Written: September 2020
Reviewed:

Launceston College: Pupil Premium Strategy 2020 – 2021 (current academic year)

1. Context

Summary information					
Academic year	2020/21	Total PP budget	£255,670	Date of last PP review	Sept 2020
Total number of pupils Yrs. 7 – 11	1202	Number of pupils eligible for PP	311	Next review date	Jan 2021
Total number in Sixth Form	169				

The main barriers to educational achievement here at Launceston college are:

- Poor attendance
- Low uptake on available opportunities
- Poor behaviour for learning and low motivation to succeed
- Lack of parental engagement
- Lack of aspiration and aspirational environments and role models
- Rural deprivation
- Lack of social opportunities for young people outside of the school community
- Limited local future employment prospects

2. Strategy Intent

The aim of the strategy is _to ensure that all students eligible for Pupil Premium funding_ are ready for their next stage of education, employment or training and go onto destinations that meet their interests and aspirations

To support this aim Launceston College:

- Monitors regularly the progress of all disadvantaged students. Weekly meetings with Heads of House and the Assistant Principal with oversight of student progress will discuss the needs of all students. They will ensure that the needs of the most disadvantaged students are met.
- Recognises that not all disadvantaged students will be in receipt of pupil premium funding and that some recipients are not socially disadvantaged,

- Prioritises the deployment of the Pupil Premium funding. Consequently, not all students eligible for Pupil Premium funding will be in receipt of pupil premium interventions at any given time. However, all students will regularly have their progress reviewed and needs evaluated by college leadership.
- Uses additional Key Performance indicators to monitor academic progress, attendance, attitude to learning and school engagement of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and support.

3. Strategy objectives

In order to meet the aim of the strategy outlined above the following objectives will be addressed. These attempt to overcome the barriers to future progress and support social mobility.

A. To provide students with the skills and knowledge to make progress across the curriculum
B. To ensure that all students access fully the formal and co-curricular offer at the college
C. To increase attendance rates
D. To ensure all students undertake experiences to enrich their knowledge, self-belief and cultural capital that will enable them to succeed in life

4. Strategy implementation and desired impact (planned spend 2020-21)

Launceston College has adopted a tiered approach to pupil premium spending to help balance approaches to improving learning and teaching, targeted academic support and wider strategies. Each tier will address at least one of the objectives identified above.

Tier 1: Improving learning and teaching

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Planned spend 2020-21
Ensure that all teaching staff have access to high quality, subject specific CPD	- Minimum of 10 hours of Faculty led CPD across the year - T and L funding available to HOF to support external CPD - Developmental learning walks and developmental learning observations by middle and	A, B	It is well documented that good teaching is the most important lever that schools have to improve outcomes for PP/disadvantaged students. Quality of teaching is consistently highlighted in	- All teaching is at least good - Disadvantaged students making at least good progress	£25,000

			research as making the most significant impact to progress of disadvantaged students (EEF).	- Staff have time and energy to invest in personal development - Impactful CPD that embeds the T and L framework further across the College	
senior leaders to focus on the T and L framework					
Provide teachers in the early stages of their career with specific support	- NQT's are provided with a subject mentor and receive targeted CPD sessions - Early career staff are able to take part in a new career development programme	A, B	Training and support for teachers, particularly in the early stages of their career is key to ensure successful recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key ingredient to ensure the progress of all students.	- Improved teacher retention - Consistent staffing - Supported staff - Successful completion of NQT year - All classes staffed	£10,000
Develop the use of class charts to support the progress of individual students.	- Use teaching and learning and pastoral development time to roll out class charts across the college to include individual PP/disadvantaged profiles - Class charts to effectively signpost support strategies identified to have the most impact on improving progress for individual students.	A,B	National leader of education and pupil premium reviewer, Marie Hunter, supports the creation and easy availability of individual PP profiles for all teachers to best support PP progress.	- Class charts to be used across the College by summer 2021 - Individual PP profiles to have a measurable impact on the progress of students	£3000
Develop the metacognition skills of students so that they are able to embed key concepts in their long-term memory	- Further embedding of the MAT 'Great learning habits' into subject lessons, tutor and IAG sessions - Weekly sharing of 'good practice' to showcase different techniques that help students connect new knowledge with exiting knowledge and therefore altering long term memory.	A, B	It is recommended that teachers explicitly teach pupils metacognitive strategies. The EEF report that metacognition strategies can add an additional 8 months of progress over a year.	- Resilient students - Disadvantaged students making at least good progress - All students prepared for next stage in education or training - Evidence of the impact of GLH in QA/learning conversations	£10,000
Maximise the impact of feedback provided to students so that it always leads to progress	- Work load review to ensure that staff time is used with maximum impact - Faculty SoL to identify pieces of work that require in depth marking and feedback	A, B	Providing high quality feedback is integral to effective learning as it allows evidence to be gathered on how well students have learnt a topic so teachers can address misunderstanding in future lessons. When done well it is reported that feedback	- All students make at least good progress - Improved student confidence - All feedback is good feedback - Students value feedback and act on it	£12,000

