

## 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	861
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24-2025/26
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	<u>Wendy Ainsworth</u>
Pupil premium lead	<u>Kate Lamb</u>
Governor / Trustee lead	WeST Hub Advisory Board

### Funding overview 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£ 249090
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£11526
<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>	£260616

## 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.

Challenge number	Detail of challenge
1	<p><b>KS4 outcomes</b> 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. This gap had grown in 2024 with a 30.3% gap for strong Basics. In 23-24, Attainment8 for PP students increased slightly from 29.86 to 30.53, Strong basics remained broadly the same, standard basics dropped from 35.4% to 27.7% . Attendance may also have been a factor as attendance rates were below national outcomes last year.</p>
2	<p><b>Assessment practice</b> is not yet secure enough or established well enough that students receive feedback in a timely manner to accurately identify what they know, understand and can apply. Whole class questioning techniques introduced in September 2024 are being deployed widely and should reduce this ineffectiveness. Summative assessment needs to be scrutinised through the lens of DA students so that their needs are acutely planned for.</p>
3	<p><b>The literacy skills of PP students on entry</b> 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.</p> <p>In 2023 the SAS reading average for PP students was 96.1 compared to 105.1 for non-PP peers, in 2024 this gap on entry has continued to grow. Despite comprehensive reading interventions, there is still a 7% gap in average SAS in our current Year 8 cohort.</p>
4	<p><b>Lack of aspiration towards education and future career goals</b> 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.</p> <p>In Year 23-24 only 14% of our sixth form are PP students, compared to 23% of our whole-school cohort.</p>
5	<p><b>Lack of resilience in assessment and self-regulated learning</b> prevents PP students from achieving in line with their peers, and benefitting from high-quality teaching as effectively as their non-PP peers.</p> <p>Year 11 ranking exercises in the summer and autumn terms of 2024 revealed a direct correlation between attendance at P6, GCSE Pod usage and progress between mock examinations. PP students have lower progress, and lower attendance/engagement at these sessions/platforms.</p>
6	<p><b>Wellbeing and attendance of PP students in comparison to their non-PP peers is lower.</b> 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.</p> <p>Between 49 and 51% of all wellbeing or safeguarding concerns raised are for PP students, higher than their proportional representation in school.</p>

7	<p><b>Parental engagement with the school from PP students' parents is lower</b> at parents evenings, on the parent forum, and in other school-based events. For example, last June only 24% of PP parents attended parents evening, compared to 51% of non-PP parents. This trend is repeated across Year groups. Similarly, as the college moved to Class Charts, an exercise to ensure all students and parents had accessed the platform revealed a disproportionate amount of PP students and their parents who had never logged in.</p>
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## 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 2024-25 this is 55%). The P8 gap between PP and non-PP is classed as 'significantly closing'.</p> <p>b) End of 2025: College meets WeST target: '<b>all</b> children at or beyond an age-appropriate level' in Year 9 NGRT.</p>
<p>Whole class questioning techniques enable equitable access for all children and enable adaptive practice that ensures misconceptions are identified and fixed.</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 2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>● A proportional decrease of CP and wellbeing referrals for PP students.</li> </ul> <p>Sustained high levels of parental engagement in 2024-26 demonstrated by:</p>

	<ul style="list-style-type: none"> <li>• Number of PP parents attending parents evening is proportionate, or greater, to the percentage of PP students in the year group.</li> <li>• The parents of PP students more proportionately engage in school communities such as parent forum, the PTA, school surveys.</li> </ul> <p>The College's House system creates a sense of belonging which is reflected in improved attendance, improved participation in events and improved outcomes.</p>
<p>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.</p>	<p>A significant improvement in attendance through:</p> <ul style="list-style-type: none"> <li>• a reduction of PA across all students, with PP students being prioritised for home contact.</li> <li>• The gap between PP and non-PP closes, and attendance is at or above national average for all students.</li> </ul>
<p>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.</p>	<p>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.</p> <p>2024-26: monitoring, as above, across all year groups, and their appropriate platforms.</p> <p>The college continually strives for the best ways to support students with self-regulated learning, and ways to celebrate those that do it well. The use of muffi days for 90% + positive Class Chart ratios, hoodies as incentives for Year 11 and House Points all serve as incentives for students.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 121,164

