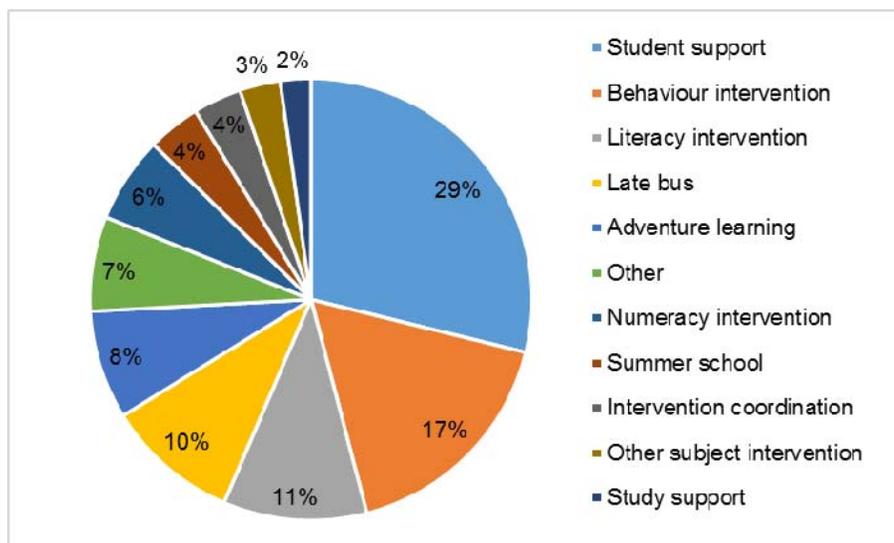


PUPIL PREMIUM SUMMARY 2016/17

Launceston College
For the period to 31st August 2017

In 2016/17 Launceston College received £237,826 of pupil premium funding. This was spent on the following interventions and supportive measures:



Throughout this report reference is made to the Education Endowment Foundation (EEF) teaching and learning toolkit¹. This is a summary of the international research evidence on the impact of interventions on student progress. We have used this to inform us when deciding how best to spend our pupil premium funding.

Student support: £76,654

A number of support strategies have been implemented including the following:

- Student support centre (SSC)
- Professional counselling
- Social skills group, peer mentoring and praise
- Key stage coordinator, Head of House, pastoral and attendance support

The key target in this area is to improve attainment through a focus on social and emotional learning (SEL).

¹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

The student support centre provides a secure environment for students with social and emotional difficulties so that they can maximise their progress in their studies. It provides support for; students who are new to the school and need additional support with their studies, anger management, behaviour modification and those who lack confidence.

SEL is deemed by the Education Endowment Foundation (EEF) to have a significant impact on learning, relationships and attainment, which can lead to up to four months additional progress.

6 Year 11 students regularly attended the Student Support Centre (SSC) during 2016/17 and successfully completed their examinations. These students maintained a gradual progression with their core subjects and completed expected target goals.

At Launceston College, we invest heavily in our pastoral support systems. Since the introduction of pupil premium funding, we have increased the number of staff working directly with students to provide pastoral support, including the introduction of Deputy Heads of House. The House structure has therefore given flexibility for a greater number of pastoral staff to be supporting students at 'pinch points' in the academic year, for example during Year 7 transition, Year 9 options and culminating in supporting Year 11 students prepare for their GCSEs and post 16 choices. Pastoral staff are in regular contact with parents when needs arise, and are the key in individual pastoral support plans in school.

This support is extended through to disadvantaged students at 6th form. Of the 8 disadvantaged students in year 13, 5 went directly to the University of their choice, 1 has deferred and is currently working in the science field. The other 2 are in full time employment, 1 which involves a higher apprenticeship.

Behaviour intervention: £45,377

Ensuring excellent behaviour is an area of great importance for Launceston College and one we feel makes a significant contribution to students learning, which is supported by the outstanding judgement in our Ofsted report.

A number of strategies are in place to promote excellent behaviour, with a zero tolerance approach to behaviour that is deemed unacceptable. Students are removed immediately from class using our 'on call' system and placed in an environment where their behaviour can be addressed and supportive measures put in place using our IER room or off site centre. A considerable investment is made in pastoral support meetings, the involvement of parents and outside agencies, such as family support workers and social workers.

An area invested in by the College is our Off Site Centre; this is an educational site that caters for students who at times have different needs that need support. To get the best provision the educational package is individually created to suit the needs of the student whilst maintaining a breadth of curriculum and maintaining high expectations of achievement. In 2016/17 42% of the students that visited the OSC were entitled to Pupil Premium. The OSC ensures that we, where possible, support the student and don't have students missing from education which in turn reduces the need for exclusion and breaks down barriers for NEET and non-attendance.

