

Pupil premium strategy statement

Exmouth Community College

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	Exmouth Community College
Number of pupils in school	2224
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	March & Sept Annually
Statement authorised by	Governing Board
Pupil premium lead	Nick Smith
Governor / Trustee lead	Elizabeth Dymond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 349,530
Recovery premium funding allocation this academic year	£ 53,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 17,109
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	£ 419,709

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to improve the academic outcomes of Pupil Premium students thereby developing improved life chances, higher aspiration and more choice when moving on from school. We will measure this by reduce the in school variation (P8) between PP and non-PP students.

Our key strategies include implementing a new mapped out school curriculum that embeds mastery retrieval and assessment points which designed to support retention and recall of knowledge. These assessment points build upon clearly identified and sequenced essential knowledge that are the building blocks of our curriculum.

Academic focus include filling gaps of knowledge and support the retention and recall of the curriculum by offering additional academic support. This will be a blend of in class support, personal tutoring and small group gap filling lessons.

We will also endeavour to overcome any key barriers to learning that PP students may experience thereby enabling them to attend school, have equipment, and find pastoral & academic mentoring

Challenges

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

Challenge number	Detail of challenge
1	<i>Ensuring students reach mastery levels and secure sufficient progress at the end of a learning cycle</i>
2	<i>Educational gaps from Covid, students have missed or are missing key learning or may not understand parts of the curriculum</i>
3	<i>Barriers to attending school, or engaging with school</i>
4	<i>Reading ages need to be improved across the school to chronological ages for more students</i>

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
<i>Mastery curriculum and key assessments being achieved</i>	<i>PP students to be securing mastery and target progress levels</i>
<i>Filling gaps in knowledge and supporting assessment points</i>	<i>PP students attending and benefiting from Aim Higher booster sessions and 121 coaching</i>
<i>PP students attendance to school in line with peers</i>	<i>PP students attendance improving</i>
<i>PP students more able to access exam questions</i>	<i>PP students reading ages improving</i>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Learning	Using learning mentors and aim higher mentors, support the mastery learning weeks by identifying students and working either 121 or small group to raise their levels of attainment (see <i>Academic Support Mentors</i>).	1
	Mastery learning Toolkit Strand Education Endowment Foundation EEF	
Class Sizes	PP students will be taught in whole group reduced classes. Students will receive more attention and focus on work. Use of positive role models and access to Aim Higher with UPS teachers aim to improve attainment. 15 period per week x 38 Weeks English, Maths and Science	1, 2
	Reducing class size Toolkit Strand Education Endowment Foundation EEF	
Projected spending	£ 180,000	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Comprehension (AR)	Support with AR awards/rewards to encourage engagement with the programme.	1, 4
	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Phonics & Inference	Developing the phonics and inference training programme for readers with less than age equivalent reading.	1, 4
	Phonics Toolkit Strand Education Endowment Foundation EEF	
Peer Tutoring	KS4 tutoring scheme, taught by academic KS5 students on GCSE subject areas.	1, 2
	Peer tutoring Toolkit Strand Education Endowment Foundation EEF	
One to One tutoring	MyTutor personal tutoring for KS4 students to raise attainment in identified subjects. <i>(focus on year 11 first according to budgets and engagement)</i>	1, 2
CoachBright tutoring	Personal tutoring programme, supported by government catch-up funds to help students fill gaps <i>(year 9 to 10 to support 121 into year 11)</i>	1, 2
	One to one tuition Toolkit Strand Education Endowment Foundation EEF	
Aim Higher sessions	Staff led, gap filling sessions and extension sessions to identify and fill gaps and improve sequential learning. Targeted from assessment.	1, 2
	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Projected spending	£40,000	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement	Engage them at KS3 with the Pupil Progress departmental support offer and at KS4 with the academic support offer.	2, 3
	Parental engagement Toolkit Strand Education Endowment Foundation EEF	
Mentoring (academic & pastoral)	Mentors to identify gaps and remove barriers to learning for identified students. Meet with students, liaise with parents, coordinate intervention lists and facilitate access to academic progress.	2, 3
	Mentoring Toolkit Strand Education Endowment Foundation EEF	
SEMH & anxiety lunch club & early morning meet and greet.	Worry bubble sessions with mentor to support emotional resilience and personal strategies for coping with anxiety.	3
	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	
Financial/resource support	Providing equipment and materials to study centre, individuals and departments to support PP children to access their learning.	3
Support Staffing: Academic Support Mentors	In class (or extraction) academic support for students falling behind. 6 to 12 week (reviewed every 6 weeks) targeted support in identified subject.	3
Support Staffing: SIMS, REACH, RTL	Staffing to support departments and contribute towards admin, behaviour, SEMH etc.	1,2,3,4
Assistant Principal	Overseeing the running of the Pupil Progress Team and the strategy for planning for academic and pastoral interventions.	1,2,3,4
Projected spending	£146,639	

Total budgeted cost: £ 349,530

Part B: Review of outcomes in the previous academic year (2020/21)

Pupil premium strategy outcomes

This details the impact that our key pupil premium activity had on pupils in the 2020 to 2021 academic year. This focuses on the wider strategies designed to support academic progress and wider pastoral support.