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 that improves the quality of instruction for all and raises outcomes for all, most significantly for our DA students</p> <ul style="list-style-type: none"> <li>● Use of deliberate practice assessment methods with Curriculum Leaders, teachers and TAs during College Priority Time (CPT) to embed assessment strategies.</li> <li>● Dedicated attention to direct instruction practice so that students receive quality first instruction globally.</li> <li>● Embed the use of 'SIP' as a mechanism for students to engage with independent work whilst receiving live feedback from teaching staff on a 1-1 basis</li> <li>● Embed instructional coaching model to support all staff in making gains to their teaching practice, with a mind to increasing the awareness of DA learners within the classroom.</li> </ul>	<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 different across subjects through CPD and training.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023</p>	<p>1, 2</p>
<p>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.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021</p>	<p>1, 3, 4</p>
<p>Embed the use of visualisers as a tool for live modelling and feedback, combined with use of modelled answers, non-examples and expert modelling/</p>	<p>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.</p>	<p>2,5</p>

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

Budgeted cost: £132,717.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading team expanded. Planning, training, resourcing, facilitating and reviewing the following:</p> <ul style="list-style-type: none"> <li>● Read, Write, Inc Fresh Start</li> <li>● Bedrock Learning</li> <li>● Catch -Up Reading</li> <li>● Fluency Training</li> </ul> <p>Team identify, track, support, monitor and evaluate all those with need.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021</p>	<p>3, 4</p>
<p>Targetted, student centred meetings between key stakeholders: reading lead, PP lead, Interventions lead, SENCo and behaviour lead which occur weekly so that quantitative and qualitative data both feed into how the child is performing and the most effective means to support</p>	<p>Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021</p>	<p>1, 5, 6</p>
<p>Paired Reading: Expert readers in Years 10-13 are paired with weak PP readers in Years 7-9</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Toolkit: Peer tutoring' 2021</p>	<p>1, 3, 6</p>

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

Budgeted cost: £ 7,411.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading-based events to engage students with the importance of reading in the wider world: visiting authors, poets.</p> <p>Student librarian scheme to engage PP students in school community.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023 Ofsted/DfE 'Now the Whole Schools is Reading' 2022</p>	<p>3, 4, 6</p>

PTA organised community events at the college	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018	6, 7
Annual reward 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
£150 per student allocated for subsidised access to extra curricular trips and events, equipment and uniform. Discreet and personalised menu available through parent gateway.	EEF 'Guide to the Pupil Premium' 2023 EEF 'Improving Social and Emotional Learning in Primary Schools' 2020 EEF 'Moving Forward, Making a Difference' 2022	6, 7
Young Carers Study Support Hub A community hub that provides positive, trained adults to support targeted students with home work, reading and general wellbeing to offset rural deprivation.	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018	1, 5, 6, 7
Home Learning Club A supportive group targeting the students with the most outstanding home learning, offering parent consultations to engage with online platforms.	EEF 'Toolkit: Home work' 2020	1, 5, 6, 7
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. During mock and formal exam seasons, this is extended to include a targeted revision session with a subject specialist.	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018 EEF 'Guide to the Pupil Premium' 2023	6
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.	Bordieu 'Cultural Capital' 1986 Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021 EEF 'Moving Forward, Making a Difference' 2022	1, 4, 6

**Total budgeted cost: £ 261,292.81**

## 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)

	2018-2019	2021-2022	2022-2023	2024
A8 All pupils	40.55	44.51	39.85	39.86
A8 PP	29.58	32.10	29.7	30.52
P8 All pupils	-0.5	-0.24	-0.68	-0.36
P8 PP	-0.82	-0.96	-1.18	-0.82
%Standard Basics All pupils	51	68	55	53
%Standard Basics PP	25	44	33	28
%Strong Basics All pupils	27	43	32	34
% Strong Basics PP	11	23	13	13

The College had seen a rising trend in results from 2019 to 2022, inclusive of results for PP students. This has not been sustained in subsequent years. Attendance and use of off site provision were limiting factors. Early indications from mock results in 2024 show a rapidly improving trajectory for all students. The launch of period 0, period 6, hoodies and free prom tickets have proven to have significant impact on student motivation and outcomes. Furthermore, a 'being ready for Year 11' evening in early September was really well attended, improving from 23% parent and carer attendance to 58% attendance. A focus on PP students in leadership lesson drop-ins has meant problems are identified earlier, and early support for students accessing mocks and examinations meant that fewer examinations, mocks or otherwise, were missed. Incentivising attendance and homework completion through 'Spin to Win' and college hoodies for Year 10/11 students has increased student and parent engagement across all categories. At the recent Year 11 parents evening, parent attendance rose from just over 20% at the end of Year 10 to 52% in the first term of Year 11. Mock examination appointments with students and parents had an attendance rate of over 87%.

