrieve and recall information effectively, limiting their access to, and understanding of, the curriculum. In a college disadvantage review, low and mid-stakes assessment was judged to be a key indicator for improvement.
3	The literacy skills of PP students on entry to the college is below the level of their non-PP peers, and this gap continues throughout school. We need to close the gap quickly in KS3 to support the above two challenges, as well as improve all other aspects of school life. In 2023 the SAS reading average for PP students was 96.1 compared to 105.1 for non-PP peers.
4	Lack of aspiration towards education and future career goals as a result of rural social mobility inhibits the motivation of our students. This can be evidenced in a number of ways anecdotally, but is clear in the quantity and nature of application to post-16 courses both within our sixth form and elsewhere. In Year 22-23 only 18% of our sixth form are PP students, compared to 29% of our whole-school cohort.
5	Lack of resilience in assessment and self-regulated learning prevents PP students from achieving in line with their peers, and benefitting from high-quality teaching as effectively as their non-PP peers. Through our 'mystery pupils' exercise on the back of Summer 2022 and 2023 results, we found that GCSE Pod usage and P8 figures had a direct correlation.
6	Wellbeing and attendance of PP students in comparison to their non-PP peers is lower. This is typical of the national picture, as well as within CCC. This impacts upon their ability to engage in the classroom, and by extension, their disproportionate representation in the college behaviour system. Between 40 and 50% of all wellbeing concerns raised are for PP students, higher than their proportional representation in school.
7	Parental engagement with the school from PP students' parents is lower at parents evenings, on the parent forum, and in other school-based events. For example, last June only 22% of PP parents attended parents evening, compared to 55% of non-PP parents. This trend is repeated across Year groups. This is also exacerbated by a higher number of in-year transfers (in 22-23 there were over 40 in-year transfers) of which the majority are PP.

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>Academic gap between PP and non-PP closes across key academic measures at KS3 and KS4.</p> <p>a) KS4 P8 and A8 outcomes improve for disadvantaged pupils at KS4, closing the gap and improving outcomes for all.</p> <p>b) There is no gap in KS3 average reading age by the end of Year 9</p>	<p>a) In 2024-25, the college meets the WeST attainment target for strong basics. (In 2023-24 this is 55%). The P8 gap between PP and non-PP is classed as 'insignificant'.</p> <p>b) End of 2025: College meets WeST target: 'all children at or beyond an age-appropriate level' in Year 9 NGRT.</p>
<p>All students are able to benefit from assessment practices that meet their needs and allow them to recall and retrieve prior knowledge effectively.</p>	<p>All teachers make regular use of Show Me boards, low-stakes quizzing and multiple choice tests that are embedded into curriculum plans and designed specifically to allow students to develop schema and long-term memory of key knowledge. Assessment is regularly researched, discussed and revised as part of department planning.</p>
<p>PP students and their parents are engaged in the school community and life-long learning, allowing them to flourish in their intended pathway. Students leave school with the necessary strategies to manage their wellbeing and thrive.</p>	<p>Sustained high levels of wellbeing by 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● A proportional decrease of CP and wellbeing referrals for PP students. <p>Sustained high levels of parental engagement in 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> ● Number of PP parents attending parents evening is proportionate, or greater, to the percentage of PP students in the year group. Currently, as an example, only 11 out of 49 PP parents attended Year 10 parents evening - these are now our Year 11 parents. ● The parents of PP students more proportionately engage in school

	communities such as parent forum, the PTA, school surveys.
There is no gap in the attendance of disadvantaged students and their peers, and attendance for all pupils is at or above the national average.	A significant improvement in attendance through: <ul style="list-style-type: none"> • a reduction of PA across all students, with PP students being prioritised for home contact. • The gap between PP and non-PP closes, and attendance is at or above national average for all students.
All students engage with self-regulated learning, completing their home work and taking advantage of the resources available to support and guide them. This engagement supports the achievement of expected outcomes in KS3, 4 and 5.	2023-24: Monitoring and tracking of home work completion, with appropriate intervention is refined and improved with Year 11. This would include the monitoring of usage on Satchel One, Educake, GCSE Pod, Maths Watch. 2024-25: monitoring, as above, across all year groups, and their appropriate platforms. The college continually strives for the best ways to support students with self-regulated learning, and ways to celebrate those that do it well.

