Pupil premium strategy statement: 2021 – 22

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	Trumpington Community College
Number of pupils in school	406
Proportion of students eligible for pupil premium:	37%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 3 of 3
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Matt Oughton
Pupil premium lead	Simon Dobson
Governor lead	John Bridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,303.31
Recovery premium funding allocation this academic year	£47,216
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	£191, 519.31

Part A: Pupil premium strategy plan

Statement of intent

*Linked to the Trumpington Community College 'REACH' values, we want to see success for all, which means high rates of progress for our students, regardless of background. While the college has posted positive outcomes for students in their GCSE CAGS & TAGs, we want to remove disparities between disadvantaged students and their peers. We want to do this by focusing on excellent teaching throughout the five years of a broad and academic curriculum. Quality First, Research informed teaching, which moves forward **all** students through modelling and high levels of feedback is the key.*

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Our attendance data indicates that attendance among disadvantaged students has been between lower than for non-disadvantaged students in the past (2020/21 PP 86.4% & Non-PP 91.7%)
2	**Aspiration** The schools NEET figures show a very small difference between PP and non-PP students the school is aware of a gap between the aspirations of these different groups of students, *i.e. to appropriate study and career paths.* This is a particular focus for PP students who study through our Alternative Provision programme.
3	**Security of learning – retrieval** We need to support students to more secure knowledge, through independent practice, homework and retrieval practice.
4	**Quality first teaching – consistent excellence across the curriculum** Past observations and assessments showed that PP students progressed at a less rapid rate than non-PP students: a more consistent approach to teaching would benefit this group. (2020/21 TAGS: P8 Non-PP = +1.4 PP = +0.11)
5	**Students with SEN and PP – complex needs** Students who are PP and SEN have made significantly less progress in the past than all other groups in terms of progress and attainment P8 -0.14 and A8 26.9 (2021)

6	**Literacy gaps**
	Assessments, observations and discussion with KS3 students indicates that dis-advantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects unless addressed.
7	**Study skills**
	Our observations and conversations with students and families show that students need support in how to revise and study independently.

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
As many students as possible to achieve a grade 4 in English and Maths.	Students meet or exceed FFT5 in Eng & Ma
Students do not find that their reading ability is a barrier to progress.	90% or more of students are at their chronological reading age or within 6 months of it by the end of year 8.
Attendance to college improves for PP students.	PP students move to/ achieve the whole school attendance target of 95%
The gap between P8 scores PP and non-PP students to be reduced.	PP students on average achieving FFT 5 or higher in P8 scores.
PP students get good quality advice, apply for and secure an appropriate course/apprenticeship of employment for Year 12.	0% NEET and all PP students' progress to an appropriate destination in Year 12.

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: £31,519.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to embed Rosenshine principles and TLAC techniques into all lessons. This will involve ongoing teacher training, monitoring and support.	From EEF (Maximising Learning): It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. **Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.** These are fundamental to learning and are the 'bread and butter' of effective teaching: • Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths. • Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task. • Research from D. Willingham; Rosenshine; Lemov (TLAC)	3, 4, 5, 6
Training and implementation of effective assessment practices incorporating the principles of Data Driven Instruction. 1. Introduce Common Assessments across all subjects. 2. Provide training for teachers on how to make use of Whole	From EEF (Teacher Feedback) Plan for how pupils will receive and use feedback Careful thought should be given to how pupils receive feedback – Whole class feedback and pupil self and peer marking (AFL). Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to	3,4,6

Class Feedback to identify particular areas where students have forgotten or misunderstood key concepts. 3. Monitor the implementation of these practices.	welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	
Purchase of standardised diagnostic assessments, NGRT, No More Marking, MIDYIS. To include increased used of assessment and tracking for SEND pupils. Training will be provided for staff/ TAs to ensure assessments are interpreted correctly. This data will then be used to identify the strengths and weaknesses of students and enable effective, targeted interventions to be planned.	From EEF (Diagnostic Assessment): Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	3, 4, 5, 6
Enhancement of our curriculum planning in line with the UL curriculum. Training for Heads of Department in planning and delivery of the curriculum.	From EEF (Curriculum Adaptation): Curriculum adaptation is best seen as an iterative process, one which ensures that any modifications are agile and responsive to children's needs. It is important to consider long-term retention of key knowledge and skills and how pupils can be helped to make links between ideas and topics.	3, 4, 5