	- PP student book/work reviews and learning conversations by ALT/HOF/TLR postholders - Regular student opportunity to reflect on their learning and progress (Parent teacher conversations and learning review day conversations).		has a high impact on supported the progress of all students and particularly those most disadvantaged. Research published by the EEF states that when done well, feedback can increase as students' performance by half a grade.	effectively to improve their learning and progress - Students can articulate what they have learnt and why?	

Tier 2: Targeted academic support

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Planned spend 2020-21
Supported curriculum for Year 7 students not secondary ready	- Accelerated curriculum timetabled and staffed for Year 7 - Students supported throughout transition to secondary phase by one teacher - CAT testing - Monitor impact of intervention to adjust to best meet the needs of each individual	A, B	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight the mall group intervention is a key component of an effective Pupil Premium strategy,	- Accelerated progress for students not secondary ready during Year 7 - Students make at least expected progress by the end of Year 11 - Accelerate progression of reading age - All students prepared for next stage in education or training	£21,000
KS3 English and Maths intervention group to improve curriculum access	- Students requiring additional literacy and numeracy skills are timetabled additional support time to increase their access to all curriculum areas - HOF for Maths and English liaise closely with coordinator to ensure that the lessons support the Maths and English curriculum	A, B		- Students make at least expected progress - Students supported to improve key literacy and numeracy skills - Students on target in English and Maths by the end of academic year - All students prepared for next stage in education or training	£4000
Additional English and Maths classes at KS4	- Students requiring additional literacy and numeracy skills are timetabled in smaller groups at KS4 to increase their	A, B		- Students make at least good progress at the end of KS4/5	£5000

	- access to individual support and to best develop their literacy and numeracy skills - Monitor impact of reduced group sizes on individual progress English, maths and in all curriculum areas			- Students supported to improve key literacy and numeracy skills - All students prepared for next stage in education or training	
Year 9 and Year 10 small group intervention	- One day a week alternative curriculum plan - Deploy additional staff to support the engagement and personal development of a small group of students -	A, B		-	£9640 £7495
Literacy support programme	- NGRT to assess reading and comprehension skills and to identify students who need further support and to monitor progress - Reading support need and strategies on SIMS/class charts for all staff - develop tier 2 and tier 3 subject vocabulary - continue commitment at KS3 to do everything around reading to promote enjoyment of reading at a subject level	A, B	It is well documented that young people who leave school without good literacy skills are held back at every stage of their life. Literacy is essential for students to access the school curriculum and prepares them for their next stage in education.	- accelerate progression in reading ages - increased student engagement with reading - subject specific reading in lessons	£14,134 £3000
Homework support sessions	- Teachers staff after school sessions where students are timetabled to attend - Attendance is compulsory where students repeatedly fail to meet homework expectations - Attendance is open to all - The library is open before and after school and lunch/break times to provide a quiet area with ICT access (non COVID)	A, B	The Sutton trust have reported that poorer pupils get less help with their homework than their better off class mates. It is documented that nationally just half of the most disadvantaged 15 year olds said parents helped them with their homework. In addition, student voice has highlighted that some of our students lack places to work at home or resources such as ICT access.	- Students completing home work to a good standard on time - Reduction in detentions for not completing homework tasks - All students prepared for next stage in education or training - Students make at least good progress by the end of KS4/5	£10,000
Additional after school study support sessions	- Weekly after school support session to support academic progress	A, B	It is well documented that the most disadvantaged students often lack the resources and support to complete additional work outside of the school setting. Providing opportunities for	- Students will attend extra sessions and catch up gaps in their learning - Misconceptions in learning will be identified and corrected	£10,000