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: £ 199,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a specialist HLTA to oversee the literacy Catch-Up and reading strategies in KS3, and deliver phonics-based teaching to the very lowest ability readers.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Making the Best Use of Teaching Assistants' 2021'</p>	<p>1,3,4,6</p>
<p>Development and implementation of a cognitive science approach to the CPD curriculum assessment and feedback narrative.</p> <ul style="list-style-type: none"> ● Use of deliberate practice assessment methods with Curriculum Leaders, teachers and TAs during College Priority Time (CPT) to embed assessment strategies. ● Development and implementation of a faculty review system by which accurate and regular appraisal of assessment and feedback practices can be seen and shared. ● Commitment to funding external CPD for teachers where a direct contribution to college priorities can be evidenced. 	<p>EEF 'Embedding Formative Assessment' 2018 EEF 'Teacher professional Development' 2021 EEF 'Teacher Feedback to Improve Pupil Learning' 2021 EEF 'Putting Evidence to Work: A school's Guide to Implementation' 2021</p>	<p>1, 2, 5</p>
<p>Employment of a college librarian to support the culture of reading at the college, and incentivise reading through competitions, events and rewards.</p>	<p>Ofsted/DfE 'Now the Whole Schools is Reading' 2022</p>	<p>3, 6</p>
<p>Develop and embed disciplinary reading as part of a curriculum progression model, and further teacher understanding on how reading is</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023</p>	<p>1, 2</p>

different across subjects through CPD and training.		
Design and Implement a tutor reading programme with the main intention of reading for pleasure. Training for staff with regards to planning, preparing and reading (prosody) resources.	EEF 'Improving Literacy in Secondary Schools'. 2021	1, 3, 4
Purchase and distribution of visualisers across all staff.	EEF 'Teacher Feedback to Improve Pupil Learning' 2021 This study finds that oral feedback is more powerful than written, and visualisers enable expert modelling and feedback for all students to see and learn from.	2,5

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

Budgeted cost: £ 140,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading team expanded. Planning, training, resourcing and facilitating the following: <ul style="list-style-type: none"> • Read, Write, Inc Fresh Start • Lexia: Powerup • Bedrock Learning • Catch -Up Reading 	EEF 'Improving Literacy in Secondary Schools'. 2021	3, 4
Targetted, student centred meetings between key stakeholders: reading lead, PP lead, Interventions lead, SENCo and behaviour lead.	Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021	1, 5, 6
School-Led tutoring	EEF 'One to One Tuition: Toolkit' 2021	1, 3, 4, 5, 7
Paired Reading: Expert readers in Years 10-13 are paired with weak PP readers in Years 7-9	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Toolkit: Peer tutoring' 2021	1, 3, 6

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

Budgeted cost: £ 39,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading-based events to engage students with the importance of reading in the wider world: visiting authors, poets. Student librarian scheme to engage PP students in school community.	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023 Ofsted/DfE 'Now the Whole Schools is Reading' 2022	3, 4, 6
PTA organised community events at the college	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018	6, 7
Annual ice-skating trip. Taken at Christmas for those who are unlikely to experience a positive Christmas.	EEF 'Guide to the Pupil Premium' 2023 Bordieu 'Cultural Capital' 1986	6