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

Budgeted cost £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and academic mentoring for Y11 PP students using staff members (teachers and TAs) and SLT. This will provide a blend of tuition, mentoring and school-led tutoring for pupils whose education	From EEF (High-quality small group and 1:1 tuition): Some pupils may require additional support alongside high-quality teaching in order	2, 3, 4, 5,

has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	
Provide masterclasses for exam groups, at holidays and evenings, using Teams. This will also include an enhanced Easter school, building on what was developed during in 2021, using a blended approach to ensure as many students as possible benefit.	These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may	3
Students arriving to Trumpington Community College who need intense support with English and Maths will be assessed and placed into Direct Instruction groups as part of the college curriculum model. This will mirror the core curriculum content of all students.	have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable. Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where	4
The Brilliant Club Programme, link with the University of Cambridge allow us to challenge the aspirations of PP students. Last year projects ran in Years 9 & 10. To have the university students in we have to have checks (disclosure forms) run to enable them to support in schools.	schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes: Learning in one to one and small groups is carefully linked with classroom teaching.	7
Easter Revision School Support students to help increase to achievement. Extra Support for Y11 in school. Focus and support for students approaching GCSE. Develop/source a range of online resources to deliver if sessions have to be virtual. Targeting GCSE revision to raise student achievement in GCSE.	• For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.	3,5,7
Additional Saturday (am) sessions in Mathematics for Year 11 students – particular target group of PP & SEND. To run through the Spring Term	• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	
Addressing any regression in literacy and students' reading ages which has occurred during school closure, increasing numbers of students in line with or above their	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	6

chronological age. 1. Continue the Whole School Reading Programme 'And Now Read' with regular sessions timetabled during which students will read high quality texts covering a range of genres, time periods and social issues. 2. Bedrock vocabulary programme to be rolled out across the college Y7-11 3. Staff training will continue to maximise strategies with tutor reading and using Bedrock.	Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Reading Reconsidered – Lemov et al Effective strategies to increase reading ages and improve fluency/ confidence	
The school will continue to implement and develop the use of a variety of tools to support retrieval in subjects and help teachers to monitor progress and identify gaps in understanding. (Knowledge Organisers, Sparx, Hegarty Maths, Bedrock Learning, Seneca)		3
Further close curriculum gaps for students by heightening expectations for Home Study: 1. Implement the Seneca Learning platform as a part of Home Study. 2. Provide revision guides for PP and SEND Key Stage 4 students 3. Provide training for all Year 11 students in effective study habits and non-cognitive skills through GCSE mindset. 4. Introduce after school and lunch time intervention sessions for Year 11. 5. Ensure that all PP students have access to a chrome book and have wifi access at home.		3, 7

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

Budgeted cost: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide effective transition support including:	From EEF (Transition)	1, 2,

1. Transition events 2. A tour of the school for vulnerable students 3. Town hall style presentations – increasing parental & community engagement 5. Working with partner primary schools to share academic, pastoral and SEND information. 6. Appointment of a mental health worker to pastoral team 7. Baseline assessment using NGRT, NMM and MidYIS*.*	Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with this time of change. Some challenges at the point of transition that emerge from the evidence base include: - Adapting to academic challenges and curriculum discontinuity; - Familiarising with formal school systems, expectations and routines; - Developing healthy peer networks and dealing with issues around bullying. All these factors may have also been affected by the periods of partial school closures. By anticipating the risk points around times of transition, schools, parents and young people can work together to deliberately build support around significant moves. Additionally, good communication across schools can help foster curriculum continuity, intelligent use of diagnostic assessment, along with specific planning to address pastoral needs and academic support.	
Attendance Officer We employ an attendance officer to track students' attendance throughout the year. Without this we would be relying on one student services officer/receptionist position. Through targeted calls meetings, tracking and supporting Heads of Year. Student attendance for those who qualify for PP has dropped historically in Y10 and Y11.	From UCL Institute of Education https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement - Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. - Improving communication with parents via text or email has been shown to be an effective way of reducing such absences. - Achievement is most negatively affected if pupils are tested soon after their return to school. If feasible, and where pupils will be studying related material in the	1

