

Chulmleigh College Our Pupil Premium Strategy Financial Expenditure and Evaluation 2021-22

Planned Expenditure in 2021/22

Rational of Expenditure

Chulmleigh College pledges that Pupil Premium pupils will have access to the following to help fulfil their aspirations and to assist them in achieving their full potential.

The costs are approximate and are not based around individual expenditure, but a focus on expenditure in relation to groups*.

In the academic year 2020/21 pupil, progress for those in receipt of the premium was well above the national average. In 202/22, we are seeking to achieve the following:

1. Achieve a positive progress 8 score for all PP pupils, above or at the national benchmark.
2. Enter more pupils for the English Baccalaureate suite of subjects.
3. Achieve an attendance figure of 96%.

Literacy along with a development of oracy skills for all pupils, continues to be a major focus of our Pupil Premium strategy. Without a firm foundation in reading and writing, pupils are unable to access content in all of their subjects, including the EBacc suite of qualifications. With this in mind, we are investing resources in a Phonics programme, an intensive reading scheme and related CPD for staff to help younger pupils develop their reading and writing. We also continue to invest in literacy programmes to support pupils develop their skills and will provide older pupils with literacy challenges to support them in accessing their exam papers. We will continue to deliver a comprehensive range of support for pupils using programmes such as Bedrock and Nessy.

We have a firm belief in our current PP strategy (outlined below) and understand that it is important to review our PP strategy annually.

Therefore we propose the following changes to planned expenditure to help secure good academic outcomes for PP pupils in 2020/21.

Intervention that fills gaps in understanding – All subjects

Higher Level Teaching Assistants and Teaching Assistants support pupils in class to give time to allow teachers to plan and lead interventions to address gaps in learning

Coaching and mentoring sessions for underperforming pupils to develop self-esteem and guidance on work

Termly SENDCO and Pupil Premium Leader support and planning meetings to plan, monitor and review provision making necessary amendments.

KS4 guild groups now in year 10 and 11, specialist teachers providing additional 2.5hrs support per week in targeted subjects to raise standards.

£25614

Intervention that fills gaps in understanding - Mathematics

Increased time for Specialist teacher to deliver intervention in Key Stage 3 and targeted areas of GCSE curriculum

Higher Level Teaching Assistant working to support teaching, differentiation and resourcing

£10096

Intervention that fills gaps in understanding - Literacy

Specialist intervention teacher to deliver and coordinate intervention across all years

Accelerated Reader reading scheme to promote and improve reading across year 7 to 9

Use of the Bedrock platform for Year 10 pupils to access and focus on development of vocabulary and comprehension skills.

Professional Development (in house) training for all staff in supporting and improving literacy-teaching skills to improve literacy for all

Additional intervention specialists to deliver extra KS3/KS4 literacy programmes

£58624

Motivation – wellbeing, low self-esteem and low aspirations

Tutor lead PP enrichment tracking system to facilitate engagement with the wider school community

Literacy Coordinator whole school delivery of Literacy lessons to all of Key Stage 3 on a fortnightly basis with a focus on development of vocabulary across all subjects. Staff to receive training in supporting subject specific vocabulary development. Use of agreed key words to use on all subject areas aimed at the use of level 2 and 3 vocabulary. Reviewed and supported by CPD and updates from the Literacy Coordinator.

Music lessons contributions to help PP pupils access musical tuition which supports learning and self esteem

Lamda drama events supported by teaching staff to develop confidence in young people

Careers education and guidance (in house) to develop aspiration

Educational welfare officer support in meetings to develop good attendance

Peer mentoring programmes between pupils to foster confidence and community

Recognition and reward systems including house points, scholar awards and trips to acknowledge individual effort

Careers South West appointments for post 16 transition and aspiration

£4154

Special Educational Needs

Phonics, STAR Reading, Nessler, SPARX and STAR Maths intervention programmes in KS3/4 to support reading, writing and Maths.

Bedrock vocabulary intervention

Toe by Toe training, resources and daily intervention programme for targeted pupils.

Read & Write Gold to support pupils with accessibility issues and in exams

Additional teaching assistants to support learning across the curriculum

Reading, maths and writing resources for dyslexic pupils to develop literacy

Individual teaching plans for PP with SEND pupils to map and plan learning

Additional SENDCO and PP Leader support for teachers to understand individual need

Educational psychologist assessment to evidence and support interventions

Dyslexia awareness and resources to help pupils with literacy difficulties

£7165

Parental engagement

EHCP and SEND meetings to monitor progress and plan provision
Parents forum and SEND parents forum to engage parents in the school community

Day to day parents meetings and liaison to support pupils with pastoral and academic need

Extended Parents Evening sessions to provide detailed communication to parents

£2716

Attendance

Educational welfare officer engagement at meetings

Educational welfare administration time to organise meetings to and develop and maintain good attendance.

Attendance administration to keep parents up to date with pupils attendance and warn of attendance issues

£1298

TOTAL

£109 667

*Much of the above expenditure is based on proportional spending allocated against PP pupils when considered as a distinct group. There are some specific elements of expenditure targeted towards PP pupils; however we endeavor to make sure that all pupils have access to the same opportunities and resources.