<p>£150 per student allocated for subsidised access to extra curricular trips and events, equipment and uniform. Discreet and personalised menu available through parent gateway.</p>	<p>EEF 'Guide to the Pupil Premium' 2023 EEF 'Improving Social and Emotional Learning in Primary Schools' 2020 EEF 'Moving Forward, Making a Difference' 2022</p>	<p>6, 7</p>
<p>Study Support Hub A community hub that provides positive adults to support targeted students with home work, reading and general wellbeing to offset rural deprivation.</p>	<p>Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018</p>	<p>1, 5, 6, 7</p>
<p>Home Learning Club A supportive group targeting the students with the most outstanding home learning, offering parent consultations to engage with online platforms.</p>	<p>EEF 'Toolkit: Home work' 2020</p>	<p>1, 5, 6, 7</p>
<p>Breakfast Club As advised by numerous studies, providing sustenance at the start of the day enables a healthier start for the academic day. PP students are provided with £1 a day allowance in addition to FSM.</p>	<p>Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018 EEF 'Guide to the Pupil Premium' 2023</p>	<p>6</p>
<p>Enrollment in The Brilliant Club in order to partake in THE Scholars Club. This initiative strives to raise aspirations in PP students by providing lectures and study support from PHD students at Exeter University.</p>	<p>Bordieu 'Cultural Capital' 1986 Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021 EEF 'Moving Forward, Making a Difference' 2022</p>	<p>1, 4, 6</p>

Total budgeted cost: £ 379,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst the DfE discourages comparison with previous years due to the ongoing impact of the Covid-19 pandemic, there is some merit in looking at just the years in which terminal examinations were sat, and the difference in attainment between PP and non-PP students. Recent and ongoing studies strongly suggest that the impact of the pandemic has been, and continues to be, felt more strongly by those in disadvantaged social groups. (EEF, 2022)

	2019	2022	2023
A8 All pupils	40.55	44.51	39.85
A8 PP	29.58	32.10	29.7
P8 All pupils	-0.5	-0.24	-0.68
P8 PP	-0.82	-0.96	-1.18
%Standard Basics All pupils	51	68	55
%Standard Basics PP	25	44	33
%Strong Basics All pupils	27	43	32
% Strong Basics PP	11	23	13

The College had seen a rising trend in results from 2019 to 2022, inclusive of results for PP students. This was not sustained in 2023 and the outcomes of PP pupils fell. Triangulation of this data demonstrates that a significant number of these students had poor attendance or attended off-site provision. We know that we can make improvements, as evidenced in 2022, so 22-23 is focused on the outcomes of Year 11 students, with a designated raising standards lead. A commitment has been made to put the impact on PP students in front of every discussion and decision made, helping us to better understand and consider the needs of individual students. This is supported by a daily morning briefing for LT, a restructure of the pastoral support team, and the introduction of SEND on call. In 2019, even though P8 fell for PP students, the % strong basics increased. Further data analysis each year supports the theory that it is high ability boys that make the least progress, which coupled with the knowledge that aspiration amongst our PP students is low, gives us a clear direction to support increased outcomes for PP students.

New Group Reading Tests

Every year since 2020 PP students are over represented in NGRT category 'below average' and 'very low'. However, since then the college has embarked on a

comprehensive package of reading interventions for all students with an SAS score of below 84. This means for the current Year 10 cohort - the group with the longest access to these interventions, only 2 out of the 18 students who started in Year 7 in the 'below average' and 'very low' category remained in the 'below average' category. All other PP students moved into the 'average' or 'above average' categories.

This trend is not consistent in lower years, however, proving that more work needs to continue with reading and reading interventions as part of this strategy.

Attendance

PP students are persistently lower than their peers for attendance. In the Year 22-23, average attendance for PP students was 84% compared to 93% for non-PP peers. The majority of this comes from 'double disadvantaged' students, with students being K coded being the only sub-group consistently lower than the PP attendance data. The majority of students classed as PA are PP. End of term fatigue seeing attendance drop off towards the end of each term for this group. Last year we joined the Northern Education Trust pilot attendance network which enabled us to see the patterns in our data and where our data mirrors national trends, as set out in 'School Attendance in English (2023) <https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf>

This suggests that incentives need to be introduced to break the habit of regular non-attendance. So far in 23-24, end of week/term events such as themed discos, charity events and non-uniform days have helped to increase attendance. For example, the Halloween disco boosted attendance from 87% to 93% from the previous school day.

