Pupil premium strategy statement

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	Frome College
Number of pupils in school	1283 (959 in Yr9 -11)
Proportion (%) of pupil premium eligible pupils	244/959 = 25.4%
Academic year/years that our current pupil premium strategy plan covers	2021.22
Date this statement was published	6th Oct 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Emma Reynolds
Pupil premium lead	John Robson
Governor / Trustee lead	Beverley Bates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,855
Recovery premium funding allocation this academic year	£31,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,440
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	£218,030

Part A: Pupil premium strategy plan

Statement of intent

Document framework:

Updated on 6th Sept 21 DfE guidance outlines a framework for the development, implementing and evaluation of the Pupil Premium strategy of schools.

This year additional funds are available defined as the Recovery Premium and instructions are for this to be used alongside the usual PP funds and for the overall spend to be listed in one PP strategy document with this DfE template available to compile this document.

The DfE guidance refers to research-based evidence outlined in the EEF Pupil Premium Guide which recommends that you adopt a tiered model which focuses on:
- high-quality teaching
- targeted academic support
- wider strategies

The covid catch-up advice detailed in the document *Education Endowment Foundation COVID-19 Support for Schools* usefully structures its recommendations under a broadly identical format therefore the plan below uses this format to detail both our PP plan for the year and our catch-up strategy which utilises the Recovery Premium funds.

Rationale:

At Frome College, we know that our current cohort have been impacted by the disruptions to education that have occurred during the pandemic.

Our catch-up strategy for this academic year is to ensure all children are ready to learn and able to access our broad and challenging curriculum. In addition, we are aiming to close the gap between disadvantaged and other students. We will do this in two main ways: through quality first teaching and through implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been shown to work; and secondly, using school attainment and progress data to identify particular gaps and needs.

In addition, we believe that socio-economic background should not determine children's academic achievement. This belief is grounded not simply in ideology, but in evidence. We believe that it is possible: that all children can achieve given the appropriate environment and support structures. The plan also outlines a number of wider strategies which targets these inequalities.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower achievement than their non-PP counterparts. This is clear in the Progress 8 gap in all buckets and lower levels of attainment e.g. % achieving grade 4 in English and maths.
2	PP (and other students) have gaps in their learning as a result of the pandemic interruptions to learning over the last 12-18 months
3	PP students have weaknesses in their literacy which presents a daily barrier to their learning. This is diagnosed through reading tests on entry and CAT4 data.
4	PP students have lower attendance rates than their non-PP counterparts and when in College they have higher rates of behaviour points and exclusions and lower rates of achievement points.
5	PP students develop and have less access to cultural capital experiences. They have lower rates of participation in wider College experiences e.g. sports and clubs. Both of these impact upon their wider character development.

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
Reduction in the achievement gap between PP and Non-PP students.	Data will particularly focus on overall Progress 8 scores and those in English, Maths, the EBac and the Open buckets. Long term trends will be used to minimise any misleading effects caused by the pandemic. Departments will have a convincing narrative supported by data to justify their approach to PP interventions in their subject area that go beyond whole college initiatives.
Embedding of explicit literacy teaching in all subject areas.	Uplift in overall literacy levels when tested. Testing will be focussed on Year 9 with improvement benchmarked against those seen in Year 9 in previous years. Departments will have a convincing narrative around their approach to literacy teaching in their subject area.

PP attendance will rise. PP behaviour incidents will fall. PP rewards will rise	PP attendance rates will rise closing the gap between them and non-PP students and the gap in both behaviour points and achievement points will also close when compared to previous years
Improved cultural capital and character development of PP students	Increase by PP students in wider college involvement e.g. DofE, Cadets, Trips, sports team involvement, club participation.

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: £182,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the disruptions of the pandemic we have reaffirmed the use of the **PP First strategy** with all teaching staff.	Research shows that high quality first teaching has the greatest impact on PP outcomes.	PP First requires teachers to continuously and consistently positively discriminate to support **all PP students** in their classes.
All teaching staff continue to have **performance management targets** linked to the academic performance of PP & SEN students.	This strategy has proved to be successful in previous years	PP (and SEN) students in examination groups e.g. Year 11 and Year 13 classes
PP outcomes play a central role in **Department evaluations.**	This strategy has proved to be successful in previous years and helps to ensure PP outcomes sit at the forefront of department leaders' minds throughout the academic year.	The academic progress of all PP students across all subjects
Purchase and implementing of Teaching Walkthrus as part of our on-going commitment to teacher CPD focussing on research-based improvements in pedagogy.	Research shows that high quality first teaching has the greatest impact on PP outcomes.	Improvements in all students including PP and SEN.
Explicit teaching of literacy in daily lessons across all subjects.	The literacy strategy is based upon the 7 recommendations	Improvements in all students including PP and SEN.

	laid out in the EEF Literacy Guidance document.	
Additional teaching time given to English department to deliver weekly reading intervention with all Year 9 students	The literacy strategy is based upon the 7 recommendations laid out in the EEF Literacy Guidance document.	Improvements in all students including PP and SEN.