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Estimated spending 2020-21
	- Specific focus on students identified by HoH and HoF as most in need of catch up support		additional support outside of lessons will help to overcome some of the barriers to maximising their progress.	- Students will make good progress in all subjects - Students will feel supported in their learning	
Year 11 revision sessions	- All subjects offer additional lessons in year 11 at lunchtime and/or after school - Students who are underachieving are added to a period 6 to facilitate monitoring of attendance	A, B	In 2017 the Sutton trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that this creates a 'glass floor' for students from better homes and thus a substantial barrier to social mobility.	- Gaps in knowledge filled - Students who need to attend extra session do so - Students make at least good progress by the end of KS4/5	£4000

Tier 3: Wider strategies

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Estimated spending 2020-21

Increased attendance of students	-Actions in place for when attendance falls below thresholds
	- Weekly communication with attendance officer or PSW/HoH for long term absence
	- Weekly reports on attendance to HoH and ALT
	-pastoral welfare intervention to remove barriers to attendance
	-Whole college updates on attendance in staff meetings
	  - Tutors to ensure students are fully prepared for the day and issues addressed before lessons commence
	  - strategic use of SSC and OSC to support attendance for students struggling to access mainstream lessons
	  - Where necessary, the local authority will be used when strategies to engage students fails
	  - Good attendance is celebrated with students
	-
		C	Pupil have to be in college before they can access learning and support. Data at the college indicates that lowest attendance is characteristic of our most disadvantaged students.	- Attendance of disadvantaged students to college exceeds national rates for all students
				- Persistent absenteeism is below national rates
				- Students make at least good progress by the end of KS4/5
				- All students prepared for next stage in education or training
					£6608
					£22,465
					£42,644

Resource provision for PP students if needed in college and at home	-the allocation of resources, equipment, funding and uniform to students in need -ensure at home IT access via IT audit and equipment loan/technical support	A, B, C, D	It is important that all students have access to the same opportunities irrespective of socio-economic status. The wearing of the college uniform is an important aspect of our ethos. IT and internet at home enables students to access online resources. Furthermore, it enables students to complete coursework and access any remote college provision	. - Students have all the resources they need to access the college curriculum - Students supported in undertaking extra-curricular activities - All students have uniform, PE kit and equipment for learning -	Additional funding resource £10,000
Academic and pastoral mentoring out of college hours	- Students identified for welfare calls - Google meet sessions (via google classroom) set up to remotely support students and their families - Families supported with ICT - welfare monitoring sheet	A, B, C	Out of college mentoring can be used to support students and their wider families. The use of remote sessions will increase scope for out of hours work by staff	- Increased progress of students in receipt of PP funding - Supported families - Improved attendance to college - Improved parental engagement - Better mental health of stakeholders	£10,000
Social and emotional support	- Student support centre – short term provision for students unable to access the main curriculum due to anxiety or other medical conditions - College counsellors - TIS training - Educational psychologist training on attachment, emotional caching and friendship groups - Pastoral development training time integrated into annual training time	A, C	Schools which are successful in raising the attainment of the most disadvantaged students emphasise the importance of meeting the needs of individual learners. Staff work to identify barriers that prevent pupils from making progress. This can include a range of medical and mental health issues. A number of provisions are available to provide emotional support to address underlying issues.	- All students make at least good progress - Improved attendance - Resilient learners	£3000
Maintaining the highest standards of behaviour	- Clear behaviour expectations and policy - Behaviour policy regularly communicated to staff and students - Behaviour policy supported by a series of escalating sanctions from detention to permanent exclusion - IER and SSC provision relocated 2020-21 to improve capacity and support available - Off Site Centre used to support students' reintegration to main curriculum and as an alternative to exclusion	A, B	Maintaining the highest standards of behaviour allows all students to achieve. Students should not be distracted in their learning and no individual has the right to take this opportunity away. It is also important that students who fail to meet expectations are supported to do so.	- Low exclusion rates - All students make at least good progress - Students have the skills that they need to access the curriculum - Students are prepared for the next stage in education and training	£9314 £4588

