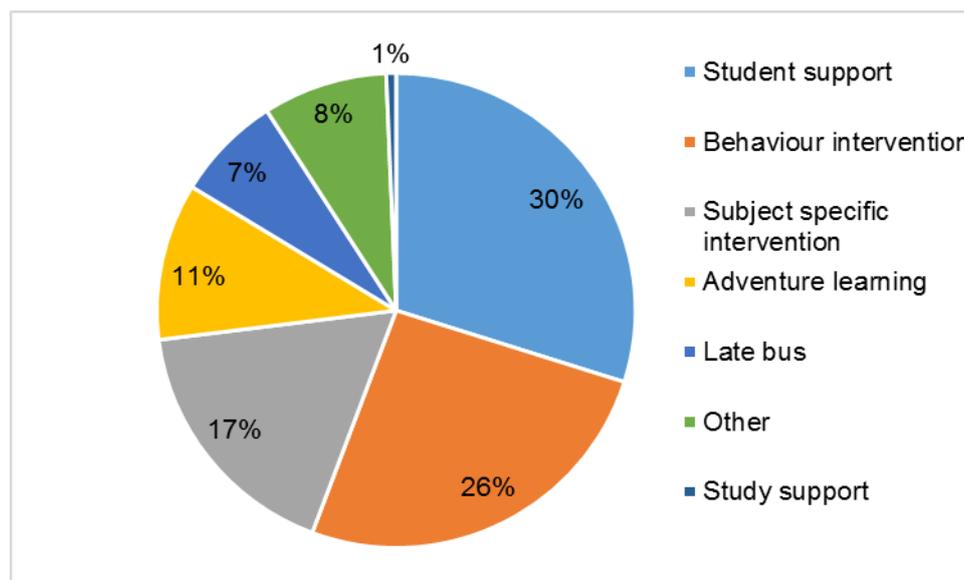


PUPIL PREMIUM SUMMARY 2017/18

Launceston College
For the period to 31st August 2018

In 2017/18 Launceston College received £251,927 of pupil premium funding. This was spent on the following interventions and supportive measures:



Throughout this report reference is made to the Education Endowment Foundation (EEF) teaching and learning toolkit¹. This is a summary of the international research evidence on the impact of interventions on student progress. We have used this to inform us when deciding how best to spend our pupil premium funding.

Student support: £76,231

A number of support strategies have been implemented including the following:

- Student support centre (SSC)
- Professional counselling
- Praise
- Key stage coordinator, Head of House, pastoral and attendance support

The key target in this area is to improve attainment through a focus on social and emotional learning (SEL).

¹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

The student support centre provides a secure environment for students with social and emotional difficulties so that they can maximise their progress in their studies. It provides support for; students who are new to the school and need additional support with their studies, anger management, behaviour modification and those who lack confidence.

SEL is deemed by the Education Endowment Foundation (EEF) to have a significant impact on learning, relationships and attainment, which can lead to up to four months additional progress.

25 PP students regularly attended the Student Support Centre (SSC) during 2017/18 and completed work to regulate their emotions and learn skills to cope with a range of needs.

At Launceston College, we invest heavily in our pastoral support systems. Since the introduction of pupil premium funding, we have increased the number of staff working directly with students to provide pastoral support, including the introduction of Deputy Heads of House. The House structure has therefore given flexibility for a greater number of pastoral staff to be supporting students at 'pinch points' in the academic year, for example during Year 7 transition, Year 9 options and culminating in supporting Year 11 students prepare for their GCSEs and post 16 choices. Pastoral staff are in regular contact with parents when needs arise, and are the key in individual pastoral support plans in school.

Behaviour intervention: £65,916

Ensuring excellent behaviour is an area of great importance for Launceston College and one we feel makes a significant contribution to students learning, which is supported by the outstanding judgement in our Ofsted report.

A number of strategies are in place to promote excellent behaviour, with a zero tolerance approach to behaviour that is deemed unacceptable. Students are removed immediately from class using our 'on call' system and placed in an environment where their behaviour can be addressed and supportive measures put in place using our IER room or off site centre. A considerable investment is made in pastoral support meetings, the involvement of parents and outside agencies, such as family support workers and social workers.

An area invested in by the College is our Off Site Centre; this is an educational site that caters for students who at times have different needs that need support. To get the best provision the educational package is individually created to suit the needs of the student whilst maintaining a breadth of curriculum and maintaining high expectations of achievement.

