

Pupil premium strategy statement

School overview

Metric	Data
School name	Ivybridge Community College
Pupils in school	2560 (Years 7 to 13)
Proportion of disadvantaged pupils	17.01% (Years 7 to 11 only)
Pupil premium allocation this academic year	£351,107
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	September 2021
Statement authorised by	Rachel Hutchinson
Pupil premium lead	Nina Kyprianidis
Governor lead	Mike Saltern

Disadvantaged pupil performance overview for last academic year

Progress 8	0.01
Ebacc entry	40.8% with 12.2% achieving 9-5
Attainment 8	46.66%
Percentage of Grade 5+ in English and Mathematics	38.8%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To maintain above 1	Sept 21
Attainment 8	50%	Sept 21
Percentage of Grade 5+ in English and Mathematics	40%	Sept 21
Other	Reduce gap to less than 2%	Sept 21
Ebacc entry	Better than national average EBacc entry for all students including disadvantaged.	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Embed Forensic Reading to further reduce the progress gap.
Priority 2	Focus on literacy development across the curriculum with planned opportunities to extend oracy with an emphasis placed on academic reading to help reduce the progress gap.
Barriers to learning these priorities address	Disadvantaged students may lack cultural capital to link complex vocabulary to in context examples. Take opportunities to ensure that disadvantaged students can access activities that increase their cultural capital.
Projected spending	£140 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for disadvantaged students not making expected progress or better.
Priority 2	Numeracy intervention across KS3 for disadvantaged students not making expected progress or better.
Barriers to learning these priorities address	Literacy and numeracy skills are key across all areas of the curriculum. By removing barriers in these areas disadvantaged students should benefit in all areas of their learning and attainment. This is to be achieved through the employment of tutors working one to one and in small groups.
Projected spending	£140 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all disadvantaged students have access to adequate IT facilities to enable them to complete home and remote learning particularly in the event of a further lockdown. This will be achieved through a device loan system.
Priority 2	Ensure that all disadvantaged students are able to participate in curriculum critical activities to support their academic courses and enhance their cultural capital.
Barriers to learning these priorities address	Lack of IT facilities at home addressed and cultural capital enhanced.

Projected spending	£72 000
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time is given over to allow for staff professional development and training at the start of the academic year for those running the new Forensic Reading programme and through the year for all teachers on developing literacy across the curriculum.	Use of INSET days for staff training. A comprehensive programme of directed after school training sessions for staff.
Targeted support	Students identified using end of year data from 19/20 and additional literacy and numeracy provided for those lower attaining students.	Additional sessions timetabled and staff with subject specialist teachers. Tutors to be employed to support in one to one and group intervention work.
Wider strategies	Laptops purchased for loan to students. Ensuring all students have the correct equipment to learn – revision guides, specialist sports equipment etc.	Funds made available to purchase new laptops as they are needed. Academic Performance Leaders checking which students require laptops or funding for activities. Equipment needs identified on an individual basis ongoing.

Review: last year's aims and outcomes

Aim	Outcome
Reducing the gap in – Reading, Writing and Mathematical skills post transition from KS2 and over the course of Year 7.	<p>Year 11 CAG outcomes reflect improved progress for disadvantaged students and assessment points for other Year Groups also show improving overall progress.</p> <p>In the absence of external outcomes, internal tracking and CAGs showed a significant impact on student progress.</p> <p>Students completing fortnightly lessons and home learning with early reports showing good progress in vocabulary development.</p> <p>Internal data and outcomes of specific programmes as outlined above show</p>

	sustained improvement for majority of learners, including disadvantaged.
High attainment and positive Progress 8 scores are achieved by all students	Disadvantaged student gap reduced from 0.6 to 0.3 this academic year.
Improving self-regulation of behaviour in target disadvantaged students.	Increased pastoral capacity has enhanced the welfare and pastoral aspects supporting the students. Internal Isolation ensured students received bespoke support and work to support their reflection and learning by qualified teaching staff. The Educational Psychologist additional days were financed to support students. Key worker worked with students to support their social, emotional and mental health.
Improving attendance	Attendance rates for students eligible for disadvantaged students in 2019-20 (including a three week pre-Christmas severe flu period and Covid absence up to July 2020) were 2.36% lower than the attendance rates for all students at the College. This is an improvement of 0.41% on the previous year.
Raise aspirations and academic ambition in disadvantaged students.	<p>All disadvantaged students received 1:1 interview or meeting with a member of the Sixth Form or Senior Leadership Team.</p> <p>Disadvantaged students were prioritised for careers interviews during College lockdown to ensure future pathways were secure.</p> <p>Key Stage 5 students guided via tutor and Pastoral Leader for Futures.</p> <p>Bursary/scholarship/hardship fund opportunities shared with students where they were eligible.</p>