Expansion of pastoral support provision	- pastoral support worker allocated to each House to expand support capacity for students and families from 2 to 4 staff - one additional LSA in SSC provision and a further additional LSA in OSC provision - build flexibility within PSW/SSC/OSC team to best support students. - relocation of IER to provide an environment to better support improvements in student behaviour	A, B, C, D	Ensuring that students and their families access the support and resources available to them is important to maximise the value of the PP strategy. This role seeks to do this.	- Engaged and supported families - Resilient learners - All students make at least good progress - Improved attendance to college	£6853 £2943
Careers education	Disadvantaged students to receive careers support to help their progression beyond KS4/5 Support with interviews applications and visits	D	Students future aspirations are enhanced by improved access to future opportunities and career pathways	- Progression and destinations data for PP students	£1500

The impact of the pupil premium spending will be measured by:

- A higher than national average percentage of students entering and attaining the EBacc suite of qualifications.
- The overall percentage of the most disadvantaged students going on to a sustained education or employment/training destination will be better than national average.
- The most disadvantaged students gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.
- The most disadvantaged students' work across the curriculum will be of good quality.
- The most disadvantaged students' reading ages will improve towards their chronological age.
- The attendance of most disadvantaged students will show improvement in comparison to previous years and will be above national average.
- The engagement of disadvantaged students and their families with learning and with the support available in College will improve.

5. **Pupil premium spend 2019-20**

PP income = £248,885 (£238,619 income received in 19/20 plus £10,266 carried forward from 18/19)*

PP spend = £254,930

Tier 1: Improving learning and teaching

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Spending 2019-20
Ensure that all teaching staff have access to high quality, subject specific CPD	- 10 hours of Faculty led CPD across the year - T and L funding available to HOF to support external CPD - Developmental learning walks by middle and senior leaders - Teaching staff workload review	A, B	It is well documented that good teaching is the most important lever that schools have to improve outcomes for DA students. Quality of teaching is consistently highlighted in research as making the most significant impact to progress of DA students (EEF).	- All teaching is at least good - Disadvantaged students making at least good progress - Staff have time and energy to invest in personal development	£35,000
Provide teachers in the early stages of their career with specific support	- NQT's are provided with a subject mentor and receive targeted CPD sessions - Early career staff are able to take part in a new career development programme	A, B	Training and support for teachers, particularly in the early stages of their career is key to ensure successful recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key ingredient to ensure the progress of all students.	- Improved teacher retention - Consistent staffing - Supported staff - Successful completion of NQT year - All classes staffed	£20,000
Develop the metacognition skills of students so that they are able to embed key concepts in their long-term memory	- Introduction and embedding of the MAT 'Great learning habits' into subject lessons, tutor and IAG sessions - Fortnightly sharing of 'good practice' to showcase different techniques that help students connect new knowledge with exiting knowledge and therefore altering long term memory.	A, B	It is recommended that teachers explicitly teach pupils metacognitive strategies. The EEF report that metacognition strategies can add an additional 8 months of progress over a year.	- Resilient students - Disadvantaged students making at least good progress - All students prepared for next stage in education or training	£15,000

