



*"Success for all"*

## **Honiton Community College**

# **Pupil Premium and Recovery Premium Strategy Statement**

# (3-year plan)

## Background

In 2011, the UK Government introduced a new stream of funding to support students who were identified as being disadvantaged. The Pupil Premium Grant is additional funding which is allocated to schools based on the number of students who have ever been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is to be used to address the current underlying inequalities which exist between children from financially disadvantaged backgrounds and their peers.

The Pupil Premium also includes funding for all current looked after children (LAC) and for those who have been looked after for one day or more previously, as well as children who have been adopted from care or have left care under a special guardianship order or a residency order since 30th December 2005. Additionally, the Pupil Premium includes funding for children of current service personnel or ex-service personnel who have served within the last four years - this is called the 'Service Premium'.

Similarly, in February 2021, the UK Government announced a one-off funding premium as part of its package to support educational recovery. The Recovery Premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [Pupil Premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

All schools that are eligible for Pupil Premium are eligible for Recovery Premium.

This statement details the College's use of Pupil Premium and Recovery Premium funding for the academic year 2021 to 2022 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 had on the Pupil Premium cohort within our setting, albeit very difficult to gauge due to Covid.

## School Overview

Detail	Data
School name	Honiton Community College
Number of pupils in school	740
Proportion (%) of Pupil Premium eligible pupils	149 (20.13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2022 2022 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022

Statement authorised by	Glenn Smith
Pupil Premium lead	Faith Harrell
Governor / Trustee lead	Richard Cregan

### Current Cohort Information (Autumn 2021)

Characteristic	Number in Group	Percentage of Group
Boys	79	53
Girls	70	47
SEN Support	21	14
EHC Plan	14	9
EAL	4	3

### Attainment Results (Summer 2021 - Outgoing Yr. 11)

N.B. Because the grades this year were again teacher assessed it is difficult to make direct comparisons with the progress data recorded in previous years.

Score	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School Average (CAG)	National Average (2021)	2017 - 18	2018 - 19	2019 - 20
Progress 8 score average (All) 0.22	-0.14	0.31	No comparative data available	-0.84	-1.2	-0.19
Attainment 8 score average (All) 48.59	38.05	51.43	No comparative data available	36.65	36.65	36.46

## Statement of Intent and Strategy Aims

At Honiton Community College we are driven to ensure that all students aim high and are supported in doing so. We know from research ([Education Endowment Fund](#)) and guidance ([DfE](#)) that high quality teaching benefits all our students and as a result, a significant focus of our strategy is on this. We also know that high quality teaching can only occur when students and staff are working in a purposeful environment that considers both their wellbeing and their aspirations - we are determined that our strategy focuses on this too.

Our aim is to develop successful, committed responsible global citizens who can find fulfilment beyond school and who are willing and able to contribute positively to society. We believe through our mantra of 'Success for All' that regardless of background or starting points, all students deserve equity of opportunity in terms of their learning and wider school experiences. We seek to promote our core values in all that we do to develop the traits and characteristics of an active, lifelong learner.

Many students face barriers (both external and internal) that may hinder them from maximising key opportunities - we believe it is our collective responsibility to remove these barriers, level the playing field and pave the way for the next stage of their educational journey and we use the Pupil Premium funding to this end.

Our overarching aims are as follows:

- A. Reduce the **Progress 8** gap between disadvantaged and non-disadvantaged students. We will focus on high quality teaching and learning and attachment-based approaches (along with other strategies in and out of the classroom) to thereby provide support and challenge and promote high aspirations to achieve our mantra of 'Success for All'.
- B. Increase our **Partnership Working** and **Parental Engagement** of students that are defined as 'Disadvantaged' by ensuring we contact them at key points throughout the year (e.g., in advance of progress and awards evenings and other school events). This is to increase our accessibility and transparency so that *all* parents/carers become an integral part of our school community and have a greater awareness of their child's educational experiences.
- C. Provide support for students who are identified with **SEND and/or EAL** (a third of our PP cohort) to ensure individual needs do not create barriers to learning and all have the support needed to access the curriculum and maximise their full potential.
- D. Reduce the number of **Negative Behavioral Incidences and Fixed Term Exclusions** accumulated by Pupil Premium eligible students so that they are proportional to their non-Pupil Premium eligible peers, as this would likely indicate that all reasonable adjustments were being made to facilitate their successful learning.
- E. Increase the overall collective **Attendance** of the Pupil Premium eligible cohort so that their learning and engagement does not suffer because of persistent absence.