My Tutor

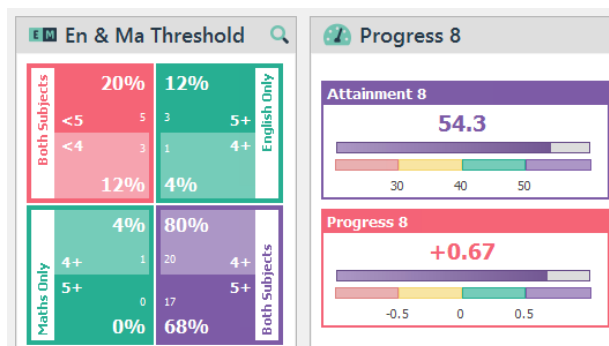
My Tutor was used to provide Pupil Premium students in year 10 & 11 with a 121 personal tutor in English, Maths &/or Science. 85 students signed up to the programme.

The key positives were that of those students who attended more than 65% of their lessons, they achieved higher Progress 8 (P8) scores overall than the whole school cohort.

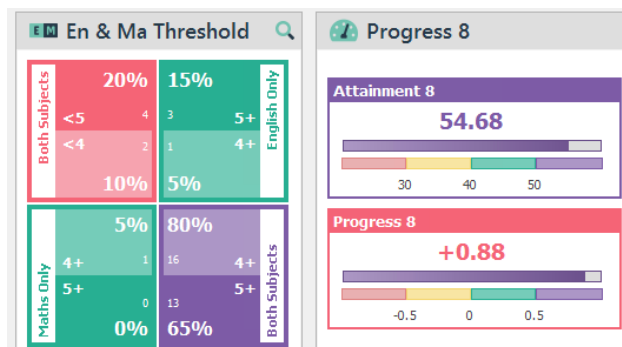
Whilst whole school P8 scores are not necessarily a true reflection of academic progress in 2020/21 academic year, the indication of a +0.13 achievement above peers (when only taking into account internal assessment) is a good reflection of the achievement of these students when compared to their peers.

Looking more closely at the students who attended 75% of their lessons online this rose to +0.88, which is +0.34 above their whole school peers.

My Tutor progress scores with more than 65% attendance



My Tutor progress scores with more than 75% attendance



Coach Bright

CoachBright in 2020/21 was a combination of both academic online tutoring and also exposure to pathways into University and FE. Both PP and non PP students were recruited with a focus on year 10 students at the start of their GCSEs.

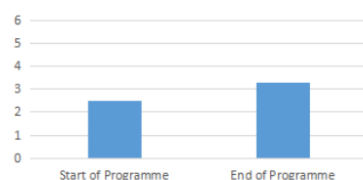
Students reported more confidence in approaching exam questions, and clearer understanding of the pathways into University Education.



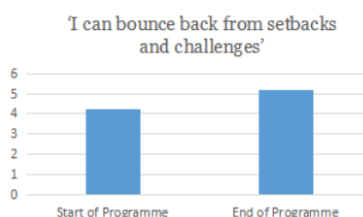
The CoachBright custom survey is designed to measure the overall impact of the programme on pupils' confidence, independence, resilience and ability to think positively about their futures.

Pupils showed a large improvement in these measures after completing the programme, now scoring above the national average. This impact was stronger for non-Pupil Premium pupils, but still high for Pupil Premium pupils.

Pupil statements on university and apprenticeships	Before Coaching	After Coaching
I know what a university lecture is	46%	77%
I know someone I can speak to if I have questions about university	53%	88%
I can go on and study at a top university if I decide I want to*	15%	44%
I can get a high-level apprenticeship when I leave school if I want to*	15%	50%
I plan to take steps now to achieve my future goals*	38%	66%



"It's given me confidence to persevere when I'm finding maths hard."



"I now know how to break down a question so it is more manageable to tackle."



"It reminded me of how I can solve certain questions I was struggling with."

Wider Strategies and Admin Support

Pupil Premium Student Support and Pupil Premium Learning Mentors

Worked throughout the year providing academic and pastoral support to PP families and students. During lockdown and following the return to school, the PP team mentors lead on the distribution of Supermarket vouchers and helped families in crisis by providing them with unclaimed vouchers.

The PP team also oversaw the distribution of laptops to all students (PP, non PP) across the school who needed access to online learning whilst working at home or during the return to full school attendance.

Learning mentors worked with students in a variety of ways, in school supporting the children of Key Workers and at home supporting students with online learning.

Externally provided programmes

Programme	Provider
121 Tutoring Online	MyTutor
Tutoring & University/FE aspiration	CoachBright

PP Recovery Fund £53k

One extra B grade post to work with PP students recruiting January 2022.

KS2/3 teacher to support gap filling in KS3 recruiting January 2022.