| Maximise the impact of feedback provided to students so that it always leads to progress | - Work load review to ensure that staff time is used with maximum impact
- Faculty SofL to identify pieces of work that require in depth marking and feedback
- PP student book checks by ALT/HOF
- APLUS day | A, B | Providing high quality feedback is integral to effective learning as it allows evidence to be gathered on how well students have learnt a topic so teachers can address misunderstanding in future lessons. When done well it is reported that feedback has a high impact on supported the progress of all students and particularly those most disadvantaged. Research published by the EEF states that when done well, feedback can increase as students' performance by half a grade. | - All students make at least good progress
- Improved student confidence
- All feedback is good feedback | £12000 |

Tier 2: Targeted academic support

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Spending 201-209
Supported curriculum for Year 7 students not secondary ready	- Accelerated curriculum timetabled and staffed for Year 7 - Students supported throughout transition to secondary phase by one teacher - CAT testing	A, B	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight the mall group intervention is a key component of an effective Pupil Premium strategy,	- Accelerated progress for students not secondary ready during Year 7 - Students make at least expected progress by the end of Year 11 - Accelerate progression of reading age - All students prepared for next stage in education or training	£21000
KS3 English and Maths intervention group to improve curriculum access	- Students requiring additional literacy and numeracy skills are timetabled additional support time to increase their access to all curriculum areas - HOF for Maths and English liaise closely with coordinator to ensure that the lessons support the Maths and English curriculum	A, B		- Students make at least expected progress - Students supported to improve key literacy and numeracy skills - Students on target in English and Maths by the end of academic year	£4000

					- All students prepared for next stage in education or training	
Additional English and Maths lessons at KS4	- Students requiring additional literacy and numeracy skills are timetabled support time to increase their access to all curriculum areas	A, B			- Students make at least good progress at the end of KS4/5 - Students supported to improve key literacy and numeracy skills - All students prepared for next stage in education or training	£5000
Homework support sessions	- Teachers staff 4 after school sessions where students are timetabled to attend - Attendance is compulsory where students repeatedly fail to meet homework expectations - Attendance is open to all - The library is open before and after school and lunch/break times to provide a quiet area with ICT access	A, B	The Sutton trust have reported that poorer pupils get less help with their homework than their better off class mates. It is documented that nationally just half of the most disadvantaged 15 year olds said parents helped them with their homework. In addition, student voice at Bideford College has highlighted that some of our students lack places to work at home or resources such as ICT access.	- Students completing home work to a good standard on time - Reduction in detentions for not completing homework tasks - All students prepared for next stage in education or training - Students make at least good progress by the end of KS4/5	£20000
Year 11 revision sessions	- All subjects offer additional lessons in year 11 at lunchtime and/or after school - Students who are underachieving are added to a period 6 to facilitate monitoring of attendance	A, B	In 2017 the Sutton trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that this creates a 'glass floor' for students from better homes and thus a substantial barrier to social mobility.	- Gaps in knowledge filled - Students who need to attend extra session do so - Students make at least good progress by the end of KS4/5	£230