## Funding Overview

Detail	Amount
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Pupil premium funding allocation this academic year:	
<ul style="list-style-type: none"> <li>○ Ever 6 = £955 per child</li> <li>○ LAC = £2345 per child</li> <li>○ Service = £310 per child</li> </ul>	£119,098
Recovery premium funding allocation this academic year	£19430
Pupil premium funding carried forward from previous years	Nil
<b>Total budget for this academic year</b>	<b>£138, 528</b>

#### Barriers to future attainment (for pupils eligible for PP)

Internal	
A	Not all Pupil Premium eligible students make sufficient progress compared to their non-Pupil Premium eligible peers or with that recorded nationally for Pupil Premium students. Therefore, we need to diminish this gap so that outcomes compare more favourably with similar students across the country.
B	Pupil Premium eligible families' attendance to College events remains lower compared to that of noneligible families. As a result, there is a need to reduce barriers (and perhaps misconceptions) to promote these important relationships.
C	Not all Pupil Premium eligible students who are also identified as having a SEND need and/or who are deemed EAL (English as an Additional Language) are making progress that is consistent with their non 'disadvantaged' peers.
D	There remains a disproportionate number of Pupil Premium eligible students receiving fixed term exclusions. There are a minority of pupils within this cohort whose negative behaviour choices are having an adverse effect on their academic progress whilst potentially hindering the learning of others.
E	Overall attendance for the College's Pupil Premium eligible cohort remains lower than that of their non-eligible peers - this means they are spending less time in the classroom when they have most ground to gain.

**External**

**Part A: Pupil Premium and Recovery Premium Plan**

Desired Outcomes		Success Criteria
A and C	Ensure that all Pupil Premium eligible students are making at least expected progress, irrelevant of any identified additional learning need or difficulty.	<p>Improvement in progress through tracking, monitoring and intervention in all year groups.</p> <p>Year 11 Pupil Premium eligible cohort outcomes to be in line (or greater) than national progress data for academic year 2021 - 2022 and for the progress gap to have diminished when compared to their non-eligible peers.</p>
B	An increase in Pupil Premium eligible families in attendance at College events, including Parents' Evenings, Information Evenings, Open Evenings and Pathways/Careers Events.	60% of Pupil Premium eligible families attend parents' evenings across each respective year group.

D	<p>A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students and those eligible for free school meals (FSM) receiving fixed term exclusion.</p> <p>All students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.</p>	<p>Pupil Premium eligible students and those eligible for free school meals receive proportionally no more fixed term exclusions than noneligible students.</p>
E	<p>An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p> <p>A reduction in the persistent absentee (PA) gap between Pupil Premium and non- Pupil Premium students across the College.</p>	<p>End of year Pupil Premium eligible cohort attendance to be above 94%.</p> <p>Attendance percentage gap between Pupil Premium eligible cohort and their non-eligible peers to close below 3%.</p> <p>PA gap reduced to below national average.</p>

### Projected spending for academic year 2021-2022

A dedicated amount is allocated to the following from the PP budget:

Projected spend: £5,000

Uniform purchase.	Support with uniform purchase on a case-by-case basis.	B, D, E
Musical Instrument Tuition	Supporting equity of experience and allowing students to maximise potential/available marks.	A, B, C, D, E

Trips and Activities Week	Students supported to partake in a range of activities to develop holistic skills and enhance team building/confidence.	A, B, C, D, E
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**Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)** Projected Spend: £19,430

Included Activities	Rationale/evidence that supports this approach	Aims addressed
DEAR re-launch using set books for Year 7&8 supported by AR info and quizzing.	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Celebrate reading, male role models promoted.  Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30-minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	A, C
Purchase study guides as required.	All students can easily access resources at home and teachers can use them to support homework and distance learning.	A, C, D
Purchase pens for mini-whiteboards for all students 7-11, mini-whiteboard and pens purchased for all Post 16 students.	To support AfL strategies without having to walk around the classroom.	A
DEAR extraction group in each year group to read together - book sets purchased.	Students with LRA supported to improve their vocabulary and confidence to access full range of subjects.	A, C, D, E
Year 7 Literacy support, small group, 6-week intervention.	Short term intervention to boost Reading Age and curriculum accessibility.	A, C, D, E
Year 11 My Maths subscription.	ELT will quality-assure decisions for catch up tuition through conversations with HODs and crossreferencing data.	A, C, D, E
Year 11 students enrolled with My Tutor through the NTP – Period 6 sessions.	Students learning and revision supported - increase engagement in revision process (monitor students accessing and data collection info).	A, C, D, E
Intervention Teacher for targeted students across KS3 to Post-16	Rapid progress over 10 lessons when comparing baseline assessment at entry and to overall results.	A, C, D, E



