

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Launceston College
Number of pupils in school	1275 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2022
Statement authorised by	J Burn
Pupil premium lead	S Ray
Governor / Trustee lead	S Jolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 307,307
Recovery premium funding allocation this academic year	£ 89,457
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	£ 396,764

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 Launceston 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 evaluated by college leadership.
- Uses additional Key Performance indicators to monitor attendance, behaviour and reading ages of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and support.

Challenges

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

Challenge number	Detail of challenge
1	High rate of students with reading skills below age related expectations on entry. PP progress limited by weak literacy skills and knowledge of tier 2/3 vocabulary
2	Attendance of PP students lower than College/National average. Persistent absence of some students.
3	Student with complex needs and students with low motivation to succeed can disengage from learning which limits their progress. The impact of the Covid pandemic has been greatest on these students, increasing the level of challenge for 2022-23 with regard to these groups.
4	Lack of parental engagement and limited uptake on the opportunities available to support disadvantaged students and families.
5	Limited exposure to cultural experiences and to aspirational role models/aspirational environments outside of College.
6	Rural deprivation, limited local future employment prospects and a lack of social opportunities outside of College.

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 ages to develop confidence and to improve student engagement with and access to the curriculum.	Evidence of improved reading ages.
Improved attendance and punctuality of disadvantaged students.	Reduced absence and lateness of disadvantaged students.
Improved support for students with additional needs within the classroom.	Students remain in mainstream lessons to access their learning.
Improved student and parental engagement with learning and with wider opportunities for social and cultural development.	Increased participation in extra-curricular activities. Increased parental engagement.

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.	It is well documented that good teaching is the most important lever that schools have to improve outcomes for disadvantaged students. Quality of teaching is consistently highlighted in research as making the most significant impact to progress of disadvantaged students (EEF)	1 and 3
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 programmes	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 and 3

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

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 and KS4 English and maths intervention to improve curriculum access. Funding will be used for baseline testing, reading recovery packages and intervention staffing.	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight group intervention is a key component of an effective Pupil Premium strategy	1 and 3
Additional English and Maths classes at KS3 and KS4		1 and 3

Access to appropriate and challenging reading materials. Funding will be used to provide training and materials to support reading in lessons and specific reading interventions to ensure the highest standards of literacy across the curriculum.	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 and 3
Revision sessions and materials.	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. The impact of the Covid pandemic on education has increased this gap.	1 and 3
School led tutoring, including / NTP programmes	Government programme to support catch up for students following the Covid Pandemic	1 and 3

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

Budgeted cost: £ 195,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy for tracking and intervention.	There is a direct correlation between poor attendance and poor achievement. Persistent absence is highest in our disadvantaged cohort.	2 and 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.	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.	3,4,5,6
Social and Emotional Support through the	Schools which are successful in raising the attainment of the most	1-6

pastoral and student support teams and through access to Counsellors	disadvantaged students emphasise the importance of meeting the needs of individual learners. Staff work to identify barriers that prevent pupils from making progress.	
Leadership of PP/ disadvantaged students	PP focus at leadership level to champion the importance of raising standards across the College and to lead on its implementation.	1 - 6
Increased pastoral support for disadvantaged students	Ensuring that students and their families access the support and resources available to them is important to maximise the value of the PP strategy.	4,5,6
Tutor role and curriculum development	Established routines provide security, ensure students are supported with uniform, equipment and pastoral issues. Every Child Known strategy supports and advocates for pupil premium students. Guided IAG and character curriculum provides advice, supports student voice and increases cultural capital.	2,3,4,5
Maintaining the highest standards of behaviour through intervention and support.	Maintaining the highest standards of behaviour allows all students to achieve. Lessons should be disruption and distraction free and all students should be supported to meet these expectations.	2 and 3

Total budgeted cost: £ 400,000

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 2020 to 2021 academic year.

PP results overview 2021-22	2019	2022
% PP students achieving English and Maths at grade 5 or above	10%	29%
% PP students achieving English and Maths at grade 4 or above	20%	35%
PP P8	-1.09	-0.81
% gaining grade 5 or above in English	13%	12%
% gaining grade 4 or above in English	13%	14%
% gaining grade 5 or above in Maths	0%	4%
% gaining grade 4 or above in Maths	3%	10%
% pupils gaining grade 4 or above in 2 Sciences	20%	49%
% pupils gaining grade 4 or above in 3 Sciences	0.3%	16%

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
Reading age testing	NGRT
Lexia	Lexia Learning
My Maths	
Conti	

