

Pupil premium strategy statement – Bideford 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	1466
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Ankers
Pupil premium lead	Anne Marie Conroy
Governor / Trustee lead	David Humphries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471231.73
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£83938.50
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£555170.23

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 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/or support.

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. Reduce suspension rates
- C. To increase attendance rates
- D. Improve academic progress and outcomes of students
- 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 below chronological reading age
2	Attendance of PP students below national and college average
3	Academic progress of PP students below national and college average
4	PP students at the college suspended more than other students

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
All students can read well so they can access their lessons in all areas of the curriculum	<ul style="list-style-type: none"> - All students read daily - Students reading age is equal to or higher than their chronological age as soon as possible (and no later than Year 11)
Attendance of all students exceeds national and students in receipt or PP funding attend the same as their peers	<ul style="list-style-type: none"> - Overall student attendance = 94% - PA <20% - No gap between the attendance of all students and those in receipt of PP
All students make the same progress as their peers nationally and are able to proceed to their chosen next steps in education or employment	<ul style="list-style-type: none"> - Overall P8 <0 - No gap between the progress of all students and those in receipt of PP - No students are NEET - 100% students 4+ in English and Maths
PP students do not miss education as a result of suspension	<ul style="list-style-type: none"> - Students respond well - 0 suspensions - Where suspension is unavoidable, repeat suspensions are low

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: £ *[insert amount]*

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, 3, 4
Provide a bespoke CPD programme to develop the work of SEN, behaviour and TA team. Funding will be used to finance external and internal CPD and staff time		1, 3, 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, 3, 4

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

Budgeted cost: £ 845,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to appropriate and challenging reading materials. Funding will be used to provide additional library staffing to support reading for leisure, reading intervention packages	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, 2, 3

and reading mentors. In addition, books for tutor reading programme and tutor CPD		
Use of direct instruction methods in mathematics. Funding includes staff training and resources	See above – impact of targeted intervention	1, 3
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
School led tutoring, including / NTP programme	Government programme to support catch up for students following the Covid Pandemic	1, 3
Maths HLTA and English mentor offering targeted interventions to small groups of students	See above – impact of targeted intervention	1, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expressive art music bursary to provide students with access to peripatetic lessons and instrument hire	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 attributed to the inaccessibility of private instrumental tuition.	2, 3
Attendance strategy for tracking and intervention. Funding will support the employment of attendance officer, mentors and	There is a direct correlation between poor attendance and poor achievement. PA is highest in our disadvantaged cohort.	2, 3

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, 3, 4
Equality of access to extra/supra curricular opportunities. Funding will support with access to schemes such DofE and dedicated outdoor education staffing	Learning science suggests that the more experiences a child has, the better equipped they are to build on that learning, accelerate progress and link abstract concepts. It also helps attendance by giving students a sense of belonging.	2, 3
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.	1, 3, 4
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, 3, 4
Maintaining the highest standards of behaviour through intervention and support by reflection staff and behaviour mentors and deputy SENCO	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.	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

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.