### Teaching (for example, CPD, Recruitment and Retention) and Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)

Projected Spend: £114,098

Included Activities	Rationale/evidence that supports this approach	Aims addressed
LSA Recruitment.	Working specifically with identified students to target areas of difficulty.	A, C, D, E
Quality First Teaching.	Training for WalkThru approach: <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	A, C, D, E
Careers Support	Dedicated Careers interview and input for identified students.	A, B, C
Attachment Based Mentoring/Training	To support 'Positive Behaviour Management' across the College. Books: 'When the adults change everything changes' and 'Running the Room'.	A, B, C, D, E
Educational Psychology Service.	Bespoke input and advice for targeted students through Babcock Services.	A, B, C, D, E
Homework Club.	Supervised and supported forum for students to undertake homework.	A, B, C
EAL Software.	Online learning platform to support primarily with resources and translations.	A, B, C, D, E
Class set of laptops and headphones.	More access to IT in lesson time - bookable across the curriculum, for quizzing, extraction groups and for use at breaks and lunches. Increase in student confidence with technology and to build on good practice established during the lockdown.	A, B, C,
Visualisers in all classrooms.	Minimise negative impact of teachers not being able to move around the room freely to give feedback or gather students for demos/modelling.	A, C, D
Class Charts roll-out to support setting of Distance Learning.	Supports monitoring for quality/ consistency and completion across all subjects and all students (particular focus on vulnerable students' experience).	A, B, C, D, E

**Total Projected Annual Spend: £ 138,528**

### Part B: Review of outcomes in the previous academic year

## Pupil Premium Strategy Outcomes 2020 – 2021

As the College was closed to the majority of pupils from March 2020 due to the pandemic most initiatives were curtailed or cancelled. Pupil Premium funding was largely spent on ICT/associated resources and printed materials during this period.

Pupil Premium funding was used to ensure staffing levels were suitable for vulnerable pupils in school, including the children of key workers. Investment was also made to provide additional time for staff to contact students and parents so that difficulties could be addressed in a timely manner and adjustments made to help reduce the impact of this unprecedented situation.

There is no unspent funding to carry over to the current academic year.

Interim reviews for 2021 - 2022 will take place 3 times a year (Half Term 2, 4 and 6) with a more in-depth analysis of progress towards outcomes in September 2022.

### Further Sources of Information:

Education Endowment Foundation Teaching & Learning toolkit - <https://educationendowmentfoundation.org.uk/resources/teachinglearning-Toolkit>

DFE – Supporting the attainment of disadvantaged pupils: Articulating success and good practice - [https://www.nfer.ac.uk/publications/PUPP01/PUPP01\\_home.cfm](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm)

Ofsted – Pupil Premium: an update. <https://www.gov.uk/government/publications/the-pupil-premium-an-update>

Teacher Development Trust: Lessons from the International Reviews into Effective Professional Development - <http://tdtrust.org/about/dgt>

DFE: School and College-Level Strategies to Raise Aspirations of High-achieving Disadvantage Pupils to Pursue Higher Education Investigation - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278117/RR296\\_-School\\_and\\_Collegelevel\\_Strategies\\_to\\_Raise\\_Aspirations\\_of\\_High-achieving\\_Disadvantaged\\_Pupils\\_to\\_Pursue\\_Higher\\_Education\\_Investigation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_Collegelevel_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf)

Joseph Rowntree Foundation: Poverty and Social Exclusion - <https://www.jrf.org.uk/report/monitoring-poverty-and-social-exclusion-2014>

Social Mobility & Child Poverty Commission: A Qualitative evaluation of non-educational barriers to the elite professions - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/434791/A\\_qualitative\\_evaluation\\_of\\_non\\_educational\\_barriers\\_to\\_the\\_elite\\_professions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434791/A_qualitative_evaluation_of_non_educational_barriers_to_the_elite_professions.pdf)

Education Endowment Foundation: Making Best Use of Teaching Assistants - <https://educationendowmentfoundation.org.uk/ourwork/campaigns/making-best-use-of-teaching-assistants>

National College for Teaching and Leadership – Effective Pupil Premium Reviews - Education Endowment Foundation: Making Best Use of Teaching Assistants - <https://educationendowmentfoundation.org.uk/ourwork/campaigns/makingbest-use-of-teaching-assistants>