

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bideford College
Number of pupils in school (Yrs 7 -11))	1274
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	C Ankers
Pupil premium lead	A Conroy
Governor / Trustee lead	D Humphries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 416,277.00
Recovery premium funding allocation this academic year	£156,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£572,732.00

Part A: Pupil premium strategy plan

Statement of 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 Bideford College:

- Monitors regularly the progress of all disadvantaged students.
- 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 to be 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

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 (including literacy) 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	High rates of students with reading skills below age related expectations on entry.

2	Attendance of PP students lower than College/National average.
3	Poor literacy and vocabulary limiting PP progress
4	Students with complex needs can disengage quickly, leading to poor progress.

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
Improved reading skills to build confidence and access to curriculum	Reduction in % of students with a reading age <10 years Reduction in the number of students who have a reading age lower than their chronological age
Improved attendance of PP students.	Increased overall attendance of PP students so that it close to that of all students at the college and similar to PP students nationally
Opportunities for cultural capital in curriculum and extra-curricular	Increased participation in extra curricular activities
Accelerated progress of PP students through targeted support	The progress of PP students in 2023 is close to that of all students

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all teaching staff have access to high quality, subject specific CPD. Funding will be used to finance external CPD and staff time	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).	1,4
Provide a bespoke CPD programme to develop the work of SEN, behaviour and TA team. Funding will be used to finance external CPD and staff time		1,4
Provide teachers in the early stages of their career with specific support. This includes ECT mentoring, stage specific CPD, staff time and support for NPQ programme	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.	1, 4

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

Budgeted cost: £ 295,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 and 4 English and Maths intervention to	Evidence consistently shows the positive impact that targeted intervention support can have. The	1,3,4

improve curriculum access. Funding will be used for baseline testing, reading recovery packages and intervention staffing.	EEF highlight group intervention is a key component of an effective Pupil Premium strategy.	
Access to appropriate and challenging reading materials. Funding will be used to provide additional library staffing to support reading lessons and intervention. In addition, books for tutor reading programme and tutor CPD	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.	1,3,4
Trial use of direct instruction methods. Funding includes staff training and resources	See above – impact of targeted intervention	1,3,4
Extended day for Year 11. Some funding for bus so all students can attend.	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. Additional teaching will reduce that gap.	1,3,4
School led tutoring, including / NTP programme	Government programme to support catch up for students following the Covid Pandemic	1,3,4

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

Budgeted cost: £ 250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expressive art music bursary to provide students with access to peripatetic lessons and	Disadvantaged families have less access to private music tuition. The attainment gap nationally between disadvantaged students and their peers in music is stark, this is partly	2,4

instrument hire	attributed to the inaccessibility of private instrumental tuition.	
Attendance strategy for tracking and intervention. Funding will support the employment of attendance officer and SLA.	There is a direct correlation between poor attendance and poor achievement. PA is highest in our disadvantaged cohort.	2
Resource provision for PP students. This will include uniform and resources required to access their curriculum	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. Reducing anxiety by supporting equality allows students to focus on learning.	2, 4
Equality of access to extra/supra curricular opportunities.	Learning science suggests that the more experiences a child has, the netter equipped they are to build on that learning, accelerate progress and link abstract concepts.	2, 4
Laptop Loan Scheme including dongles	Continuation of the digital access strategy which makes sure that all students can access and use the online learning support available.	2
Social and Emotional Support through MSSC and access to Counsellors	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.	2, 4
Maintaining the highest standards of behaviour through intervention and support in reflection and Bridge centre	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.	4
Dedicated PP pastoral support	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	1, 2, 3, 4

PP Leadership	Member of the leadership team to champion the importance of the PP strategy at the whole college level	1,2,3,4
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Measure	2019	2022
% PP students achieving English and Maths at grade 5 or above	12.96	20.24
% PP students achieving English and Maths at grade 4 or above	33.33	47.62
PP P8	-1.07	-0.86
% gaining grade 5 or above in English	25	41.46
% gaining grade 4 or above in English	40.38	60.98
% gaining grade 5 or above in Maths	25	25.61
% gaining grade 4 or above in Maths	50	52.44
% pupils gaining grade 4 or above in 2 Sciences	46.15	50.65
% pupils gaining grade 4 or above in 3 Sciences	55.56	71.43

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc.- Fresh start	Ruth Miskin

Lexia	Lexia Learning
CAT	GI assessment
Reading age assessment	NFER

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Music Bursary for targeted students Support strategies
What was the impact of that spending on service pupil premium eligible pupils?	Increased uptake and retention of instrumental lessons. Increased self-esteem and sense of belonging.