Wellbeing and Extra-Curricular

	CONCERN	TO NO OF	FOR PP	%	NUMBER OF PP STUDENTS		
					WITH SW	COUNSELLING	INTERVENTIO
2022-2023							
BLOCK A	334	160	73	46%	11	13	11
BLOCK B	278	144	67	47%	13	14	11
BLOCK C	214	144	68	47%	17	18	17
BLOCK D	225	138	67	49%	10	13	10
BLOCK E	184	114	56	49%	17	16	8
BLOCK F	196	134	54	40%	18	11	9
2023 - 2024							
BLOCK A	290	161	80	50%	20	15	8

This suggests that concerns raised for disadvantaged students remain proportionately higher than non-PP students, especially around the winter months. To support this, an extended leadership post was created with the view of engaging PP students in extracurricular and encroachment activities. Subsidised trips, tracking of school clubs through Absolute Education and enrolment in The Brilliant Club have all seen success

for individuals who are experiencing disadvantage. An ice skating trip is now running for a second year with the sole focus of wellbeing at Christmastime for PP students. This will continue to be an area for focus with the introduction of the PP student bursary.

Whilst college culture and expectations around disadvantaged students and the statement of intent remains largely unchanged, the 2023-24 strategy statement has made changes to the challenges and strategies used. Therefore, it is appropriate to acknowledge the strengths and weaknesses of aspects of the 2022-23 strategy that are no longer included here:

1. **Employment of a specialist catch-up teacher.** This strategy ended due to the teacher moving on to a different role, but due to the revised curriculum plans in Maths and English, renewed SEND provision, and mixed ability groupings, it was felt that this position was no longer needed, and the small-group intervention associated with this role could be successfully continued with a specialist HLTA.
2. **Window of Tolerance training.** This was a successful strategy with staff using their gained knowledge to deal more effectively with disadvantaged students. Jack in Year 10 is a case study for the effectiveness of this strategy. However, most staff have received this training, and it does not need to be renewed this academic year.
3. **A whole-school, trust-wide focus on curriculum and knowledge** has led to powerful curricula in EBacc subjects, and the foundations to build on teacher knowledge in all other areas. This can now be allowed to continue without significant steering, and instead guide this thinning towards assessment and feedback.
4. **Working party groups** led to interesting sharing of best practice, and allowed school leaders to see where expert teachers lay. However, there is no tangible evidence that this has improved the outcomes of disadvantaged learners and has therefore been discontinued.
5. **The Unmissable 10** is now embedded into college culture. Whilst it may develop and evolve, it has been a big influence in teachers considering the importance of working memory, and the positive impact of routines at the start of lessons for disadvantaged students.

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
-----------	----------

Exam Busters	Positively You
Read, Write, Inc Fresh Start	Ruth Miskin Literacy
Power Up Literacy	Lexia Aspire Professional Learning
Bedrock	Bedrock Learning
The Scholars Programme	The Brilliant Club

Further information (optional)

This academic year there is a strong focus on high-quality teaching and learning. Whilst not specifically funded from the pupil premium, this aspect of college improvement will undoubtedly have an impact on PP students. For example, a recent CPD event on retrieval made explicit reference to the importance of retrieval tasks and low-stakes quizzing on disadvantaged students, and their sense of motivation and success.

Furthermore, the college uses a 'PP funding request' service available to all departments, and all staff within the college, where requests for capital to support initiatives of benefit to PP students are considered. Each request must provide a clear rationale and intended outcome and are treated on a 1:1 basis. Recent requests include sanitary items and underwear, materials for clubs, sports equipment.