In 2017/18 55% of the students that visited the OSC were entitled to Pupil Premium. The OSC ensures that we, where possible, support the student and don't have students missing from education which in turn reduces the need for exclusion and breaks down barriers for NEET and non-attendance.

The EEF strongly supports behaviour interventions and states that they can produce significant improvements in academic performance, particularly when interventions are matched to specific students. Research estimates that behaviour intervention can boost progress by up to 4 months in one year.

Subject specific intervention: £42,073

We implemented a number of interventions to improve literacy:

- Extended, daily reading time -'DEAR'
- Accelerated learner group
- Read, Write, Inc.
- 1:1 reading and writing classes
- Literacy support
- Reading mentoring, creative writing club and handwriting club.

DEAR is a reading programme that encourages and promotes daily reading thus increasing reading ages. This programme now involves Year 7 and Year 8 students. 103 pupil premium students are now involved in the DEAR programme in both years. Students spending 30 minutes reading every day will have read for the equivalent of 60 school days, approximately 24 books and could improve their reading age by up to two years. The scheme also promotes collaborative reading and comprehension/reflection tasks to help improve literacy.

Reading mentors are KS4 students who are trained with our safeguarding lead to work with younger students on their reading. They meet once a week to read out loud to develop fluency, vocabulary and confidence. The Department for Education states that learning mentors for under privileged children can lead to 'raised expectations of their potential, matched by greater achievements and attainment – and a clearer vision of career goals'.

Read, Write, Inc. is a literacy intervention programme targeted at students with reading difficulties. Small groups of year 7 students have 1 hour of input a day, 5 days a week. The EEF reports that pupils engaged in 1:1 reading and writing tuition can make up to 5 months additional progress. In 2017/18, 950 hours of intensive literacy intervention was delivered to pupil premium students; results to date have shown that participating students at Launceston College have progressed not only with their literacy, but their confidence and ability to access the wider curriculum

Additionally, in 2015/16 we introduced the Accelerated Learner Group, responding to a need to enhance the transition between primary and secondary education for students who were struggling to make progress in English and maths. 7 pupil premium students benefitted from this programme in 2017/18, increasing their confidence in lesson, and accelerating their progress in all subjects, particularly English and maths. By the end of the summer term, 100% of the Pupil Premium students in the ALG group had reached their targets in English 86% pupil premium students reached maths target. Having met the attainment and ability of Year 8 students, they have returned to mainstream lessons.

Year 11 students below their GCSE target attended intervention sessions for regular feedback and targeted support in the 2017/2018 school year. Pupil premium students under target were also taken for one to one feedback sessions during Immersive Learning Week between 2017 and 2018. As part of the whole college initiative, the English faculty made effective marking and feedback a focus in their teaching, the EEF deems feedback to be a high impact intervention, which can lead to up to eight months additional progress. In addition, the use of individualised instruction and different learning styles through specific intervention groups can boost progress by up to 2 months each.

Students who were more than two or more subsections below their target grade were invited to additional maths lessons once a week after school; 40% of the students that attended were pupil premium students.

Our intervention teacher in maths carries out targeted support for pupil premium students when needs arise; in 2017/18 35% of the target support went to pupil premium students. One way our classroom teachers will support pupil premium students is by putting them on a maths tracker; this supports them by providing resources to help off target students to try and bring them back on track; in 2017/18 20 pupil premium students were put onto a maths tracker.

In Year 11 we put together an extra class for girls who were likely to gain a grade 4 if they were given more individualised concentration. 18% of these girls were pupil premium students. One of these students achieve their grade 4 the others moved up 2 grades to a 3 from there mock exam result at the beginning of the year. We bought into JustMaths, as an intervention tool 25% of these students who accessed this were pupil premium.

Student specific interventions take place where required to improve attainment in a number of subjects including maths, English, humanities, science, MFL, PE, music and drama.

The impact of specific and targeted intervention by art ensured that 61% of PP students achieved their target grade in Year 11, whilst exam support and targeted after school sessions saw 100% of PP students achieve their target in BTEC Business.