Tier 3: Wider strategies

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Spending 2019-20
Ensuring that all students access a range of off-site trips and experiences	- Introduction of 'compulsory experiences' for all students at KS3 - Immersive Learning week in March 2020 including a compulsory Year 9 residential - All Year 7 students to take part in a transition residential - Pupil premium support work to monitor the access of all PP students to enrichment experiences, clubs, societies and opportunities offered by the college and support offered when needed - % of PP funding ringfenced to offer financial support when needed - APLUS award to facilitate the monitoring of student engagement of the co-curricular offer and recognise these achievements - Appointment of outdoor education co-ordinator - Use of MAT outdoor education centre	B, C, D, E	As is characteristic of towns in a similar socio-economic context to Launceston many of our students face 'educational isolation' as a result of lack of public transport, economic opportunities and wider social experiences compared to students living in more urban, 'switched on' locations. By providing extensive enrichment opportunities for all of our students we aim to overcome this barrier and in doing so provide our students with the deeper learning experiences, knowledge of 'what is out there' and make the purpose and rewards of learning and education evident.	- Students make at least good progress by the end of KS4/5 - Resilient learners - Students have the cultural capital required to succeed in life - All students prepared for next stage in education or training - All students will have a destination when they leave Launceston College	£24000
Increased attendance of students	- Actions in place for when attendance falls below thresholds - Weekly communication with attendance officer for long term absence - Weekly reports on attendance provided for all stakeholders - Monthly whole college updates on attendance in briefings - CPOMS used to monitor and track interventions	C	Pupil have to be in college before they can access learning and support. Data at the college indicates that lowest attendance is characteristic of our most disadvantaged students.	- Attendance of disadvantaged students to college exceeds national rates for all students - Persistent absenteeism is below national rates - Students make at least good progress by the end of KS4/5 - All students prepared for next stage in education or training	£17000

	- Disadvantaged students to complete a barrier to attendance survey. - Tutors to ensure students are fully prepared for the day and issues addressed before lessons commence - Where necessary, local authority will be used when strategies to engage students fails - Good attendance is celebrated with students				
Social and emotional support	- Student support centre – short term provision for students unable to access the main curriculum due to anxiety - Counsellors - Sixth Form students support team – drop in service for students	A, C	Schools which are successful in raising the attainment of the most disadvantaged students emphasise the importance of meeting the needs of individual learners. Staff work to identify barriers that prevent pupils from making progress. This can include a range of medical and mental health issues. A number of provisions are available to provide emotional support to address underlying issues.	- All students make at least good progress - Improved attendance - Resilient learners	£70000
Ensuring the highest standards of literacy across the curriculum	- Drop everything read used to promote the enjoyment of reading	A, B	It is well documented that young people who leave school without good literacy skills are held back at every stage of their life. Literacy is essential for students to access the school curriculum and prepares them for their next stage in education.	- All students make at least good progress - Students have the skills that they need to access the curriculum - Students are prepared for the next stage in education and training	£7000
Maintaining the highest standards of behaviour	- Clear behaviour expectations and policy - Behaviour policy regularly communicated to staff and students - Behaviour policy supported by a series of escalating sanctions from detention to permanent exclusion - IER room	A, B	Maintaining the highest standards of behaviour allows all students to achieve. Students should not be distracted in their learning and no individual has the right to take this opportunity away. It is also important that students who fail to meet	- Low exclusion rates - All students make at least good progress - Students have the skills that they need to access the curriculum - Students are prepared for the next stage in education and training	£50000

	- Off Site Centre used to support students reintegration to main curriculum and as an alternative to exclusion		expectations are supported to do so.		

The impact of the pupil premium spending in 2019/20:

- A higher than national average percentage of students at 71% of the PP cohort being entered and attaining the EBacc suite of qualifications. The national average for a whole cohort entry is around 40%. 29% of the PP cohort gained a strong pass across the Ebacc and 61% of students gained 4 and above in both English and maths.

- The overall percentage of the most disadvantaged students going on to a sustained education or employment/training destination was 92% compared to a national average of 88.2% for all students aged 16-18.

- 90% of the cohort went on to gain qualifications that allowed them to progress to destinations that meet their interests and future aspirations.

- Curriculum quality assurance focused on the quality of work in PP books to ensure that the quality of teaching and learning of PP students meets the expectations outlined in the MAT teaching and learning framework.

- Improving the reading ages of our most disadvantaged students is directly supported specifically by Lexia at KS4 and more generally through DEAR time, and specific skills teaching at KS3. Measuring specific progress 2019-20 was interrupted by the COVID closure and will continue in 2020-21.

- Attendance data tracking for 2019-20 was interrupted by the COVID closure. Increased engagement with and support for our most disadvantaged families was tracked consistently during closure. Ensuring attendance of all students including the most disadvantaged remains a key priority for 2020-21.

- The exclusion rate of disadvantaged students is well below national average.