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

Budgeted cost: £10,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Champion designated in each department to coordinate PP catch up and intervention work across specific subjects. This can include after college, weekend or holiday sessions.	This strategy has proved to be successful in previous years	PP students in specific subjects in Years 9-11.
PP catch up club. This can include the use of IT packages such as GCSE Pod and on-line tutoring delivered by external providers. Employment of 2x Learning Mentors to support with this and department based interventions across all year groups.	This strategy has proved to be successful in previous years helping students close knowledge gaps.	PP students across Years 9-11 (but prioritising Year 11) are 'invited' to attend following identification through data analysis.
Inclusion support including mental health counselling and students placed in the College's onsite Aspire alternative provision. Specific staff employed to deliver this provision.	This strategy has proved to be successful in previous years and provision has been increased to counteract the negative effects of the pandemic lockdown.	Students are referred into inclusion support by the pastoral team and SDQ initial assessments are used to match the intervention to the student need
Parents Evening Plus with Years 9-11and associated follow up.	This strategy has proved to be successful in previous years and has helped to engage hard to reach families	Following data analysis around 15 PP students from each year group are invited alongside their parents to a targeted intervention meeting with SLT.
Targeted literacy support using staff with specialised training and utilising IT packages such as Lexia.	This strategy has delivered measurable improvements in student reading ages and literacy ability.	Once baseline tested students are selected in Year 9 for targeted support (typical numbers = around 30 students). This support

		continues into Year 10 for those who have struggled to make progress (typical numbers around 15 students)
Targeted pastoral support and mentoring. This can include support, monitoring and interventions around poor attendance	This strategy has proved to be successful in previous years particularly in improved behaviour for learning and engagement with school	Targeted groups across each House within Years 9-11 are identified using attitude to learning scores and behaviour stats throughout the year.

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

Budgeted cost: £15,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students are also prioritised for careers appointments and support to raise aspirations to help focus e.g. trips to HE	This strategy has proved to be successful in previous years and has helped to engage hard to reach students and has been helpful in engaging hard to reach families	Year 11 PP students but also used as an intervention strategy with PP students in other year groups
PP students are prioritised in option choices when designing student curriculums	This strategy has proved to be successful in previous years in targeting PP students identified as having the greatest academic potential to improve and successful in raising attendance in low attenders.	Variable but typically around 10-15 students in each year group.
PP funds continue to be made available to reduce the resources gap e.g. purchasing of uniform, IT at home, revision books, music lessons, technology, food, art and photography resources.	This strategy has proved to be successful in previous years	Variable but typically supports around 40% of PP students in some way.
Supporting the development of cultural capital and PP students' wider involvement in aspects of the College that promote character development e.g. DofE, Cadets, preferential (and subsidised) places on trips	This strategy has proved to be successful in previous years in helping student engagement and attendance	Variable but typically supports around 40% of PP students in some way.
Transition support – building on a pilot project from 2020.21 students are mentored to support the	This strategy has proved to be successful last year with	Approx 15 Yr10 PP students selected using data and pastoral input.

transition from Year10 into Year 11.	universally positive student feedback	

Total budgeted cost: £208,320

Part B: Review of outcomes in the previous academic year (2020.21)

Pupil premium strategy outcomes

Disadvantaged pupil performance overview for last academic year, versus non disadvantaged

Table 1 – follow up from Oct 20 plan

Year	Aug-20			Aug-21		
	PP	Not PP	Gap	PP	Not PP	Gap
Progress 8	0.06	0.86	-0.8	0.13	0.61	-0.48
Progress 8 English	-0.24	0.61	-0.85	0.07	0.56	-0.49
Progress 8 Maths	0.02	0.53	-0.51	0.19	0.53	-0.34
% 5 GCSEs incl. grade 4 in En & Ma	49	73	-24	46	76.3	-30.3

Data shows a reduction in the Progress 8 overall score, Progress 8 score for English and the Progress 8 score for maths. The gap in the % attaining 5 GCSEs including English and maths grew slightly in 2021.

Additional Year 11 data:

Year 11	Aug-21			
	All	PP	Non PP	Gap
Cohort Size	272	74	198	
Progress 8 EBacc	0.39	0.02	0.52	0.5
Progress 8 Other subjects	0.66	0.23	0.8	0.57

The data shows that the gap in the EBac and Open buckets is slightly larger than in English and Maths however once again all P8 values are positive.