The EEF deems feedback to be a high impact intervention, which can lead to up to eight months additional progress

Summer school at Launceston College combines adventure learning with academic activities and aids the transition from primary to secondary school. 97% of students attending the 2018 summer school reported that they feel more confident starting year 7 at Launceston College due to the summer school. In observing year 7 lessons at the start of the 2018 autumn term, it was noted that the teachers involved in summer school had a greater knowledge of the students and were able to meet their learning needs more effectively as the result of the summer school.

The EEF states that summer schools can advance progress by up to 2 months.

Adventure learning: £27,293

The College runs an adventure learning residential trip for year 7 and 9 students to promote practical problem solving, reflection and team building. Pupil Premium students have a percentage of these residential trips funded to allow all to attend and get these experiences. In 2017/18 100% of pupil premium students were able to access the residential on offer to them. The EEF states that adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence and can advance progress by up to 3 months

Launceston College strongly believes in the benefits of adventure learning on academic learning and consistently sees positive results in confidence and behaviour following the residential trips.

Late bus: £18,344

Launceston College runs a 'late bus' that provides free transport to students who live out of town to enable them to attend after school lessons and revision sessions, ensuring that no child is disadvantaged. 65 pupil premium students made use of the late bus in 2017/18 with 650 trips home from after school activities ensuring that the pupil premium students have equality of access compared to their peers.

This late bus supports the wide range of Performance Academy opportunities that are on offer for all students at Launceston College. 48 Pupil Premium students took up activities, funded by the college in 2017/18 offering enrichment and experiences that they may not have previously accessed. These opportunities included Performing with the Royal Shakespeare Company, completing their Duke of Edinburgh Award and representing the College in a number of sporting teams and in the South West Schools swimming gala.

EEF research estimates that after school programmes can boost progress by up to two months over a year and running the late bus ensures that students at Launceston College can access these after school programmes.

Other: £21,512

Launceston College understand the importance of providing focussed interventions and as such, we have implemented a number of support measures targeted at individual or smaller groups of students where the need is greatest.

A specifically trained support assistant with focus on autism provides direct support to individual pupils and delivers social skills intervention courses to small groups. The EEF states that TAs who support individual pupils or small groups show higher positive benefit than those that support whole classes, with an estimated one month additional progress.

Other areas that have been funded by pupil premium include gifted and talented strategies, additional music tuition, work related learning, revision material and exam support.

Study support: £1,687

Launceston College runs a well-attended homework club to assist students with completing their homework, which benefitted 56 pupil premium students in 2017/18. Holiday revision schools are held for older students to provide exam revision support and guidance. EEF research states that the impact of homework on learning is consistently positive and can lead to, on average, five months additional progress.

Total: £253,056 *(of which £1,129 was funded from non-PP funding)*

2017/18 IMPACT DATA

In 2017/18 Launceston College entered 69% of the pupil premium cohort for the English Baccalaureate; this is compared to the National average for all students of 38%(2017). We see this as giving students a greater breadth of curriculum and setting them up to have more success in a wider range of opportunities in life beyond College. 33% of students gained a 9-4 grade in English and maths and 19% achieved 9-5 grades in this area.

As a Year group only 31% of the Pupil Premium cohort in Year 11 were classed as high attaining students on entry (42% Nationally) and 28% were classed as lower attaining students on entry; this figure is 13% Nationally.

In GCSE maths last year 58% of the Pupil Premium students made expected and above progress with 60% of Pupil Premium students gaining 4+.

90% of higher attaining students gained 9-4 grades in English and Maths and 60% gained 9-5 grades for both subjects.

100% of 6th Form students in Year 13 who were classified as disadvantaged students went to their first choice of University to study the course of their choice.

In 2018/19 we expect to receive around £204,765 in pupil premium funding.

We will continue with the wide range of focussed interventions in attempt to further narrow the gap in attainment between pupil premium and non-pupil premium students. English and science has been identified for a particular intervention with Heads of House positively identifying strategies to engage and ensure more progress for Pupil Premium students. We will be building on the intervention strategies for which demand has increased including positively engaging Pupil Premium students to access homework support as a norm and ensuring more students are identified for Pastoral support, including the Student Support Centre. Having students be more confident and aspirational with the support of an emotionally available adult is key to these students having the mindset of they can achieve. We are also focusing on positive mindset programmes, with the aim to build resilience which will support students' progress, both during their College career and beyond. Faculties are acting a mark first policy for PP students' book as per the EEF advice on marking and feedback having the greatest impact on progress.