	subsequent terms, delaying tests gives pupils a chance to catch up.	
The school will ensure the financial situation of families are not a barrier to extra-curricular activities. We will allow students opportunities to access music tuition Student involvement / student attitude / no student unable to access through financial restraint. All PP students at Y7 offered music tuition. Targeted KS4 students offered music tuition. This has been successful in the past with students wanting to continue in some instances. In addition to music tuition, we are looking to fund sports and creative activities. KS3. Purchase uniform for disadvantaged students where families are struggling given the difficult financial circumstances this year. Provide financial support for any trips. Equipment – revisions resources, IT, classroom equipment, DoE	As above, we do not want lack of access to the full suite of activities to become a barrier to attendance, or to alienate families from the school.	2
The school will provide additional time for SLT and Heads of Year to work with vulnerable students and their families. The appointment of a family worker to liaise with families and external agencies will focus on attendance, safeguarding and improving welfare.	From EEF (Parental Engagement): Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by: Providing regular feedback on children's progress; Offering advice on improving the home learning environment; and Running more intensive programmes for children struggling with reading or behaviour.	7

To provide Alternative Provision (AP) support programmes for our most vulnerable students; including Cognitive Behaviour, Self Esteem, anger management, Anxiety and Stress. Student attendance. AP students offered provision. Those attending school through AP should continue to receive this to help encourage school attendance and help build a relationship with school. Based upon individuals in group. Attendance / Results / Emotional well- being. See details on Intensive support report. Appointment of AP Lead Teacher	From EEF (Social and emotional wellbeing): 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Many schools have been evaluating their approaches as part of their plans for all pupils' full return to school and considering how to adapt their provision for those they are still working with remotely. Monitoring the careful implementation of strategies in school should involve considerations around staff training, curriculum time and the impact of bespoke interventions.	1, 5,

Total Budgeted cost: £191, 519. 31

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 aca academic year.

The school continued to provide as much of the support for PP students as possible during the previous year, including times of national lock down. The support ensured that students were able to stay engaged with their learning whether they came into school to access their lessons or if they did this at home using IT resources provided for by the school ensuring that all students had a chrome book and wifi access.

The school was expecting an improvement in terms of achievement and progress for PP students even with the disruption caused by Covid and the rigorous TAG process resulted in PP students achieving a A8 grade of 37.92 and a P8 grade of +0.11. Attainment in English was higher in Year 10 (end of year exams) than Maths and is a whole school priority for development.

Progress in Reading and Writing in KS3 has been monitored using the NGRT tests and the No More Marking writing tests. Progress in Reading has been especially marked between Years 7 into Year 8, which has been enabled following the introduction of a whole school reading programme with training to enable staff to this programme in tutor time. The whole school introduction of Bedrock will further improve literacy levels of all students.

The school's focus on improving classroom practice/ quality first teaching is an ongoing process. CPD on how to embed Rosenshine principles and high leverage TLAC techniques in all lessons is leading to a more consistent approach to teaching with will have the biggest impact on PP and SEN students. Last year saw sessions (Deliberate Practice) for all staff every week followed up by weekly department planning sessions, a rigorous programme of Learning Walks and middle leader development. The purchase of essential equipment to support direct instruction within teaching, e.g. visualisers and the purchase of key teaching texts for every department is also helping to improve practice. The purchase of mini white boards, pens, folders for knowledge organisers have impacted on providing key kit to all students to support their learning.

The college offered a range of additional support programmes for our most vulnerable students, including Self Esteem, anger management, Anxiety and Stress management. Student attendance was vital last year with the disruption to school. Those attending school through Alternative Provision received support to continue to access the curriculum both online and in school and it encouraged school attendance and helped develop a relationship between school and families.

Attendance for lockdown learning was a success – attendance capacity was increased and calls made throughout the day to make sure that students remained in their

sessions. Live lessons via a 'mirror timetable' to the full curriculum started immediately in lock down supporting students to have continuity of experience.

SEND support enabled the school to offer TA support throughout the lock down, meaning our most vulnerable students (PP and SEN) had the academic support needed: This support also helped with emotional issues during the year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

Further information (optional)

None at this stage.