#### **Literacy**

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 11 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.

100% of PP students who had a below average reading score received a reading intervention last year, and investment into the reading team means that this provision will continue each year. In 24-25, a SPaG matters initiative in English will target students' ability to write accurately and in Standard English, whilst a whole college focus on writing will help staff to understand and plan for disciplinary writing. Three training sessions have been planned across the academic year. Furthermore, investment in the No More Marking comparative judgements for 'Improving Secondary Writing' will allow staff to more accurately identify and target writing that is below age-related expectations. Removing this gap and reducing the Matthew Effect is a fundamental part of our PP strategy.

### **Attendance**

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>

PP students are persistently lower than their peers for attendance. In the Year 2023-24, average attendance for PP students was 82% compared to 91.7% 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. This mirrors the picture national where students eligible for PP had attendance of 85.5% against their non-PP peers on 92.9%.

We invested in incentives for attendance including an attendance league trial in Years 7 and 8 where the winning tutor groups had a pizza party. We also started to launch our belonging strategy running events to encourage attendance and build a sense of belonging and next year we launch our House System which will build upon this work further.

In the first term of 24-25 the college has embraced a culture of 'consistent, insistent, persistent' with regards to attendance. The pastoral team have a daily focus of calling students with PA or unexplained absence, and encourage students to attend school. The DDSL targets vulnerable and disadvantaged students personally. This strategy has enabled the college to raise attainment for all students, and the college is

now second highest in the trust for attendance, and has been above national average during some weeks this term.

### Wellbeing and Extra-Curricular

	TOTAL CONCERNS RECEIVED	RELATING TO NO OF STUDENTS	CONCERNS FOR PP STUDENTS	%	NUMBER OF PP STUDENTS		
					WITH SW	RECEIVING COUNSELLING	EARLY HELP INTERVENTION
<b>2023 - 2024</b>							
BLOCK A	290	161	80	50%	20	15	8
BLOCK B	287	150	75	50%	20	22	12
BLOCK C	301	170	85	50%	22	25	12
BLOCK D	278	145	74	51%	22	20	18
BLOCK E	277	144	77	53%	22	18	9
BLOCK F	293	131	65	49%	14	19	9
<b>2024 - 2025</b>							
BLOCK A	574	237	103	43%	14	0	6

This suggests that concerns raised for disadvantaged students remain proportionately higher than non-PP students, especially around the winter months. The first term of 24-25 has seen a decline in %PP concerns, and this trend is mirrored in terms of behaviour: by October half term 2023 PP students had accrued 237 park placements, whereas by the same time in 2024 this figure had reduced to 143. Significant work on behaviour and expectations from the staff body and leadership team has resulted in a calmer, quieter and safer learning environment which may well have contributed to the wellbeing of our PP students.

Furthermore, a range of extra curricular activities sees our disadvantaged students accessing additional learning, social activities and team sports in line with their non-PP peers. Across the school, there is little difference in the proportion of PP to non-PP students accessing these activities (24/26% of all pupils) and in KS3, PP students access these activities as a greater proportion of their non-PP peers: 34/33%. This is tracked through 'Absolute Education' - an extra curricular tracking tool that allows us to ensure disadvantaged students are accessing the same enriching activities as their non-PP peers.

Finally, for the third year running, two important initiatives support aspiration and wellbeing amongst our disadvantaged students: the Christmas reward trip (previously ice skating, now bowling) and participation in The Brilliant Club. This year, all 14 of our students participating in the Secondary Scholars programme are from disadvantaged backgrounds, low aspirational backgrounds or are from IDACI classified areas of deprivation.

### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc Fresh Start	Ruth Miskin Literacy
Power Up Literacy	Lexia Aspire Professional Learning
Bedrock	Bedrock Learning
The Scholars Programme	The Brilliant Club
Absolute Education	Absolute Education

**Further information (optional)**

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. This ensures all Year 10 and 11 students have access to revision materials, calculators and other study aids, and is increasingly well-promoted amongst our feeder schools to allow uniform support for new Year 7 students.