Year 10 and Year 9 Progress data taken from Current Grades following end of year exams:

Year 10	July-21			
	All	**PP**	**Non PP**	**Gap**
Cohort Size	291	66	225	
Progress 8 Overall	-0.72	-1.08	-0.61	0.47
Progress 8 English	-0.48	-0.97	-0.34	0.63
Progress 8 Maths	-1.24	-1.47	-1.17	0.3
Progress 8 EBacc	-0.86	-1.23	-0.76	0.47
Progress 8 Other	-0.38	-0.75	-0.27	0.48

The data shows the gap in Progress 8 score in English is the largest but that Progress scores in maths need the greatest improvement to deliver results consistent with historic performance.

Year 9	July-21			
	All	**PP**	**Non PP**	**Gap**
Cohort Size	316	73	243	
Progress 8	-0.67	-1.1	-0.54	0.56
Progress 8 English	-0.78	-1.39	-0.6	0.79
Progress 8 Maths	-1.06	-1.33	-0.98	0.35
Progress 8 EBacc	-0.7	-1	-0.61	0.39
Progress 8 Other	-0.3	-0.86	-0.13	0.73

The data shows that the gap in English and the Open bucket is the largest to address. As you might expect in Year 9 overall scores are lower than those in Year 10 and the gap is larger giving weight to the assertion that the progress improves and the gap closes as students move through Years 9 and 10.

Review of targets set for the 2020.21 academic year

Aim	Target	Target date	Review of target
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21	This data is not available at National level. PP Progress 8 gap did reduce and PP P8 score was positive
Attainment 8	Achieve national average for attainment for all pupils	Sept 21	Target not achieved (review nature of target)
% 5 GCSEs + Grade 4+ in En & Ma	Achieve National average	Sept 21	Target not met - % fell from 2020 figure and gap with non PP grew
Other	Improve PP attendance and reduce exclusions	Sept 21	Attendance data affected by covid lockdowns. PP attendance was lower when in college – target not met Exclusions were lower but pupils missed periods of school due to lockdown

Review of teaching priorities set for last academic year

Measure	Activity
Priority 1	Embed Quality First Teaching and PP First to ensure best outcomes for PP students **Review:** Despite a year disrupted by the pandemic a full cpd program ran to support the development of quality first teaching e.g. The introduction of Teaching Walkthrus focussing on specific teaching techniques and the attendance to a range of Teaching and Learning training through the West Wiltshire Alliance of schools. The use of the PP First continued to be an expectation for all staff
Priority 2	Use of Lexia, plus extra English lesson to develop literacy skills in conjunction with whole school literacy initiatives to increase literacy skills and subsequent access to the curriculum. **Review:** Lexia program used with some success throughout the year to support PP students with the weakest literacy (reading ages at or below 10 years) although program was interrupted due to pandemic and as a result a larger than usual cohort of students (20 students) with the lowest

	reading age scores will continue with support into Year 10. Those students who were successful using the program (approx. 25 students) made between 3 and 6 months improvement in reading age during the intervention. Read/Write tool bar successfully introduced for use by students with poor writing speed and low literacy levels in exams and as a day to day support for working practice. Introduction has reduced the need for readers and scrolls to support students in exams. Student voice feedback has been predominantly positive with this strategy with only small numbers of students deciding to opt out. Based upon student voice feedback the Literacy/Reading lessons delivered by English department have had a positive effect in increasing students' willingness and proficiency in reading out loud in class and has supported increased numbers of students to read for pleasure. This raised profile has in turn, been supported by a calendar of reading for pleasure activities that were run throughout the college year by the library which saw an increased uptake of reading books particularly e books; a system for which was launched during the year. Aspects of the literacy strategy delivered by AP during inset. All staff are received training on Tier 1,2 and 3 language. Staff are more confident and knowledgeable of communicating the challenge of literacy in these terms. Departments have focussed on the teaching of Tier 3 key words and produced displays within department areas to support this work and students understanding. Alongside this the literacy marking policy was reviewed to ensure greater consistency across different subject areas. Monitoring of its implementation is ongoing.
Barriers to learning these priorities address	Embedding best practice of marking for literacy across all curriculum areas.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Year 11 intervention for lock-down catch up **Review:** Faculties submitted bids and were awarded a PP budget boost to provide resources for PP students;practical subjects such as Art and Food Tech wereawarded the most money to take into account the financial demands on students to complete this subject 67 government laptops secured. Priority given to PPstudents. Priority 1 = 36 PP students, priority 2 = 7 PP students, Priority 3 = 19 PP students 2 Learning Mentors were appointed to working predominantly with year 11 disadvantaged students; supporting them in 8 lessons over the fortnight and meeting with them for 121 progress updates once a fortnight. Worked with8 PP girls and 12 PP boys. In addition, the mentors supported sessions that ran after college, on 3x Saturdays during the year and a number of days during 2x holiday periods when additional revision session were run which were open to all but which targeted the attendance of PP students who made up approx 30% of the cohort.
	Seconded AP in charge of catch up met with department leads to analyse data and ensure intervention was effective across department areas. Within this PP students were prioritized.

