



Callington Community College

Pupil Premium Policy 2025/2026

Version	Date	Review Date
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Originator: K Lamb (Assistant Principal)	Authorised by WeST Community Council:	

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools and colleges on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children including those who were eligible for the Service child premium at any point in the last four years (known as 'Ever 4 Service Child'). Students in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium.

The Pupil Premium is aimed at addressing the current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers.

The funding is allocated to:

- Support the quality of curriculum development and curriculum delivery, such as staff professional development
- Provide targeted academic support, such as tutoring
- Deal with non-academic barriers to success in College, such as attendance, behaviour and social and emotional support
- Provide students with the resources, equipment and opportunities they need to be successful learners

Callington Community College Context

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), we will ensure that every child can read at or beyond age-related expectation so they can access an adaptive and responsive curriculum.

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 25th 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 (IDACI, 2019). 18.1% of adults living in Callington hold no formal qualifications and those holding higher level managerial or professional positions is 5% below the national average. 15% of households do not have a car and 23% of the population are registered disabled. (2021 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.

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.

The table below represents the Pupil Premium allocation for students in Years 7 – 11 for the academic year 2025-26.

Disadvantaged students	PP per student (25/26)
Free School Meals: A child who has been recorded as being eligible for free school meals (FSMs) in a school census at any point in the last six years ³ (referred to as Ever 6 FSM)	£1,075
Looked after children: A child who is in the care of, or provided with accommodation by, an English local authority	£2630
Previously looked after children: A child who has ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order, or a residence order. This includes children adopted from state care or equivalent outside England and Wales. This is sometimes referred to as pupil premium plus.	£2630
Service premium: A pupil who has had a parent serving in the regular armed forces in any school census in the last six years (referred to as Ever 6 service children) The service premium is also paid in respect of children receiving a Ministry of Defence pension after their parent died or was injured while serving in the armed forces.	£350

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a College in receipt of Pupil Premium funding, we are accountable to our parents and College community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

This policy based on guidance from the Department for Education (DfE) and complies with our funding agreement and articles of association. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

DEVELOPMENT OF THE POLICY

In developing this policy, we have considered our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our College's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our College is used solely for its intended purpose. We also recognise that the Direct Colleges Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- Use the latest evidence-based research, such as that produced by the Education Endowment Fund on strategies that work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached accessing pupil premium funded support. In doing so, we also

- recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that having a label of 'disadvantage' does not, in any way, lead to a lowering of expectations, pride, or academic challenge.
 - Ensure there is robust monitoring and evaluation in place to account for the use of the Premium, by the College and governing body.
 - Recognise the fact that Pupil Premium students are not a standardised group and cover a wide range of needs. As such the strategies we use to raise attainment will take both the group and individual needs fully into account.
 - Use high quality curriculum development, adaptation and delivery as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions and support with proven evidence of impact to assist our disadvantaged students.

We will publish information on the College's use of the pupil premium on the College website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

ROLES AND RESPONSIBILITIES

We expect all members of our College community, particularly staff and WeST Community Council members to be committed to raising standards and narrowing the attainment gaps for our students.

Principal and Senior Leadership Team

The Principal and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the College
- Ensuring that all College staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working across the Trust where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the College's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing information on the College's use of the pupil premium on the College website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Key Senior Leader responsibilities for the Pupil Premium:

- **Mrs Kate Lamb (Assistant Principal)** Strategic Lead for Disadvantage (to include Pupil Premium budget and strategy) Literacy and Communications.
- **Mr Rob Taylor (Assistant Principal)** Strategic Lead for Attendance and Culture.
- **Mr Nick Griffiths (Assistant Principal)** Strategic Lead for SEND.

→ **Mr Ed Davis (Associate Senior Leader)** Strategic Lead for Careers and Wellbeing.

→ **Miss Rebecca Dunlop (Associate Senior Leader)** Behaviour Lead, Parental Engagement.

Key Extended Leadership Team responsibilities for the Pupil Premium

→ **Gemma Parker** Designated Safeguarding Officer

It will be the responsibility of this team to include the following information in the termly report to WeST Community Council members:

- The progress made towards narrowing the gap, by year group, for disadvantaged students
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support
- Details on how students are developing cultural capital and how the College is ensuring these students are accessing experiences that may not have otherwise been available to them to ensure they are inspired, motivated and aspirational for themselves and others.

Teaching Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms that enable students from disadvantaged backgrounds to thrive,
- Plan and deliver the curriculum to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of students in their class through astute planning and teaching so that mastery is developed, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- Evaluate the impact of Pupil Premium spend within their area of responsibility.

All College staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other College staff

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the College is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.