The EEF strongly supports behaviour interventions and states that they can produce significant improvements in academic performance, particularly when interventions are matched to specific students. Research estimates that behaviour intervention can boost progress by up to 4 months in one year.

Literacy intervention: £27,938

We implemented a number of interventions to improve literacy:

- Extended, daily reading time - 'DEAR'
- Accelerated learner group
- Read, Write, Inc.
- 1:1 reading and writing classes
- Literacy support
- Reading mentoring, creative writing club and handwriting club.

DEAR is a reading programme that encourages and promotes daily reading thus increasing reading ages. 53 pupil premium students are now involved in the DEAR programme in Year 7. Students spending 30 minutes reading every day will have read for the equivalent of 60 school days, approximately 24 books and could improve their reading age by up to two years. The scheme also promotes collaborative reading and comprehension/reflection tasks to help improve literacy.

Reading mentors are KS4 students who are trained with our safeguarding lead to work with younger students on their reading. They meet once a week to read out loud to develop fluency, vocabulary and confidence. The Department for Education states that learning mentors for under privileged children can lead to 'raised expectations of their potential, matched by greater achievements and attainment – and a clearer vision of career goals'.

Read, Write, Inc. is a literacy intervention programme targeted at students with reading difficulties. Small groups of year 7 students have 1 hour of input a day, 5 days a week. The EEF reports that pupils engaged in 1:1 reading and writing tuition can make up to 5 months additional progress. In 2016/17, 950 hours of intensive literacy intervention was delivered to pupil premium students; results to date have shown that participating students at Launceston College have progressed not only with their literacy, but their confidence and ability to access the wider curriculum

Additionally, in 2015/16 we introduced the Accelerated Learner Group, responding to a need to enhance the transition between primary and secondary education for students who were struggling to make progress in English and maths. 7 pupil premium students benefitted from this programme in 201/17, increasing their confidence in lesson, and accelerating their progress in all subjects, particularly English and maths. By the end of the summer term, 100% of students in the ALG group had reached their targets in English and 80% in maths (86% pupil premium students reached maths target). Having met the attainment and ability of Year 8 students, they have returned to mainstream lessons.

Year 11 students below their GCSE target attended intervention sessions for regular feedback and targeted support in the 2016/2017 school year. Pupil premium students under target were also taken for one to one feedback sessions during Immersive Learning Week between 2016 and 2017. Working on a new GCSE exam specification, the percentage of

students making at least 3 levels of progress in English was 63%. In 2017 pupil premium students in Launceston College outperformed non-disadvantaged students nationally; 12% more than national average met or exceeded their target grade. As part of the whole college initiative, the English faculty made effective marking and feedback a focus in their teaching, the EEF deems feedback to be a high impact intervention, which can lead to up to eight months additional progress. In addition, the use of individualised instruction and different learning styles through specific intervention groups can boost progress by up to 2 months each.

Late bus: £25,892

Launceston College runs a 'late bus' that provides free transport to students who live out of town to enable them to attend after school lessons and revision sessions, ensuring that no child is disadvantaged. 43 pupil premium students made use of the late bus in 2016/17 with 650 trips home from after school activities ensuring that the pupil premium students have equality of access compared to their peers.

This late bus supports the wide range of Performance Academy opportunities that are on offer for all students at Launceston College. 37 Pupil Premium students took up activities, funded by the college in 2016/17 offering enrichment and experiences that they may not have previously accessed. These opportunities included Performing with the Royal Shakespeare Company, completing their Duke of Edinburgh Award and representing the College in a number of sporting teams and in the South West Schools swimming gala.

EEF research estimates that after school programmes can boost progress by up to two months over a year and running the late bus ensures that students at Launceston College can access these after school programmes.

Adventure learning: £21,148

The College runs an adventure learning residential trip for year 7 and 9 students to promote practical problem solving, reflection and team building. Pupil Premium students have a percentage of these residential trips funded to allow all to attend and get these experiences. In 2016/17 100% of pupil premium students were able to access the residential on offer to them. The EEF states that adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence and can advance progress by up to 3 months

Launceston College strongly believes in the benefits of adventure learning on academic learning and consistently sees positive results in confidence and behaviour following the residential trips.

Other: £18,414

Launceston College understand the importance of providing focussed interventions and as such, we have implemented a number of support measures targeted at individual or smaller groups of students where the need is greatest.

A specifically trained support assistant with focus on autism provides direct support to individual pupils and delivers social skills intervention courses to small groups. The EEF

states that TAs who support individual pupils or small groups show higher positive benefit than those that support whole classes, with an estimated one month additional progress.