Priority 2	Improve parental engagement ahead of GCSEs with praise post-cards for academic progress, improved BFLand attendance. **Review:** Praise postcards sent home by PP lead for all years regularly throughout the year e.g. after Year 11 mocks, to support positive student attitudes and parental engagement. Certificates for improved attendance at the end ofTerm 1 and Term 3 (Term 2 interrupted by covid). Coordinated contact with hard to reach parents ahead of covid affected virtual events e.g. parents evenings, raising achievement evenings by Pastoral team to support parental engagement PP lead coordinated the collection of donated uniform from Year 11s who were not required to wear uniform due to measures introduced to reduce the spread of covid. Donated uniform dry cleaned for free by Frome Valley Cleaners. Over 30 families have benefitedfrom donated uniform (25 are PP students) PP funds used to buy new uniform, where sizeswere not available.
Priority 3	Use of on site Aspire Alternative provision to support students who struggle to engage in main stream setting within the College. **Review:** 2x Year 11; 5x Year 10 and 4x Year 9 students accessed Aspire during 2020.21. 8 of these 11 students were PP. We have observed improved behaviour and engagement with learning in ASPIRE from PP students. This trend is reflected in increasing numbers of achievement points awarded to students in ASPIRE and a reduction in behaviour points accrued by individuals when accessing ASPIRE. This was particularly true for students with improved attendance data and the 'N' codes dramatically reduced alongside a reduction in truancy. 6x students (all PP) ended the year with over 90% attendance. The rate of achievement points v behaviour points was approx. 3:1 showing improved behaviour and engagement with learning in ASPIRE from PP students.5x students gained over 70 achievement points with 2 of these gaining over 100. Both Year 11 students achieved a number of good GCSE passes with both securing grade 5 in maths and one a grade 4 in English. 1x Year 11 students has transitioned into Post 16 at Frome College.
Barriers to learning thesepriorities address	Disrupted student attendance

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing attendance at Homework Club amongstdisadvantaged pupils **Review:** Year 9 and 10 h/w club ran during Term 1, interrupted during Term 2 and reintroduced for some of Term 3, led by PP lead, Learning mentorsand PGCE trainees and supported by various department teachers. GCSE Pod purchased to support this catch-up work. Data from progress checks identified 19 year 9 students and 20 year 10 students who were targeted to attend. Attendance was variable with a core of students regularly attending (10 students) and others more sporadic and needing positive pressure to attend. Frequent parental contact supported this process. Providing delivered FSM to disadvantaged students whoare self-isolating. Rotary are delivering the meals from school to some students' homes Liaison with Fair Frome who will be delivery food vouchers at Christmas, in addition to Government FSM
Measure	**Activity**
	Liaison with Purple Elephant who delivered Christmas Gifts to nominated students (via HOH) 3x Laptops purchased for PP Plus students.
Priority 2	Year 10 PP tutor mentoring program **Review:** 6-8 students per House mentored during tutor time by Deputy Head of House supported by the Year 10 SLT Achievement lead. 23 of these students were PP students. Year 10 into Year 11 Transition Project. 15 students (12 were PP) were selected to attend a one day transition project delivered by external advisors to support the mental health challenges of the pandemic disruptions and the anxiety associated with the transition to year 11 and the examination and study challenges this will present.

Priority 3	Support mental health and well being during the pressured times associated with the pandemic
	Review: Inclusion offers preventative programs of work for students. Students are able to access group sessions on anxiety, coping strategies, self-esteem, classroom behaviour and anger management. These sessions are proving valuable in building on student's resilience and engagement with College. One to one mentoring and Emotional Literacy work is also on the menu of support with students receiving time specific work which enable them to identify and manage their feelings and emotions which allows them the ability to cope better with College life. Strength and difficulty questionnaires (SDQs) are used to refer in to for Inclusion support and give a baseline score. Following completion of a program of support a SDQ is done to attempt to measure impact. 125 students accessed an Inclusion program during the year. 68% of these students were PP students. Overall 70% of SDQ scores improved following the interventions and within this 71% of PP student SDQ scores improved.
Barriers to learning these priorities address	Attendance of key pupils at Homework club