Other areas that have been funded by pupil premium include gifted and talented strategies, additional music tuition, work related learning, revision material and exam support.

Numeracy intervention: £16,732

Students with a Key Stage 2 score of 97-98 were invited to additional maths lessons once a week after school; 30% of these students were pupil premium. These students were picked because they were the students who would need to support to achieve the 'strong pass' of grade 5 at GCSE. All the additional maths students plus 34 other pupil premium students were on an accelerated maths programme, this provided a bespoke programme to enable intervention to be given on particular mathematics topics by using this diagnostic system.

Our intervention teacher in maths carries out targeted support for pupil premium students when needs arise; in 2016/17 31 pupil premium students across KS3 benefitted from this support. One way our classroom teachers will support pupil premium students is by putting them on a maths tracker; this supports them by providing resources to help off target students to try and bring them back on track; in 2016/17 18 pupil premium students were put onto a maths tracker.

Internal assessments at the end of year show 87% of Year 7 pupil premium students; 68% of Year 8; 47% of Year 9; had made, or exceeded, their exceptional target grade in mathematics. 93% of pupil premium students are predicted to make 3 levels of progress for Year 11 next year by the end of Year 10. In GCSE last year 51% of the Year 11 pupil premium students made 3 levels of progress.

Summer school: £10,291

Summer school at Launceston College combines adventure learning with academic activities and aids the transition from primary to secondary school. 98% of students attending the 2017 summer school reported that they feel more confident starting year 7 at Launceston College due to the summer school. In observing year 7 lessons at the start of the 2016 autumn term, it was noted that the teachers involved in summer school had a greater knowledge of the students and were able to meet their learning needs more effectively as the result of the summer school.

In relation to progress and achievement 53% of Pupil Premium students in Year 7 are on target in maths.

The EEF states that summer schools can advance progress by up to 2 months.

Intervention coordination: £9,406

We have invested in a member of staff to coordinate and provide targeted interventions and monitor progress to ensure that all pupil premium students are receiving effective support.

Other subject intervention: £7,915

Student specific interventions take place where required to improve attainment in a number of subjects including maths, English, humanities, science, MFL, PE, music and drama.

The impact of specific and targeted intervention by art ensured that 80% of PP students achieved their target grade in Year 11, whilst exam support and targeted after school sessions saw 75% of PP students achieve their target in BTEC PE.

The EEF deems feedback to be a high impact intervention, which can lead to up to eight months additional progress

Study support: £5,931

Launceston College runs a well-attended homework club to assist students with completing their homework, which benefitted 48 pupil premium students in 2015/16. Holiday revision schools are held for older students to provide exam revision support and guidance. EEF research states that the impact of homework on learning is consistently positive and can lead to, on average, five months additional progress.

Total: £265,698 (of which £27,872 was funded from non-PP funding)

2016/17 IMPACT DATA

Percentage of pupils attaining basics (English and maths) at 4 or above at key stage 4:

	Basics English and Maths 2017			
Percentage of students achieving	National 2016	Launceston College Whole cohort	Launceston College Non Pupil premium cohort	Launceston College Pupil Premium cohort
Low ability	11	8	13	0
Middle ability	62	39	43	31
High ability	95	92	92	89
All Students	62	61	66	44

The gap between the PP and non PP students is less than 20% for 4+ for the second year running, this is often the percentage cited as good practice. There is virtually no difference between PP cohort performance at Launceston College on EBAC standard pass (21%) and the whole cohort national performance (22%).

Progress scores for KS4 –

	Cohort size	P8 All	English	Maths	E Bacc	Open Slots	Science	Hums	Languages
PP	54	-0.48	-0.35	-0.27	-0.14	-1.05	-0.14	-0.25	-0.98
non PP	165	0.10	0.23	-0.13	0.43	-0.14	0.22	0.68	-0.69
Gap PP		-0.58	-0.58	-0.13	-0.56	-0.91	-0.37	-0.93	-0.29
Progress 8 score for disadvantaged children 2016		-0.38	-0.33	-0.33	-0.45	-0.38			

When compared to the data of disadvantaged children nationally in 2016 the PP children of Launceston College outperformed their national counterparts in maths, the EBacc as a whole and the open slots which include art, drama, music, PE, ICT, design technology and vocational subjects.

2016/17 SUMMARY

In 2017/18 we expect to receive around £213,180 in pupil premium funding. We will continue with the wide range of focussed interventions in attempt to further narrow the gap in attainment between pupil premium and non pupil premium students. We will be building on the intervention strategies for which demand has increased including homework club, the late bus and numeracy intervention. We are also focusing on positive mindset programmes, with the aim to build resilience which will support students' progress, both during their College career and beyond.